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<tr>
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<td>Index of Courses</td>
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<td>Proposed Costs</td>
<td>90</td>
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</tbody>
</table>
The Curriculum Framework provides the basis of curriculum for schools in W.A. Desired outcomes and more details of Learning Areas are available at http://www.curriculum.wa.edu.au.

Students will be allocated to the following Compulsory Courses:

<table>
<thead>
<tr>
<th>LEARNING AREA</th>
<th>PERIODS PER WEEK</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4</td>
</tr>
<tr>
<td>Society &amp; Environment</td>
<td>5</td>
</tr>
<tr>
<td>Science</td>
<td>4</td>
</tr>
<tr>
<td>Health &amp; Physical Education</td>
<td>4</td>
</tr>
<tr>
<td>Whole School Literacy Program</td>
<td>1</td>
</tr>
<tr>
<td>Whole School Numeracy Program</td>
<td>1</td>
</tr>
<tr>
<td>Mind Matters Pastoral Care Program</td>
<td>1</td>
</tr>
</tbody>
</table>

**NOTE:** All students must also study in the learning areas of The Arts, Languages Other Than English and Technology & Enterprise.

### Year 8 Surf Science Program 2014

The selection process for the Specialist Surf Science Program in 2013 is by application. Students will demonstrate their suitability for the program though their high academic performance and well developed self-management skills (evidenced by most recent school report), and an interview.

The steps in applying for the Surf Science Program are outlined below:

**STEP 1.** Read the contents of the enrolment package carefully.

**STEP 2.** Complete the John Tonkin College Enrolment Form, Teacher Recommendation Form (required) and Scholarship Application Form (optional).

**STEP 3.** Contact John Tonkin College on 9535 3800 to make an appointment for your enrolment interview. This will take about 20 to 30 minutes. Please ensure that you bring a copy of your most recent school report and a copy of your birth certificate to the interview.

Should you require further information about the Year 8 Surf Science Program for 2014, please contact Ms Jan Stone, Associate Principal at John Tonkin College - Tindale Campus.
John Tonkin College
Course Offering Year 9 2014

The Curriculum Framework provides the basis of curriculum for schools in W.A. Desired outcomes and more details of Learning Areas are available at http:/www.curriculum.wa.edu.au.

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<td>1</td>
</tr>
<tr>
<td>Mind Matters Pastoral Care Program</td>
<td>1</td>
</tr>
</tbody>
</table>

Electives

Students must also select courses from the following learning areas to complete their Year 9 program:

- The Arts
- Languages Other Than English
- Technology & Enterprise

Low Cost Options

Childcare

Want a career in child care? Nanny? Day Care Centre Carer? Child Health Nurse? Early Childhood teacher? This course includes:

- Child development 0 – 6 Years
- Needs of each group
- Design activities and toys for each group
- Health and food requirements
- Legal responsibilities

Learning Area Reporting: Technology and Enterprise
Pathway direction: Certificate II in Community Services (Child Care focus)
**John Tonkin College**  
**Surf Science Program Year 9 2014**

The selection process for the Specialist Surf Science Program is by application. Students will demonstrate their suitability for the program though their high academic performance and well developed self-management skills (evidenced by most recent school report), and an interview.

The steps in applying for the Surf Science Program are outlined below:

**STEP 1.** Read the contents of the enrolment package carefully.

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**STEP 3.** Contact John Tonkin College on 9535 3800 to make an appointment for your enrolment interview. This will take about 20 to 30 minutes. Please ensure that you bring a copy of your **most recent school report** and a **copy of your birth certificate** to the interview.

**For Current Year 8 Surf Science Students:**

**Inclusion in the Year 8 Surf Science Program does not guarantee placement in the Year 9 Program.**

Continuation of Year 8 Surf Science students into Year 9 requires the endorsement of Year 8 teachers, (a Specialist Surf Science Program - Continuing Students Form will be provided) and a review of Semester 2, 2013 results. Students who have not met the required standards will be informed in writing of their withdrawal from the program.

Students who do not wish to continue in the Specialist Surf Science program in Year 9 must complete the relevant section of the Specialist Surf Science Program - Continuing Students Form which will be given out during term 3.

Should you require further information about the Year 9 Surf Science Program for 2014, please contact John Tonkin College - Tindale Campus.
John Tonkin College
Elective Choices Year 9 2014

Dance
Do you enjoy physical activity? Do you like to dance? Work as a team? Be creative? This course includes:

- Movement skills
- Choreography skills
- Creative development of original works
- Different styles of dance
- Dance appreciation
- Performance in school and community arts events

Learning Area Reporting:
The Arts
Pathway direction:
Dance – Contemporary; WAAPA

Fabrics
Explore the world of fabrics and learn how to make items ...... You will be given lots of opportunities to theme and create your own designs such as:

- Felting - mobile phone cover
- Boxers for bed OR Applique T-Shirt
- Tote Bag - footy colours

Learning Area Reporting:
Technology and Enterprise
Pathway direction:
Materials, Design & Technology - Textiles

Drama
Do you like playing a role? In this semester unit students focus on how to develop a role, believable characters and different scenarios. Given scripts, students will use the elements of drama to analyze and perform. They will be assessed on Developing Arts Ideas, Arts in Society and Arts Responses.

This course includes:

- Devised drama
- Scripted drama
- Ancient theatre
- Comedia del Arte
- Masks

Learning Area Reporting:
The Arts
Pathway direction:
Arts Education Performance - WAAPA
Drama (WACE & ATAR)

Fitness Club
Fitness Fanatics for Life! Do you want to be fit and healthy? Do you like to be active and try new activities? This course includes:

- Fitness testing
- Training programs
- Body systems
- Fitness challenges
- Guest presenters

Learning Area Reporting:
Health and Physical Education
Pathway direction:
Fitness Trainer/Personal Trainer
Sports Science
Japanese

Explore the rich culture and language of Japan. This course brings Japan to life in the classroom. Role plays, anime, Japanese music and Japanese past times such as martial arts and cooking are included to engage students in the fascinating world that is Japan. This course includes:

- Japanese writing systems
- Speaking and listening skills
- Cultural activities

**Learning Area Reporting:** LOTE

**Pathway direction:** Vocational Pathways and University Entrance

Visual Art

Do you like to draw? Are you good at making things? Do you enjoy working on creative projects? This course includes:

- Development of creative and artistic talents
- Exploration of traditional and contemporary art forms
- Visits to art galleries and meeting successful artists from WA
- Students will develop a portfolio and create pieces for school and community based exhibitions

**Learning Area Reporting:** The Arts

**Pathway direction:** Visual Arts

Certificate II in Visual Arts & contemporary Craft

Music

Do you like to sing? Do you play a musical instrument? Do you want to explore different musical styles and cultures? This course includes:

- In depth look at different musical styles and eras
- Aural and theory skills
- Composition
- Performance
- Vocal and instrumental skill building

**Learning Area Reporting:** The Arts

**Pathway direction:** Music 1A-C

Vocal Certificate (Creative Industries/Music Foundation)

Materials

Are you good at working with your hands? Do you like to make and build things? Are you interested in learning practical skills? This course includes:

- Woodwork
- Mechanics
- Bricklaying
- Tiling
- Plastering
- Welding
- Basic carpentry

**Learning Area Reporting:**

**Pathway direction:** Technology and Enterprise – Technology Process, Information, Systems and Materials

Certificate 1 Engineering, Certificate 1 Building and Construction, Outdoor Education; Marine and Maritime Technology

Multimedia

Do you enjoy using technology? Do you have an interest in music videos, celebrities, magazines, advertising, TV, film, web design and online media? This course includes:

- Exploring the representation of ideas and values through media constructions
- Analysing the use of media to create celebrity, fashion and trends
- Studying and creating a variety of print and non-print media texts
- Graphic design and web pages
- Technical and creative processes to develop your own media products
- Exhibition of completed works through participation in school and community functions

**Learning Area Reporting:** The Arts

**Pathway direction:** Design – Photography

Media, Production and Analysis

Cert 2: Visual Arts and Contemporary Craft (photo imaging)
John Tonkin College
Elective Choices Year 9 2014 (contd.)

*** High Cost Options ***

These courses are high cost options and require full payment in order to confirm placement.

**Master Chef (Hospitality)**

Interested in food? Thinking of becoming a chef or cook? Want to learn the basics of food preparation? Like the idea of running an enterprise? This course includes:

- Healthy food choices and nutrition
- Knife/cutting skills
- Menu planning and costing
- Food preparation and presentation
- Occupational Health and Safety

Students will have the opportunity to showcase skills learnt throughout the course at school and community functions.

**Learning Area Reporting:**
Technology and Enterprise

**Pathway direction:**
Food Science and Technology – Hospitality
Food Science and Technology – Product Development

**Outdoor Education**

Do you enjoy outdoor recreation? Do you like to challenge yourself, while working as part of a team? This course includes:

- Participation in a range of outdoor and physical activities
- Development of self management and teamwork skills
- Bush and camping survival skills, cooking
- Canoeing, bike riding, orienteering

**Learning Area Reporting:**
Health and Physical Education

**Pathway direction:**
Outdoor Education

**Note:** To select this course, students must be able to swim 100 meters

**Motors and Machines**

How does an engine work? What makes it go and stop? Want to learn about what makes a car run? This course includes:

- Practical work to fix small engines
- Basic engine principles
- Gears
- Car maintenance
- Different types of engines

**Learning Area Reporting:**
Technology and Enterprise

**Pathway direction:**
Automotive, Engineering and Technology

**Robotics**

Unmanned spy planes, automatic vacuum cleaners that will work while you sleep and deep sea photography all rely on the ability to program robots. Do you want to design, program and control robots? This course gives hands-on experience as you discover exciting uses of science, technology and mathematics. This course includes:

- Designing robots to complete the tasks
- Writing and testing robot control programs
- Investigating everyday uses of robots

**Learning Area Reporting:** Science

**Pathway direction:** Computer Technology, Engineering and Robotics
John Tonkin College delivers four Year 10 programs at the PET Campus. These include the Year 10 Surf Science Program, the Academic Extension Program (AEP), the Academic and Career Exploration Program (ACEP) and the Pastoral and Career Education Program (PACE).

The programs offer a comprehensive Year 10 curriculum with opportunities to work in extended learning contexts through a range of curriculum electives and taster sessions in most courses throughout the year. Underpinning the curriculum is a strong focus on building organisational skills, and a work ethic conducive to successful academic study in Years 11 and 12. Through exploring the world of work, students will set goals and create a career pathway plan that will guide them in course selection for Year 11 and provide opportunities for work experience and exposure to available training options.

Students will also engage in a specialised Orientation and Mentoring program, and will experience pastoral support through the College’s Student Advocacy System. Over the course of the year, students may also participate in the Duke of Edinburgh Award as a vehicle for developing leadership and teamwork skills. This aspect of the program will contribute towards the achievement of the Western Australian Certificate of Education.

**Prerequisites for AEP:**

Typically, students suited to this program are those who wish to develop their skills to prepare for a tertiary study pathway in Year 11 and 12. Applicants must be able to demonstrate a strong record of academic performance, good self-management skills and a commitment to their studies to be considered for placement in the program. This pathway is highly recommended for students more suited to Humanities subjects or non-outdoor pursuits. Students pursuing a Science pathway should consider the Year 10 Surf Science Program.

**Prerequisites for ACEP:**

Typically, students suited to this program are those who wish to develop their skills to access future training and/or education pathways that will lead to a successful career in their chosen field. Students must be able to demonstrate satisfactory academic performance, good work habits, participation and cooperation to be considered for placement in the program.

All students will study core components. The choice of electives enables them to tailor their studies to their strengths and interests, laying a strong foundation for successful transition to Year 11 and 12 studies.

**Core Subjects for 2013**

- English
- Society and Environment
- Science
- Mentoring Program
- Health
- Physical Education
- Mathematics

**Electives for 2013 may include:**

- Marine and Outdoor Education
- Food of the World
- Computing
- Design and Technology
- Tourism
- Bronze Duke of Edinburgh Award (whole year)
- Fashion Fusion
- Visual Art
- Fitness For Life
- Drama
- Dance
- Media
- Japanese
- Certificate 1 in Visual Arts and Contemporary Craft (Photography/Art) (whole year)
The selection process for the Specialist Surf Science Program is by application. Students will demonstrate their suitability for the program through their high academic performance and well developed self-management skills (evidenced by most recent school report), and an interview.

The steps in applying for the Surf Science Program are outlined below:

**STEP 1.** Read the contents of the enrolment package carefully.

**STEP 2.** Complete the John Tonkin College Enrolment Form, Teacher Recommendation Form (required) and Scholarship Application Form (optional).

**STEP 3.** Contact John Tonkin College on 9535 3800 to make an appointment for your enrolment interview. This will take about 20 to 30 minutes. Please ensure that you bring a copy of your most recent school report and a copy of your birth certificate to the interview.

**For Current Year 9 Surf Science Students:**

Inclusion in the Year 9 Surf Science Program does not guarantee placement in the Year 10 Program.

Continuation of Year 9 Surf Science students into Year 10 requires the endorsement of Year 9 teachers, (a Specialist Surf Science Program - Continuing Students Form will be provided) and a review of Semester 2, 2013 results. Students who have not met the required standards will be informed in writing of their withdrawal from the program.

Students who do not wish to continue in the Specialist Surf Science program in Year 10 must complete the relevant section of the Specialist Surf Science Program - Continuing Students Form which will be given out during term 3.

Should you require further information about the Year 10 Surf Science Program for 2014, please contact John Tonkin College.
Electives for 2014 may include:

**Marine and Outdoor Education**
If you have a love of the outdoors in all weather conditions and can swim 200 metres then this course is for you. You will gain basic camping skills, build strong relationships through teamwork and leadership, learn the basics of roping and participate in water-based activities. Through an introduction to boating you will also learn the basic skills required for attaining a Skipper’s ticket.

**Food of the World**
Students will explore international cuisine through preparing tasty dishes from all corners of the world. The focus of this course is on basic cooking methods to create fabulous dishes suited to the courses of the menu.

**Computing (Applied Information Technology)**
This course is suited to students who have a love of technology and want to immerse themselves in areas that may include robotics, photo and video editing and networking concepts.

**Design and Technology**
This course provides students the opportunity to develop practical skills in most D&T contexts including woodwork, metals engineering, automotive and computer generated design. Students must supply the following personal protective equipment (PPE) to be enrolled in this course: clear lens safety glasses, steel-capped boots, overalls or industrial trousers and long-sleeve shirt. Hair must be restrained and no jewellery is permitted.

**Tourism**
Students will explore the local, national and international travel and tourism industry. You will develop a desire to visit and experience the attractions of many destinations. This course also provides a basic introduction to foreign languages to assist in being effective in the industry.

**Bronze Duke of Edinburgh Award**
This program involves conservation projects, adventure camps, personal development and community service. Please see the full information on page 11.

**Fashion Fusion**
This is your introduction to the ‘world of fashion’. A chance for you to express your imagination, flair and creative approach to design with loads of support to assist you. Students will be exposed to a rich mix of fabrics enabling them to design and create fashionable accessories including textile jewellery, hair decoration, bags and home furnishings. Opportunities to experiment with the creation of decorated and modified materials.

**Visual Art**
An introduction to the elements and principles of Art and Design exploring both art making and art interpretation across a diverse range of styles and cultures exploring both 2D and 3D mediums.

**Fitness For Life**
This is for the Fitness Fanatics! This course includes: fitness techniques and testing, training programs, fitness challenges, helping someone improve their fitness, participation in workout sessions directed by a variety of guest presenters, body systems - how does the body work? Fitness for free! - use your imagination to improve your fitness.

**Drama**
Whether you are a beginner or a strong performer, this course will lead to studying Drama at the ATAR and Certificate level in both performance and backstage roles. You will develop confidence and explore improvisation, physical theatre, production design and different stages in theatre history.

**Japanese**
The Year 10 Japanese elective builds on the topics covered in Years 8 and 9 Japanese. The study of the Japanese Culture is an integral part of the curriculum which in an increasingly globalised world gives students skills to broaden their world view through greater cultural understanding. Students continue to develop and refine their reading and writing skills through exposure to a range of documents in the Japanese script and structured study of grammar.

**Certificate 1 in Visual Arts and Contemporary Craft**
(Photography/Art) (whole year)
This course offers students the opportunity to develop basic knowledge and skills to prepare for work in the visual arts, craft and broader creative industries. The program of work will run over 2 semesters (1 semester in Visual Arts and 1 semester in Photography)
Students will undertake a combination of practical and theoretical course components, develop invaluable skills in digital imaging, photography, art and design. The units studied as part of this vocational Education and Training program are recognised Australia wide by all TrainingWA institutions and industry bodies.
WACE
Breadth-of-Study List (2014 onwards)

For a student to achieve a WACE in 2013 and beyond, the student must complete, in their final WACE year (Year 12), at least one course from each of the following lists. For this purpose, completion of a course means that the student has:

• received a grade in at least two paired units in their final year of senior secondary schooling in that course
• made a genuine attempt in the examination, unless exempt, for that course

If 50 per cent of a student’s final year of senior secondary schooling comprises endorsed programs, including VET, then the breadth-of-study requirement is waived.

List A
(arts/languages/social science)

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIA</td>
<td>Ancient History</td>
</tr>
<tr>
<td>BME</td>
<td>Business Management and Enterprise (Tourism)</td>
</tr>
<tr>
<td>CAE</td>
<td>Career and Enterprise</td>
</tr>
<tr>
<td>CFC</td>
<td>Children, Family and the Community</td>
</tr>
<tr>
<td>DAN</td>
<td>Dance</td>
</tr>
<tr>
<td>DRA</td>
<td>Drama</td>
</tr>
<tr>
<td>ENG</td>
<td>English</td>
</tr>
<tr>
<td>GEO</td>
<td>Geography</td>
</tr>
<tr>
<td>HEA</td>
<td>Health Studies</td>
</tr>
<tr>
<td>LIT</td>
<td>Literature</td>
</tr>
<tr>
<td>MPA</td>
<td>Media Production and Analysis</td>
</tr>
<tr>
<td>HIM</td>
<td>Modern History</td>
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<tr>
<td>MUS</td>
<td>Music</td>
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<tr>
<td>VAR</td>
<td>Visual Arts</td>
</tr>
<tr>
<td>WPL</td>
<td>Workplace Learning</td>
</tr>
</tbody>
</table>

List B
(mathematics/science/technology)

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
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<tbody>
<tr>
<td>AIT</td>
<td>Applied Information Technology</td>
</tr>
<tr>
<td>BCN</td>
<td>Building &amp; Construction</td>
</tr>
<tr>
<td>AET</td>
<td>Automotive Engineering and Technology</td>
</tr>
<tr>
<td>BIO</td>
<td>Biological Sciences</td>
</tr>
<tr>
<td>BCN</td>
<td>Building and Construction</td>
</tr>
<tr>
<td>BME</td>
<td>Business Management and Enterprise</td>
</tr>
<tr>
<td>CHE</td>
<td>Chemistry</td>
</tr>
<tr>
<td>DES</td>
<td>Design</td>
</tr>
<tr>
<td>FST</td>
<td>Food Science and Technology</td>
</tr>
<tr>
<td>HBS</td>
<td>Human Biological Science</td>
</tr>
<tr>
<td>ISC</td>
<td>Integrated Science</td>
</tr>
<tr>
<td>MMS</td>
<td>Marine and Maritime Studies</td>
</tr>
<tr>
<td>MDT</td>
<td>Materials Design and Technology</td>
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<tr>
<td>MAT</td>
<td>Mathematics</td>
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<tr>
<td>MAS</td>
<td>Mathematics Specialist</td>
</tr>
<tr>
<td>OED</td>
<td>Outdoor Education</td>
</tr>
<tr>
<td>PES</td>
<td>Physical Education</td>
</tr>
<tr>
<td>PHY</td>
<td>Physics</td>
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</tbody>
</table>

Please note:

• It is very important when selecting a course that attention is paid to Minimum Entry Requirements. See page 15 for further information.
Western Australian Certificate of Education (WACE) 2014-2015

The Western Australian Certificate of Education (WACE) is awarded to secondary school students who satisfy its requirements.

<table>
<thead>
<tr>
<th>Western Australian Certificate of Education (WACE) Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>In order for students to be eligible for a WACE, they must satisfy the following requirements:</td>
</tr>
</tbody>
</table>

**Breadth of study**
- Complete a minimum of 20 course units or the equivalent. Up to 10 unit equivalents may comprise endorsed programs, including VET credit transfer (stand alone units)
- The 20 course units must include at least:
  - four course units from English, Literature and/or English as an Additional Language/Dialect, studied during Year 11 and Year 12 (at least two of these units must be completed in Year 12)
  - one pair of course units from each of List A and List B completed in Year 12

**Achievement Standard Requirement**
- Achieve a C grade or better across the best 16 course units of which at least 8 must be completed in Year 12
- Endorsed programs and/or VET credit transfer (stand alone) can reduce the required number of course units by up to 6 units

**English language competence**
- Students must achieve a C grade or better in any Stage 1 or higher course unit from English, Literature and/or English as an Additional Language/Dialect (except 1A and 1B for English as an Additional Language/Dialect)
- For students who have not achieved a C grade in one of their English, Literature and/or English as an Additional Language/Dialect course units, schools will need to compare a selection of the student’s work with the work samples to verify the student has demonstrated the required standard

**Examinations**
- All students studying a course at Stage 2 or Stage 3 in the final year of senior secondary schooling (Year 12) are required to sit an examination at the appropriate stage of that course, unless exempt
- Practical and performance examinations are conducted in addition to written examinations for some courses
- Full time students who are enrolled to complete, in the current year, at least 220 nominal hours of VET (leading to the completion of at least one qualification or approved skill set) and are enrolled in 3 or fewer Stage 3 pairs of units are eligible to apply for an exemption from sitting the examinations
- Examinations for stage 2 pairs of units will be optional for year 12 students in 2014 and 2015.
- Students enrolled to complete a School Apprenticeship Link program, Aboriginal School Based Traineeship, School Based Traineeship, School Based Apprenticeship or Pre-Apprenticeship are eligible to apply for an exemption from sitting examinations
Courses in Senior Schooling: An Overview

- In 2014, all students in the senior secondary years of schooling, (Years 11 and 12), will be enrolled in courses within the Western Australian Certificate of Education (WACE). WACE courses are designed to follow on from the middle years of schooling, providing a continuous educational experience for students. The achievement of the WACE equates to Secondary Graduation.

- Within the structure of the WACE, students should choose courses with their future goals and aspirations in mind. Broadly speaking, there are three pathways that students can follow to achieve the WACE, but these are flexible to meet the needs, interests and abilities of different students.

- The university-bound pathway is for students who want to enter university studies at the end of Year 12. Stages 2 and 3 units are prerequisites for WACE examinations, which are used to determine eligibility for university entrance. This pathway is available to students who meet the Minimum Entry Requirements for the courses they select.

- The general pathway is an educational pathway suitable for students who want to enter TrainingWA or other vocational education, or employment at the end of Year 12. Stage 1 and 2 units comprise this pathway, and offer the widest range of courses for students. Minimum Entry Requirements also apply to courses in this pathway.

- For students who have struggled with their education, and who may not have well developed skills and abilities, the school will offer a pathway comprised of WACE courses and endorsed programs to meet their needs. This pathway will be designed to enable students to achieve the WACE and develop their employability skills.

- The diagram below demonstrates these broad pathways, and the flexibility they provide for students.
Courses in Senior Schooling: An Overview (contd.)

- The courses are arranged as paired semester length units. Typically a student would study two units of a chosen course in one academic year. English is compulsory for all students. They are required to complete two units in Year 11 and two units in Year 12, (a total of four units), to achieve the WACE.

- The units in courses are sequenced to reflect increasing depth and complexity. Preliminary (P) and stage one units (1A, 1B, 1C, 1D) are less complex than stage two units (2A, 2B, 2C, 2D). Stage three units are the most complex and rigorous.
Minimum Entry Requirement

• ‘Minimum Entry Requirement’, (MER) refers to the standard of academic performance that students need to achieve to demonstrate their aptitude and/or suitability for a particular course. Minimum Entry Requirements for specific courses are determined through the analysis of historical data, case studies and consideration of the complexity of course content.

• The concept of Minimum Entry Requirements is common in educational contexts, including university and TrainingWA enrolments. Stating Minimum Entry Requirements for Years 11 and 12 courses is regarded as standard practice in Western Australian schools, and is supported by the Department of Education.

• The purpose of Minimum Entry Requirements is to clearly indicate the rigor and academic standards of each course. They serve to guide students and parents in the course selection process, so that students choose courses that are appropriate for their academic abilities. The Minimum Entry Requirements are provided to support students to be successful in Years 11 and 12 courses.

• Minimum Entry Requirements throughout the 2014 Handbook are expressed in grades.

• The following table outlines the standards of student performance that would be expected in Years 9 and 10, to enter pathways in Years 11 and 12. This is included courtesy of the Secondary Standards Directorate of the Department of Education and Training.

Typically....

<table>
<thead>
<tr>
<th>Yr 9</th>
<th>Yr 10</th>
<th>Yr 11 &amp; 12</th>
<th>Post School Destination</th>
</tr>
</thead>
<tbody>
<tr>
<td>High ‘A’ Average NAPLAN Band 9, 10</td>
<td>High ‘A’ Average</td>
<td>Stage 2/3 Units</td>
<td>University</td>
</tr>
<tr>
<td>Low ‘A’ or ‘B’ Average NAPLAN Band 7, 8</td>
<td>Low ‘A’ or ‘B’ Average</td>
<td>Stage 1/2 Units</td>
<td>TrainingWA, Apprenticeship, ECU, ND</td>
</tr>
<tr>
<td>Low ‘B’ or ‘C’ Average NAPLAN Band 6, 7</td>
<td>Low ‘B’ or ‘C’ Average</td>
<td>Stage 1/ VET Courses</td>
<td>TrainingWA, Traineeships, Employment</td>
</tr>
</tbody>
</table>
University Entry

There are five universities in Western Australia. The public universities are the University of Western Australia, Murdoch University, Edith Cowan University and Curtin University. The University of Notre Dame is the only private university in Western Australia.

**Australian Tertiary Admission Rank (ATAR)**

Entry into the public universities in Western Australia is a matching process of the people who want to go to university and the number of places that are available. To assist in this process, Year 12 students are ranked and places offered on the basis of this ranking.

An ATAR ranges between 99.95 and zero, and reports a student’s rank position relative to all other students. It takes into account the number of students who sit the external examination and also the number of people of Year 12 school leaving age in the total population.

The Tertiary Entrance Aggregate (TEA) is calculated by using a student’s best scores from four courses which are then converted to an ATAR. If a student has an ATAR of 70.00, for example, it indicates that student is equal to, or better than, 70% of the Year 12 school leaver age population.

For a technical explanation of how the ATAR is calculated, go to: http://www.tisc.edu.au/tiscguide/atar-technical-specification.pdf

**Who gets an ATAR?**

Anyone who would normally have a Tertiary Entrance Aggregate (TEA) calculated automatically receives an ATAR.

**How do students find out their ATAR?**

All students are able to access their Year 12 results and ATAR at the Tertiary Institutions Service Centre (TISC) website from late December.

**What are the advantages of the ATAR?**

The ATAR directly reports a student’s position relative to other students.

The ATAR allows the results of any W.A. student applying for university admission interstate to be directly compared with results in other states. All states (except Queensland) report student rankings on the same scale.

**Unacceptable Course Combinations in Calculating an ATAR Score**

Students cannot use the following course combinations in calculating the ATAR. It may be possible to take both courses but the result in only one may be used to calculate the ATAR:

- Biological Sciences with Human Biological Science
- Chemistry with Integrated Science
- Chinese: Background Speakers with Chinese: Second Language
- English with English as an Additional Language/Dialect
- English with Literature
- English as an Additional Language/Dialect with Literature
- Indonesian: Background Speakers with Indonesian: Second Language
- Indonesian: Background Speakers with Malay: Background Speakers
- Japanese: Background Speakers with Japanese: Second Language
- Malay: Background Speakers with Indonesian: Second Language
- Physics with Integrated Science
University Entry (contd.)

University Admission 2015
Admission Requirements for School Leavers (2014 Year 12)

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

- meet the requirements for the WACE as prescribed by the Curriculum Council,
- achieve competence in English as prescribed by the individual universities,
- obtain a sufficiently high Australian Tertiary Admission Rank (ATAR) for entry to a particular university and/or course (Edith Cowan University may not require an ATAR for some pathways), and
- satisfy any prerequisites or special requirements for entry to particular courses.

University Prerequisites

Students must make sure that they satisfy the prerequisites for admission to the university course of their choice. Prerequisites are courses or special requirements that must be successfully completed for entry to particular university courses. Generally, a scaled mark of 50 or more in stage 3 of a WACE course is required for prerequisite purposes, however, mathematics prerequisites differ across university courses.

Murdoch University does not require applicants to have undertaken specific prerequisite courses but provides introductory units to enable its students to become skilled in specific areas in which they may be lacking.

Detailed information regarding prerequisites is available from the individual universities.

Portfolio Pathway

Edith Cowan University offers an additional pathway for entry by school leaver students.

Detailed information about the requirements for the Portfolio Entry Pathway to ECU may be obtained from Student Recruitment on 134 328 or www.reachyourpotential.com.au.

Murdoch University offers a portfolio pathway for admission to the Bachelors degrees in Media, Mass Communication and in Digital Media. For more information go to www.murdoch.edu.au.

University Application Procedures

Information about applying to the universities will be sent to Year 12 students at their schools in August 2014. Application will be via TISC’s website.

The closing date for applications is normally the end of September. Offers of admission are made by the universities in the second half of January and in early February.

Any further information about application procedures may be obtained from TISC.

Applications need to be made through TISC when the applicant is:

- an Australian citizen,
- a New Zealand citizen,
- approved/granted Australian permanent resident status.

International students do not fit these categories and will need to apply directly to the International Office at the relevant university.

Full details regarding individual university entrance requirements and processes are available from the TISC website: http://www.tisc.edu.au.

Disclaimer: The universities reserve the right to change the content and/or method of presentation and/or the method of assessment of any unit of study, to withdraw any unit of study or program which they offer, to impose limitations on enrolment in any unit or program, and/or vary arrangements for any program. Enquiries regarding university admission requirements should be directed to the individual university concerned. TISC and the participating universities cannot accept liability for any incorrect advice received from sources other than TISC, the universities or the universities' officially appointed agents.
Express Pathway Opportunities to Further Education, Training & Employment

Murdoch Pre-University Course: TLC110 - Learning for Tomorrow

- This course is for Year 12 students planning to enter University study and is an endorsed unit which will count towards the WACE
- It is open to Year 12 students studying Stage 2 or 3 courses who are interested in an alternative pathway into university
- TLC110 is presented by university lecturers in an adult learning environment in the Murdoch buildings. This course complements Year 12 studies and students will gain 3 points of credit towards a Murdoch University degree
- There are no up-front costs
- Successful students will be eligible for direct entry into Murdoch University via the Principal’s Entry Award.

Pre-University Unit TLC110

Brodie Haigh really appreciated the flexibility of the timetable at John Tonkin College because it meant more time to devote to study and pursue outside interests. His favourite courses were Biological Sciences and Media Production and Analysis.

Brodie chose to enrol in the pre-university unit TLC110 in order to experience an introduction to university study and to gain an alternative pathway into Murdoch University. “The lecturers and guest speakers made the course interesting and relevant.” This pathway leads to studies in either Biological Sciences or Interactive Digital Design at Murdoch University.

Brodie Haigh
A **relevant** and **realistic** course selection is important. Changes made to courses after the year has started may not be possible and are not a good idea because:

- Curriculum Council recommends students not to change after a designated date
- It is very difficult to catch up on missed work and assessments
- They discourage working through difficulties which are inherent in all learning contexts
- They seldom produce improvement
- They are a major barrier to achieving success, due to failure to complete units

**Follow the steps below:**

**Consult**
- Career choices
- Parents, teachers, career counsellors
- Sources for prerequisites for future study, training or employment
- This handbook aims to help you understand university/TrainingWA entrance requirements and what each course is actually about. Read it carefully, read it again and ask any questions

**Demonstrate**
- Demonstrate your capacity to succeed in courses as defined by their minimum entry requirements

**Select**
- Select the appropriate study module for your future career option and apply the selection requirements
- See the John Tonkin College website for study module information

**Commit to**
- Completing each course you enrol in
- No course changes
- Attending all classes
- Meeting all course requirements on time
- Making positive use of time
- Working hard when the going gets tough

Note: A student cannot apply for a course change after two weeks of commencing

**Celebrate**
- Celebrate your successful step to further study, training or employment
Course Types

- Courses offered at John Tonkin College (JTC) are described in more detail in this handbook
- All courses depend on viable enrolments and the availability of qualified staff
- Year 11 courses link to “follow on” Year 12 courses
- There are three (3) categories of courses

<table>
<thead>
<tr>
<th>Colour Code</th>
<th>Type Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Red</td>
<td>Recommended pathway for access to university - 50% school assessed, 50% assessed externally in an Examination to provide a WACE score for each course and an Australian Tertiary Admission Rank (ATAR).</td>
</tr>
<tr>
<td>Gold</td>
<td>Generally not recommended for access to university. (Non-ATAR) Stage 2 courses in Year 12 are subject to external examination. Exam results combine with school based results to provide a WACE score.</td>
</tr>
<tr>
<td>Green</td>
<td>Endorsed programs including VET, made up of Units of Competency. Every 55 nominal hours of competencies equates to a course unit equivalence. Either 100% school assessed and quality assured by a Registered Training Organisation, or delivered by a Registered Training Organisation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Count Towards (Recommended Pathway)</th>
<th>Graduation</th>
<th>University-Bound</th>
<th>TrainingWA (TAFE) Entrance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COURSE (University-bound)</strong></td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td><strong>COURSE General (Generally not University-bound)</strong></td>
<td>√</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td><strong>Endorsed Programs</strong></td>
<td>√</td>
<td></td>
<td>√</td>
</tr>
</tbody>
</table>
Duke of Edinburgh Award /Bush Ranger Cadets

Experiences that last a lifetime with The Duke of Ed!

If you are passionate about the natural environment, want some adventure and want to connect with others through a range of new experiences, then completing the Bronze Duke of Edinburgh Award is for you. The Duke of Edinburgh Award is an elective for Year 10s in 2014.

The Duke of Ed is an international, structured, self-development program which connects you with other young people, adult mentors and with the wider community. Through completing a series of activities, you’ll be empowered to challenge yourself and realise your true potential. You’ll meet new people, discover your sense of adventure and create unforgettable memories along the way.

Participants undertake various physical challenges such as the Bronze Medallion Lifesaving Award, volunteer with local community organisations, tackle adventure/camping activities and participate in conservation and wildlife projects through the Bush Ranger Cadet Program.

Through The Duke of Edinburgh’s Award program at John Tonkin College, more than 100 students are gaining skills for life as they complete the physical recreation, community service, skills and expedition sections of the award.

Team work, self-reliance and commitment, sharing, adventure, cooperation and organisation skills are just some of the personal qualities developed through participation – skills which not only support students’ learning at school but also prepare them for work and study opportunities after school.

Contact for the Duke of Edinburgh Award/Bush Ranger Program: Tiffany McLean: 0413 148 624
Pastoral and Career Education Program (PACE)

Ensuring quality education is provided for all students is a primary focus of John Tonkin College. The PACE Program is a unique, alternative form of packaging curriculum to meet individual student’s social and academic developmental requirements. The PACE Program caters for students in Years 9 - 12 and is aimed at engaging and supporting students who find mainstream education challenging. This program is one of a suite of programs available under the college’s new career and participation faculty.

The PACE Program packages the curriculum to include five compulsory courses and an elective of the student’s choice. Embedded within this course is a range of qualifications students acquire through endorsed programs – examples of this include Senior First Aid Certificate, White Card and Keys For Life (Learners Permit). All courses provide the student with points towards graduation and the opportunity to be competitive when/if enrolling in further training such as TrainingWA (TAFE).

Based across sites, this program offers students the opportunity to participate in a range of educational activities that promote self awareness, employability skills and academic success. Specialist teachers work closely with community agencies, parents and students to tailor pathways that encourage life long learning.

English and Maths are compulsory courses that provide students with the skills and attributes required to reach their latent potential. These courses are complemented with endorsed programs, which include, but are not limited to, the Recreational Pursuit, Keys For Life, Senior First Aid and Map and Navigation Certificates. Vocational Education and Training (VET) competencies are delivered to students in the form of leadership training and work readiness certificates. Students have the capacity to select electives based on their interests and / or their career aspirations. Individuals who complete Years 11 and 12 have the capacity to successfully gain their West Australian Certificate of Education (WACE).

Enrolment in this program will be a result of consultation with staff, students and their caregivers. Limited student numbers allows for small class groups which means more attention can be provided for one-on-one instruction. Support staff, including Youth Workers, Mentors and Education Assistants provide additional assistance for individuals and their caregivers both in and out of the classroom setting.

The PACE Program has been recognised for the difference it has made to students in the Peel region, by the wider community, interagency personnel, parents and surrounding schools. This pathway offers students the opportunity to be successful as learners and as young adults.
The Career Enterprise Centre (CEC) is located at the Peel Education and Training Campus and offers a range of Vocational Education and Training (VET) pathways, in conjunction with the Western Australian Certificate of Education (WACE) courses, endorsed programs, ASDAN and some internally programmed and assessed subjects, for Years 11 and 12 students. All Career Enterprise Centre students participate in FESA cadets during school hours.

The Career Enterprise Centre is only able to enrol students who satisfy the Department of Education’s criteria for placement into an Education Support Centre. Please refer to the guidelines available on the Department of Education’s Inclusive Education web site: http://www.det.wa.edu/inclusive education.

The Career Enterprise Centre collaborates with feeder high schools, Halls Head Community College Education Support Centre, John Tonkin College, Coodanup Community College and Comet Bay College, to provide a thorough transition program for eligible students in the Peel region.

John Tonkin College and the Career Enterprise Centre work together to provide dynamic, inclusive programs which cater for all students with disabilities. This includes access to John Tonkin College courses for Career and Enterprise Centre students and the reverse integration for John Tonkin College students with mild disabilities to participate in practical courses offered by the Career Enterprise Centre, such as TrainingWA and Cadets.

For further information, contact:

Principal Career Enterprise Centre - Jacqueline Barbera
Ph: 9583 7333 Fax: 9583 7337
Email: CareerEnterpriseCentre@det.wa.edu.au
Web: www.cec.wa.edu.au
# Senior Secondary Course Offering 2014

John Tonkin College endeavours to provide a broad curriculum offering, however delivery is dependent on the number of students selecting courses.

<table>
<thead>
<tr>
<th>LEARNING AREA</th>
<th>COURSE</th>
<th>UNIVERSITY-BOUND PATHWAY</th>
<th>GENERAL PATHWAY</th>
<th>ENDORSED PROGRAMS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Year 11</td>
<td>Year 12</td>
<td>Year 11</td>
</tr>
<tr>
<td><strong>The Arts</strong></td>
<td>Drama</td>
<td>1A/1B</td>
<td>EP - Cert I (CRINC)</td>
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<tr>
<td></td>
<td>Visual Arts</td>
<td>1A/1B</td>
<td>1C/1D</td>
<td></td>
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<tr>
<td><strong>Dance</strong></td>
<td>1A/1B</td>
<td>EP - Cert I (CRIND)</td>
<td>EP: Community Organisation - YoH Fest, VET - Certificate I Creative Industries (Dance) (Yr12)</td>
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<tr>
<td><strong>Design:</strong></td>
<td>1A/1B</td>
<td>1C/1D</td>
<td>1A/B</td>
<td>VET - Certificate III Visual Arts (Photo) (Yr 11 &amp; 12)</td>
</tr>
<tr>
<td>Photography</td>
<td></td>
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<tr>
<td><strong>Music</strong></td>
<td>1C/1D</td>
<td>VET - Certificate I &amp; II Creative Industries (Music - Vocal and Instrumental) (Yr 11 &amp; 12)</td>
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<tr>
<td><strong>CAVE</strong></td>
<td>Work Place Learning</td>
<td>1A/1B</td>
<td>1C/1D</td>
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<tr>
<td></td>
<td>Career and Enterprise</td>
<td>1B</td>
<td>1C/1D</td>
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<tr>
<td></td>
<td></td>
<td>Year 11</td>
<td>Year 12</td>
<td>Year 11</td>
</tr>
<tr>
<td><strong>Design &amp; Technology</strong></td>
<td>Design: Technical Graphics</td>
<td></td>
<td></td>
<td>1A/1B</td>
</tr>
<tr>
<td></td>
<td>Materials Design &amp; Technology - Metals</td>
<td></td>
<td></td>
<td>1A/1B</td>
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<tr>
<td></td>
<td>Materials Design &amp; Technology - Wood</td>
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<td>1A/1B</td>
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<tr>
<td></td>
<td>Building and Construction</td>
<td></td>
<td></td>
<td>1A/1B</td>
</tr>
<tr>
<td></td>
<td>Automotive Engineering &amp; Technology</td>
<td></td>
<td></td>
<td>1A/1B</td>
</tr>
<tr>
<td><strong>English</strong></td>
<td>English</td>
<td>2A/2B</td>
<td>2C/2D or 3A/3B</td>
<td>1A/1B</td>
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<tr>
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<td>Literature</td>
<td>2A/2B</td>
<td></td>
<td>1A/1B</td>
</tr>
<tr>
<td></td>
<td>Media Production &amp; Analysis</td>
<td>2A/2B</td>
<td>3A/3B</td>
<td>1A/1B</td>
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<tr>
<td><strong>Physical Education</strong></td>
<td>Outdoor Education</td>
<td>2A/2B</td>
<td>3A/3B</td>
<td>1A/1B</td>
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<tr>
<td></td>
<td>Physical Education Studies</td>
<td></td>
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<td>1A/1B</td>
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<tr>
<td></td>
<td>Physical Education Studies AFL Specialization</td>
<td></td>
<td></td>
<td>1C/1D</td>
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<tr>
<td></td>
<td>Health Studies</td>
<td>2A/2B</td>
<td>3A/3B</td>
<td>1A/1B</td>
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<tr>
<td></td>
<td>Marine &amp; Maritime Studies</td>
<td></td>
<td></td>
<td>1A/1B</td>
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<tr>
<td><strong>Home Economics</strong></td>
<td>Children, Family &amp; the Community - Caring for Others - Infant &amp; Child Focus</td>
<td></td>
<td></td>
<td>1A/1B</td>
</tr>
</tbody>
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## Senior Secondary Course Offering 2014

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<td><strong>Year 12</strong></td>
<td><strong>Year 11</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Materials Design &amp; Technology - Textiles</strong></td>
<td>1A/1B</td>
<td>1A/1B</td>
<td>1A/1B</td>
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<td></td>
<td><strong>Food Science &amp; Technology - Hospitality</strong></td>
<td>1A/1B</td>
<td>1C/1D</td>
<td>1A/1B</td>
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<td></td>
<td><strong>Food Science &amp; Technology - Product Development</strong></td>
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<td>1C/1D</td>
<td>1A/1B</td>
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<tr>
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<td>Applied Information Technology</td>
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<td>1C/1D</td>
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<td></td>
<td><strong>LOTE</strong></td>
<td>Japanese</td>
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<td><strong>Mathematics</strong></td>
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<td>2C/2D or 3A/3B</td>
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<td>3A/3B</td>
<td>3C/3D</td>
<td>3A/3B</td>
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<td>Chemistry</td>
<td>2A/2B</td>
<td>3A/3B</td>
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<td></td>
<td></td>
<td>Physics</td>
<td>2A/2B</td>
<td>3A/3B</td>
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<tr>
<td></td>
<td></td>
<td>Biological Sciences</td>
<td>2A/2B</td>
<td>3A/3B</td>
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<tr>
<td></td>
<td></td>
<td>Human Biological Science</td>
<td>2A/2B</td>
<td>3A/3B</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Integrated Science</td>
<td>1A/1B</td>
<td>1C/1D</td>
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# Senior Secondary Course Offering 2014

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<td>Year 11</td>
<td>Year 12</td>
<td>Year 11</td>
</tr>
<tr>
<td>Society &amp; Environment</td>
<td>Geography</td>
<td>2A/2B</td>
<td>3A/3B</td>
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<tr>
<td></td>
<td>Ancient History</td>
<td></td>
<td></td>
<td>1A/B</td>
</tr>
<tr>
<td></td>
<td>Modern History</td>
<td>2A/2B</td>
<td>3A/3B</td>
<td>1A/1B</td>
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<tr>
<td>Specialist Programs</td>
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<tr>
<td>Pastoral and Career Education (PACE)</td>
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<tr>
<td></td>
<td>English</td>
<td>English - P Level unit/s or 1A/1B</td>
<td>English - 1A/1B or 1C/1D</td>
<td>EP: Community Organisation - SES cadet units (integrated with Maths)</td>
</tr>
<tr>
<td></td>
<td>Maths</td>
<td>1A/1B</td>
<td></td>
<td>Math - 1C/1D</td>
</tr>
</tbody>
</table>
Vocational Education & Training (VET)

What is VET?

Vocational Education and Training encompasses all courses delivered where a student is working towards completing qualifications or units of competency that are nationally recognised. Achievement of full qualifications results in students being awarded a Certificate I, II, III, IV or Diploma. Students who complete stand-alone VET courses gain credit towards their WACE through the completion of units of competency which are converted to WACE points.

Why study a VET Course as part of the WACE?

Students who are not university bound and in the JTC ATAR pathway are highly recommended to consider completing a VET course and gaining a certificate qualification as part of their secondary graduation. These types of qualifications provide enhanced opportunities for further training and employment. Students interested in pursuing a VET pathway should investigate the industry area through the following website - www.training.wa.gov.au

Profile Courses and John Tonkin College delivered courses:

Students can either apply for a profile course which is delivered by a Registered Training Organisation (RTO), for example Challenger Institute of Technology, or apply to enrol in one of the JTC delivered Certificate courses through the normal enrolment process.

Location of Courses:

Students may be required to travel to different training locations on the days of their course. Some courses are delivered at the PET Campus, but many are delivered in various locations including Rockingham, Kwinana, Beaconsfield and Jandakot.

Applying for VET Profile Courses:

Application for Profile courses is highly competitive as the RTOs take students from many schools. As a minimum, students must be achieving C grades in Mathematics and English in Semester 1. RTOs do not release their list of offerings until well into Term 2. Due to this, JTC requests that you complete an Expression of Interest Form so that we can contact you when the courses have been released and then the full application process can be completed. JTC students have typically been able to access Certificate courses in the following areas:

- Automotive - Electrical, Heavy Vehicle and Light Vehicle
- Business
- Community services - Childcare
- Community Services - Taster (Education Support; Disability; Childcare; Aged Care
- Construction - Bricklaying, Carpentry and Joinery, Plumbing
- Engineering
- Process Plant Operations
- Electrotechnology
- Information technology
- Floristry
- Horticulture
- Hospitality
- Laboratory Skills
- Retail, Make-up and Skin Care
- Security Operations
- Transport and Distribution
- Animal Studies
- Hairdressing

A brief description has been provided on each of these areas on page 30.
Application Deadlines:
Once you have completed the JTC Expression of Interest in VET form and the RTOs have released their course offerings for 2014 you will be contacted and provided with the detailed information provided by the RTO and the appropriate application forms.

Applications are typically in early Term 3. Students are notified in November of acceptances into these programs.

VET and Endorsed programs delivered by John Tonkin College:
Students are able to apply for enrolment in any of the following courses delivered by JTC staff. Courses will either be Stand-Alone (completing certificate course only) or Integrated with a WACE course (student will not gain credit for units of competency towards WACE but it will still be recognised on the WACE Certificate on the completion of Year 12.)

The following stand-alone courses are being offered by John Tonkin College in 2014 subject to numbers:

- Certificate II Applied Languages - Japanese (1 year offered to both Yr 11 and 12)
- Certificate I in Creative Industries - Dance (1 year offered to Year 12)
- Certificate I in Creative Industries - Drama (1 year offered to Year 12)
- Certificate I in Creative Industries - Music - Vocals (1 year offered to Year 11 and 12)
- Certificate I in Creative Industries - Music - Instrumental (1 year offered to Year 11)
- Certificate II in Creative Industries - Music - Instrumental (1 year offered to Year 12)
- Certificate III in Education Support (2 year offered to Year 11)
- Certificate I in Hospitality - Kitchen Operations (1 year offered Year 11)
- Certificate III in Media (Game Development) (2 year offered to year 11 and continuing Yr 12s)
- Certificate III in Information Digital Media and Technology (Computer technician) (2 year offered to Year 11 and continuing Yr 12)
- Certificate III in Visual Arts and Contemporary Craft - Photo Imaging (2 year offered to Year 11 and continuing Yr 12)
- Certificate I in Visual Arts and Contemporary Craft - Photography/Art (1 year offered Year 10)
- Certificate II in Tourism (1 year offered Year 11)
- Certificate III in Tourism (1 year offered Year 12)

The following integrated courses are being offered John Tonkin College in 2014 subject to numbers:

- Certificate II Information Digital Media and Technology is delivered within the 1AB and 1CD Applied Information Technology courses.
- Certificate II in Outdoor Recreation (2 years offered to Year 11) is delivered within the 1AB and 1CD Outdoor Education courses.
Profile Course
Brief Descriptions:

Animal Studies - Practical skills and knowledge to assist in a veterinary practice or other animal care establishments such as a kennel or cattery.

Business - Prepares students to commence employment in a clerical or administrative entry level role.

Automotive (Electrical) - Students will gain a feel for the automotive industry and identify and work with different electrical/electronic components of a car.

Automotive (Heavy Vehicle) - Students will gain a feel for the automotive industry and work with heavy vehicles or components, such as diesel engines and hydraulics.

Automotive (Light Vehicle) - Students will gain a feel for the automotive industry and identify and work with cars light vehicles and/or motorcycles or particular components such as steering and suspensions or cooling systems.

Community Services - Childcare - This qualification is designed to reflect the role of employees in the Childcare sector.

Community Services - Taster - Students will undertake units from five industry sectors including Community Services, Children Services, Aged Care, Disability Work and Education Support.

Construction - Bricklaying - Learn skills in handling construction brick and block materials, basic hand skills, reading building plans, measuring and calculations with a focus on bricklaying.

Construction - Carpentry and Joinery - Learn skills in handling construction materials, basic hand skills, reading building plans, measuring and calculations with a focus on carpentry and joinery.

Construction - Plumbing - Learn skills in handling construction brick and block materials, basic hand skills, reading building plans, measuring and calculations with a focus on plumbing.

Floristry - Practical skills and knowledge to prepare floral arrangements, organise storage and provide service to customers.

Horticulture - This course is designed to equip students with a wide range of theoretical and practical horticultural skills in parks and gardens, nurseries and in landscaping.

Hospitality - The skills and knowledge developed can be applied in various hospitality settings including restaurants, hotels, catering operations and cafes.

Laboratory Skills (Sampling and Measurement) - Students will be trained to use basic equipment to obtain samples and perform simple tests.

Engineering - The skills gained from this qualification will enhance students’ prospects in metal fabrication and fitting and machining industry.

Process Plant Operations - This course forms part of the Chemical, Hydrocarbons and Oil Refining National Training package and provides exposure to the fundamentals of process plant operations.

Retail Makeup and Skin Care - This course is based on the selling of makeup and retail skin care products and performing routine salon or store functions.

Security Operations - Develop the skills needed to work in a team, interpret and follow assignment instructions, identify and respond to potential threats and incidents, maintain workplace safety and operate basic security equipment.

Transport and Distribution (Maritime Operations) - this course gives students an overview of the facets within the marine industry from marine science, boating, tourism.

Electrotechnology - Practical skills and knowledge to install, operate, and maintain electrical and communications equipment and systems for domestic, business and industrial markets.

Hairdressing - this course provides students with the skills and knowledge to support professional hairdressers ‘to carry out a range of salon services.'
Certificate II in
APPLIED LANGUAGE STUDIES (Japanese)
39042 QLD

Qualification Outline:

This qualification will provide students with the practical skills and knowledge required to gain fluency communicating in Japanese at a beginner’s level. No prior knowledge is necessary. Students will also gain cross-cultural communication skills which may assist them within a wide range of industry areas and community settings.

Delivery:

This course is delivered over one (1) year.

Costs:

Approximate cost - $75.00 plus text. Students are required to purchase/provide all learning resource guides and associated texts including stationery and other consumables necessary for the course. Prices of resources may vary depending on upgrade/maintenance of resources.

Training and Employment Outcomes:

On successful completion of this qualification, students will receive a nationally-accredited Certificate II in Applied Language Studies (Japanese). This course provides both a preferred subject and a preferred pathway for entry to higher training through TrainingWA. Employment opportunities are enhanced when this qualification is combined with business, tourism, hospitality or other studies.
Certificate I in CREATIVE INDUSTRIES (Dance)
CRIND1 CUE03
Year 12 Only

Qualification Outline:
This qualification allows students to develop basic skills and knowledge to prepare for work in the Creative Industries Sectors. This Certificate is added to an Endorsed Course in which students undertake the Year 12 Production and YOHFest.

Special Requirements and Costs:
- Minimum ‘C’ grade in English in Year 11

Costs:
Approximate Year 12 cost - $140.00

Units of Competency include:
- Arts Industry knowledge
- Working with others
- Computer operation
- Occupational Health and Safety
- A basic knowledge of audio
- A basic knowledge of sound
- Implementing a lighting design

There is a component of rehearsal ‘Out of School’ built into the required hours. The Endorsed Course component adds 5 points towards WACE. The credit is for Whole School Production. Students undertaking Dance, Drama and/or Music will receive a Certificate II in Entertainment on completion of all competencies.

Training and Employment Outcomes:
On successful completion of this qualification, students will receive a nationally-accredited Certificate I in Creative Industries (Dance).

This course is both a preferred pathway and preferred subject for entry to higher training at Challenger Institute of Technology.

Certificate I in CREATIVE INDUSTRIES (Drama)
CRINC1 CUE03
Year 12 Only

Qualification Outline:
This qualification allows students to develop basic skills and knowledge to prepare for work in the Creative Industries Sectors. This Certificate is added to an Endorsed Course in which students undertake the Year 12 Production.

Special Requirements and Costs:
- Minimum ‘C’ grade in English in Year 11

Costs:
Approximate Year 12 cost - $157.00

Units of Competency include:
- Arts Industry knowledge
- Working with others
- Computer operation
- Occupational Health and Safety
- Analysing a performance outline/script
- Bump In Bump Out
- Basic knowledge of staging

There is a component of rehearsal ‘Out of School’ built into the required hours. The Endorsed Course component adds 5 points towards WACE. The credit is for Whole School Production. Students undertaking Dance, Drama and/or Music will receive a Certificate II in Entertainment on completion of all competencies.

Training and Employment Outcomes:
On successful completion of this qualification, students will receive a nationally-accredited Certificate I in Creative Industries (Drama).

This course is both a preferred pathway and preferred subject for entry to higher training at Challenger Institute of Technology.
Certificate I in CREATIVE INDUSTRIES (Music Focus) VOCAL CUF10107

Qualification Outline:
This qualification will provide students with the practical skills and knowledge to enhance their current musical skills for performance purposes. This course has an emphasis on practical vocal skills.

Delivery:
This course leads into Certificate II in Music CUS20109 in Year 12.

Special Requirements and Costs:
• Ability to sing
• Ability to read and write using music notation

Costs:
Approximate Year 11 cost - $180.00.

Students are required to purchase/provide all learning resource guides and associated texts including stationery and other consumables necessary for the course. Prices of resources may vary depending on upgrade/maintenance of resources.

Training and Employment Outcomes:
On successful completion of this qualification, students will receive a nationally-accredited Certificate I in Creative Industries (Music Focus) Vocal. This course is both a preferred pathway and preferred subject for entry to higher training at Challenger Institute of Technology.

Successful completion of this qualification provides the opportunity to become a performer at local community level.

Certificate I in CREATIVE INDUSTRIES (Music Focus) INSTRUMENTAL CUF10107

Qualification Outline:
Completion of this qualification will provide students with the practical skills and knowledge to enhance their current musical skills for performance purposes. You can learn skills that enable you to play music or sing, use technical equipment and computers, and prepare yourself for a performance.

Delivery:
This course leads into Certificate II in Music CUS20109 in Year 12.

Special Requirements and Costs:
• Ability to play an instrument or sing
• Ability to read and write using music notation

Students are required to purchase/provide all learning resource guides and associated texts including stationery and other consumables necessary for the course. Prices of resources may vary depending on upgrade/maintenance of resources.

Training and Employment Outcomes:
On successful completion of this qualification, students will receive a Certificate I in Creative Industries (Music Focus) Instrumental. This course is both a preferred pathway and preferred subject for entry to higher training at Challenger Institute of Technology.

Successful completion of this qualification provides the opportunity to become a road crew assistant or performer at local community level.

Certificate II in CREATIVE INDUSTRIES (Music Focus) VOCAL
This course is offered to Year 12 students who satisfy entry requirements of previous vocal music experience and ability to read music.

Certificate II in CREATIVE INDUSTRIES (Music Focus) INSTRUMENTAL
This course is offered to Year 12 students who satisfy entry requirements of previous instrumental music experience and ability to read music.
Certificate III in EDUCATION SUPPORT (Teacher Assistant) 51779

Qualification Outline:
This qualification has been developed to provide students with competencies to enable them to work in a variety of settings within the school environment.

It will provide them with the practical skills and knowledge to assist the teaching staff in schools and provide care and supervision for children up to Year 10.

Students will learn how to implement planned education programs, assist students in their learning and development, contribute to the safety and health of students and support students with additional needs.

Students will also learn how to work with children and young people at risk of harm, work effectively with culturally diverse students, families and co-workers and gain an introductory knowledge into working with children with special needs.

As part of this qualification students will undertake a supervised work placement where they will be able to apply the skills and knowledge they have learned.

Delivery:
The course is delivered one day per week for 3 semesters over two (2) years.

Special Requirements:
• Minimum ‘C’ grade in English and Maths in Year 10
• Police Clearance to be obtained early in the course

Costs:
Approximate Year 11 cost - $223.00 (includes First Aid Certificate)

Training and Employment Outcomes:
The successful completion of this nationally-accredited certificate provides opportunities for employment as an Education Assistant or continuing further training in the Certificate IV Education Support.

Certificate I in HOSPITALITY (Kitchen Operations) SIT10307

Qualification Outline:
This qualification reflects the role of the individuals who participate in a range of routine and predictable hospitality work activities. They work under close supervision and are given clear directions to complete tasks. This preparatory qualification provides individuals with knowledge and skills for initial work, community involvement and further learning.

Special Requirements:
• Minimum ‘C’ grade in English in Year 10

Costs:
Approximate Year 11 cost - $320

Training and Employment Outcomes:
After achieving SIT1021 Certificate 1 in Hospitality, individuals could progress to a wide range of other qualifications in the hospitality and broader service industries. It provides a pathway to work in various hospitality settings such as restaurants, hotels, motels, catering operations, clubs, pubs, cafes and coffee shops.
Certificate II in INFORMATION DIGITAL MEDIA & TECHNOLOGY ICA20111

Qualification Outline:
This certificate is delivered in the courses 1AAIT & 1BAIT (Year 11) and 1CAIT2 & 1DAIT2 (Year 12). This qualification is designed to reflect the role of employees who perform a range of tasks in the industry sector and may involve some multi-skilling. Eight core units and six elective units are to be completed to gain this qualification.

Delivery:
This qualification is delivered over two (2) years.

Special Requirements:
• Minimum ‘C’ grade in English in Year 10

Costs:
Approximate Year 11 cost - $60.00.

Training and Employment Outcomes:
Further training: ICA30111 Certificate III in Information Digital Media Technology (Support Stream) - (Computer Technicians Course) ICA30111

Certificate III in INFORMATION DIGITAL MEDIA & TECHNOLOGY (Support Stream) - (Computer Technicians Course) ICA30111

Qualification Outline:
This course gives students the opportunity to gain an internationally-recognised computer technician qualification - the Aries A+ Certificate. Students study the curriculum online, as a series of units and lessons, packed with colourful multimedia information. Practical hands-on lab work is also done in the classroom. For each topic there is an exam; students must gain 70% or higher to pass. Content covered includes: history of computing, introduction to electricity and safety, power supply specifications, computer form factor, motherboard configuration, microprocessor evolution, memory module types, hard drives and IDE interface, small computer system interface (SCSI, video display monitor, printer connections, supplies and troubleshooting, modems, configuration, basic DOS commands and batch files, advanced MS-DOS configurations and Windows operating system.

Special Requirements:
• Minimum ‘C’ grade in English in Year 10
• Enrol in Workplace Learning
• Possess a real interest in how a computer works and a realisation that this is a full commercial qualification and therefore demanding
• A selection process may be used as spaces are limited.

Costs:
Approximate Year 11 cost - $300.00. Students are required to purchase/provide all learning resource guides and associated texts including stationery and other consumables necessary for the course. Prices of requirements may vary depending on upgrade/maintenance of resources.

Delivery:
The course is delivered over two (2) years.

Training and Employment Outcomes:
Successful completion of the nationally-accredited Certificate III in Information Digital Media and Technology leads to careers in personal computer assembly, sales, repairs and maintenance and provides a pathway to further study and/or training in this industry area: C860 Certificate IV in Information Technology Support, C862 Certificate IV in Information Technology Networking.
Qualification Outline:
This course gives students the opportunity to gain internationally recognised computer networking technician qualifications - the Cisco Certified Network Associate (CCNA) certificate. Students study the curriculum online, as a series of units and lessons, packed with colourful multi-media information. Hands-on practical lab work is also done in the classroom and forms an essential part of the course.

Content includes:

Unit 1: Networking Fundamentals:
- The OSI model and network topologies, LAN cabling technologies, IP addressing, subnet masks, routing, documentation, protocols, structured cabling.
- WANS, router components, router start-up, set-up and configuration, IOS images, TCP/IP, routing protocols, addressing, network trouble shooting.

Special Requirements:
- Minimum 'C' grade in English in Year 10
- Enrol in Workplace Learning plus Career and Enterprise (1BCAE)
- Possess a real interest in how a computer works and a realisation that this is a full commercial qualification and therefore demanding. A selection process may be used as spaces are limited.

Costs:
Approximate Year 11 cost - $350.00. Students are required to purchase/provide all learning resource guides and associated texts including stationery and other consumables necessary for the course. Prices of requirements may vary depending on upgrade/maintenance of resources.

Delivery:
The course is delivered over two (2) years.

Training and Employment Outcomes:
Successful completion of the nationally-accredited Certificate III in Information Digital Media and Technology leads to careers in network administration, sales, repairs and maintenance and provides a pathway to further study and/or training in this industry area: C862 Certificate IV in Information Technology Networking and C860 Certificate IV in Information Technology Support.
Certificate III in MEDIA (Interactive Games Development)  
CUF30107

Qualification Outline:
This qualification will give students the opportunity to enter the industry of Interactive Game Development. With the huge growth in Western Australia of Interactive Game Development companies, students completing this course will be in a unique position to be part of this. This course is focused on developing skills in a range of areas that are required by the industry, not only here, but overseas as well. International companies have established offices in Western Australia and have worked with TrainingWA to develop a range of courses focused on providing the skill sets needed for careers in this industry.

Over the course, students will learn and be expected to demonstrate skills such as 3D modelling, design principles, animation, sound and video editing, scripting, digital imaging and game design.

Delivery:
This is a two year course with competencies spread over this time.

Special Requirements:
• Minimum ‘C’ grade in English in Year 10

Costs:
Approximate Year 11 cost - $60.00.

Training and Employment Outcomes:
On successful completion of this course, students will receive a nationally-accredited Certificate III in Media.

Certificate III in Media leads to careers in the gaming industry both here in Australia and overseas.

To increase their opportunities, students are encouraged to continue studies through TrainingWA in a Certificate IV Interactive Game Development or courses in Digital Media, Graphic Design and Stage Craft.

Certificate II in TOURISM (Operations)  
SIT20107

Qualification Outline:
This qualification will provide students with an overview of the tourism industry and some introductory practical administrative skills relevant to the tourism industry including preparation and serving of Barista Coffee course.

Special Requirements:
• Minimum ‘C’ grade in English in Year 10

Costs:
Approximate Year 11 cost - $130.00

Students enrolling in the Certificate II in Tourism are advised to also select Mathematics and Workplace Learning.

Other courses that compliment Tourism include Japanese, Food Science and Technology - Hospitality, Marine and Maritime Studies, and Outdoor Education.

Training and Employment Outcomes:
On successful completion of this qualification, students will receive a nationally-accredited Certificate II in Tourism (Operations).

Following the completion of these Certificates students may wish to complete an additional year of study at Challenger Institute of Technology. Students would complete a Certificate III in Tourism Events and a Certificate IV in Tourism during Semester One and would complete the Diploma in Tourism Events and Diploma in Tourism at the conclusion of Semester Two.

Successful completion of the Diploma in Tourism Events and Diploma in Tourism would enable students to seek second year admission to the Bachelor of Tourism undergraduate course at Murdoch University.

Certificate III in TOURISM (Operations)
This course is offered to Year 12s who have successfully completed the Certificate II in Tourism in Year 11.
Available to year 11 students only

Certificate III in
VISUAL ARTS & CONTEMPORARY CRAFT
(Photo Imaging Focus)
CUV30111

Qualification Outline:

This course offers students the opportunity to use digital arts within a design and creative framework. Students will gain invaluable skills in digital imaging, photography, graphics, typography, colour management, digital illustration and design.

Students will have the opportunity to attain the Certificate III in Visual Arts and Contemporary Craft with a focus on Photo Imaging. Students will also develop and compile portfolios of work.

Students may also have the opportunity to undertake a structured work placement in an industry setting.

The units studied and completed are recognised Australia wide by all TrainingWA institutions and industry bodies.

Delivery:

The course is delivered over two (2) years. Students need to be aware that to achieve the certificate they must complete their studies in Year 11 and Year 12.

Units studied:

4 core units and 8 electives (Total 12 units)

Special Requirements:

• This is a highly demanding course that is best suited to students who have achieved A and B level grades at lower school level.
• Students need to be aware that there are technical and theoretical components to the course that will involve mathematics and science related concepts.
• Students need to have a strong work ethic, be able to time manage and have good organisational skills.
• Ideally students need to have worked with photoshop and have a degree of confidence when working with computers.
• Students need to have a keen interest to pursue training or further studies in the photography or graphics industry after Year 12.

Costs:

Approximate Year 11 cost - $210.00 which includes A3 folios and camera media card.

Training and Employment Outcomes:

On successful completion of this qualification, students will receive a nationally-accredited Certificate III in Visual Arts & Contemporary Craft.

Delivery:

Completion of this Certificate III program creates opportunities for students to enrol in further training, in related pathways at Certificate IV level, beyond year 12.
Vocational Education & Training (VET)

Careers and Education Websites

The information gained from the following list of websites may help students determine their post-school options.

Apprenticeships and Traineeships

Australian Defence Force Academy
www.defencejobs.gov.au

Australia wide job search
www.jobsearch.gov.au

Career, employment, training information in Western Australia
www.getaccess.wa.gov.au

Career research
www.careersonline.com.au

Centrelink
www.centrelink.gov.au

Curtin University
www.curtin.edu.au

Edith Cowan University
www.ecugreatcareers.com

Murdoch University
www.murdoch.edu.au

My Future
www.myfuture.edu.au

TrainingWA (TAFE course information)
www.trainingwa.wa.gov.au

Tertiary Institutions Services Centre
www.tisc.edu.au

University of Notre Dame
www.nd.edu.au

University of Western Australia
www.uwa.edu.au

Vacancies Australia wide
www.seek.com.au

Western Australian Government (go to ‘Education and Training’)
www.wa.gov.au
Applied Information Technology

Year: 11  Code: 1AAIT  Type: Non-ATAR/VET

Minimum Entry Requirement:
• "C" grade for English in Year 10

Other Necessary Skills:
• Interest in computing and software applications

Content:
The focus for this unit is personal communication and using technology to meet personal computing needs. Students investigate how individuals use information technology in their daily lives, and develop a range of skills that enable them to communicate using appropriate technologies.

Year: 11  Code: 1BAIT  Type: Non-ATAR/VET

Minimum Entry Requirement:
• Successful completion of 1AAIT

Other Necessary Skills:
• Interest in computing and software applications

Content:
The focus for this unit is work readiness and using technology commonly required in the operation of a small office environment. Students investigate the computing equipment, common computer applications and the work skills required to effectively operate in an employment context.
Automotive Engineering & Technology

PPE (Personal Protective Equipment) requirements are compulsory for this subject. Students not prepared to comply will not be able to participate in this course. It is the responsibility of the student to purchase their own PPE.

Year: 11  Code: 1AAET  Type: Non-ATAR

Minimum Entry Requirement:
• ‘C’ grade for English in Year 10
• ‘C’ grade for Mathematics in Year 10
• Demonstrated self management skills

Other Necessary Skills:
• Interest in working with engines, motors and vehicles
• Ability to accept responsibilities and work as part of a team
• Discipline to bring the required Personal Protective Equipment & Clothing to every workshop session

Scope of the Curriculum:
The focus for this unit is automotive systems. Students will develop safe workshop practices and the correct use of tools whilst learning to maintain and understand the automotive vehicle. This may be using stationary motors, scooters/motorbikes, marine engines/outboards etc.

Content:
• Automotive mechanics
• Impact of the automotive industry developments in the automotive industry

Year: 11  Code: 1BAET  Type: Non-ATAR

Minimum Entry Requirement:
• Successful completion of 1AAET

Other Necessary Skills:
• Ability to accept responsibility and work as part of a team
• Discipline to bring PPE to every workshop session
• Demonstrated self management skills

Scope of the Curriculum:
The focus for this unit is automotive servicing. Students will develop knowledge and skills involved in servicing engines, such as stationary motors, scooters/motorbikes, marine engines/outboards. These skills can be used as an introduction to apprenticeship training or to empower the student to maintain his/her own vehicle/machinery.

Content:
• Automotive mechanics
• Impact of the automotive industry
• Developments in the automotive industry

COMPULSORY
PPE Personal Protective Equipment
It is the responsibility of the student to purchase the following PPE:
• Apply appropriate occupational safety and health practices and procedures
• Wear clear lens safety glasses
• Wear steel cap safety boots
• Wear overalls or industrial trousers and long-sleeved shirt
• Restrain long hair and no jewellery

Biological Sciences

Year: 11  Code: 2ABIO  Type: ATAR

Minimum Entry Requirement:
• ‘B’ grade for Biological Science in Year 10
• ‘B’ grade for Science Inquiry Skills in Year 10

Scope of the Curriculum:
The focus for this unit is adaptations for survival.

Content:
Includes the following main areas of study:
• Biological classification as a hierarchical system of grouping organisms
• Role of organisms in the ecosystem
• Energy flow and dissipation in food chains, webs and pyramids
• Matter cycles through abiotic and biotic components of the ecosystem
• The carbon cycle
• Nitrogen cycle
• Requirements of living organisms
• Cell structure and function
• Structural, physiological and behavioural adaptations of plants and animals

Year: 11  Code: 2BBIO  Type: ATAR

Minimum Entry Requirement:
• Successful completion of 2ABIO

Scope of the Curriculum:
The focus for this unit is patterns of change.

Content:
Includes the following areas of study:
• Organisms in communities and their impact on populations and ecosystems
• Reproduction, both asexual and sexual and the function of mitosis and meiosis
• Strategies for the survival of offspring e.g. seed dispersal, parental care, number of offspring
• Life cycles e.g. flowering plants, mammals, parasites
• Genetics
Building & Construction

PPE (Personal Protective Equipment) requirements are compulsory for this subject. Students not prepared to comply will not be able to participate in this course. It is the responsibility of the student to purchase their own PPE.

Year: 11  Code: 1ABCN/1BBCN  Type: Non-ATAR

Minimum Entry Requirement:
• ‘C’ grade for English in Year 10

Other Necessary Skills:
• Interest in building and construction
• Ability to accept responsibilities and work as part of a team
• Discipline to bring the required Personal Protective Equipment & Clothing to every workshop session. Failure to meet this requirement will exclude participation in the workshop sessions(s).

Scope of the Curriculum:
Building and Construction is one of the biggest industries in Australia. The current skills shortage provides plenty of opportunities for people with the right skills. Exciting practical activities are integrated with theory to provide experience in the use of common building and construction materials in carpentry, bricklaying, welding, concreting, brick paving and finishing.

Content:
• Use of technology processes to solve teacher initiated design problems
• Present and future work roles, training opportunities and career pathways within the building and construction industry
• Pre-building procedures and practices
• Concreting skills using a variety of tools, equipment and processes
• Bricklaying and brick paving skills using a variety of tools, equipment and processes
• Finishing skills using a variety of tools, equipment and processes
• Building and construction skills with a variety of timber and hardware
• Welding skills using a variety of tools, equipment and processes
• Mechanical skills using a variety of tools, equipment and processes

COMPULSORY PPE Personal Protective Equipment
It is the responsibility of the student to purchase the following PPE:
• Apply appropriate occupational safety and health practices and procedures
• Wear clear lens safety glasses
• Wear steel cap safety boots
• Wear overalls or industrial trousers and long-sleeved shirt
• Restrain long hair and no jewellery
### Chemistry

**Year:** 11  
**Code:** 2ACHE  
**Type:** ATAR

**Minimum Entry Requirement:**
- ‘B’ grade for Science Inquiry Skills in Year 10
- ‘B’ grade for Chemical Science in Year 10
- ‘B’ grade for Numbers and Algebra in Year 10

**Other Necessary Skills:**
Due to its mathematical content, students need to satisfy the minimum entry requirements needed to enrol in a Year 11 Mathematics course that can lead to university studies.

**Scope of the Curriculum:**
The focus for this unit is **chemistry in and around the home**.

**Content:**
Includes the following main areas of study:
- The periodic table and how it relates to atomic structure and chemical bonding
- Chemical formulae, reactions and balancing and chemical equations
- Chemical calculations based on the mole concept
- Energy changes in and the rates of chemical reactions
- Solutions and the prediction of products formed by chemical reactions
- Applications of chemistry to products found around the home

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### Chemistry

**Year:** 11  
**Code:** 2BCHE  
**Type:** ATAR

**Minimum Entry Requirement:**
- Successful completion of 2ACHE

**Scope of the Curriculum:**
The focus for this unit is **chemistry and the environment**.

**Content:**
Includes the following main areas of study:
- Reactions, equations and stoichiometry (chemical calculations)
- Acids and bases
- Oxidation and reduction
- Organic chemistry

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### Children, Family & Community

- **Caring for Others**  
- **Infant & Child Focus**

**Year:** 11  
**Code:** 1ACFCC  
**Type:** Non-ATAR

**Minimum Entry Requirement:**
- ‘C’ grade for English in Year 10

**Other Necessary Skills:**
- Well developed interpersonal skills
- Genuine interest in children
- Ability to work independently and meet deadlines

**Scope of the Curriculum:**
The focus of this unit is on **the parent and young child**.

**Content:**
- Family types and the role of parents
- Contraception, conception and birth
- The impact of the parents lifestyle choices and health on the unborn child
- Meeting the developmental needs of the child e.g. nutrition

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**Year:** 11  
**Code:** 1BCFCC  
**Type:** Non-ATAR

**Minimum Entry Requirement:**
- Successful completion of 1ACFCC

**Other Necessary Skills:**
- Well developed interpersonal skills
- Genuine interest in children
- Ability to work independently and meet deadlines

**Scope of the Curriculum:**
The focus of this unit is the **family uniqueness**.

**Content:**
- Family types and child rearing practices
- Resources and services available to assist families and their children
- Appraisal of products used in the home environment e.g. toys
- Play and its connection to child development and growth
WACE Course Information Year 11 (contd.)

Drama

Year: 11  Code: 1ADRA
Type: Non-ATAR

Minimum Entry Requirement:
• ‘B’/‘C’ grade for English in Year 10

Other Necessary Skills:
• Some drama experience in a school or community context

Scope of the Curriculum:
Exploring drama through storytelling, Improvisation, Ancient Greek Theatre and mime

Content:
• Improvisation
• Movement
• Voice
• Greek Myths
• Performing
• Production roles

Year: 11  Code: 1BDRA
Type: Non-ATAR

Minimum Entry Requirement:
• Successful completion of 1ADRA

Other Necessary Skills:
• Some drama experience in a school or community context

Scope of the Curriculum:
Drama events and festivals.

Content:
• Improvisation
• Movement
• Voice
• YOH festival
• Performing
• Production roles

Dance

Year: 11  Code: 1ADAN
Type: Non-ATAR

Minimum Entry Requirement:
• ‘A’/‘B’ grade for Dance in Year 9/10
• Genuine interest in dance and being physically active
• ‘C’ grade for English in Year 10

Other Necessary Skills:
• A willingness to participate in a range of physical activities
• Confidence in performance
• Ability to be able to reflect on learning through written format
• Ability to work in and commit to a group process

Scope of the Curriculum:
Focus on modern dance styles and technique.

Content:
• Modern and Contemporary Dance
• History of dance
• Choreography
• Physical anatomy involved in dance

UNIT 1ADAN
The focus for this unit is exploring the components of dance. Through practical lessons, students acquire genre-specific technique, improve their physical competencies and learn safe dance practices. The elements of dance and processes of choreography are explored and students solve structured choreographic tasks to produce dance works for performance. They have first-hand experience of dance-making which actively engages them in exploration, improvisation, research, reflection and response.

Year: 11  Code: 1BDAN
Type: Non-ATAR

Minimum Entry Requirement:
• Successful completion of 1ADAN
• Genuine interest in dance and being physically active

Other Necessary Skills:
• A willingness to participate in a range of physical activities
• Confidence in performance
• Ability to be able to reflect on learning through written format
• Ability to work in and commit to a group process

Scope of the Curriculum:
Focus on modern dance styles and technique.

Content:
• Modern and Contemporary Dance
• History of dance
• Choreography
• Physical anatomy involved in dance

UNIT 1BDAN
The focus for this unit is dance as entertainment. Students explore the entertainment potential of dance and choreography. This further develops them as competent performers, as they identify and explore technologies and design concepts which enhance the entertainment value of the dance and place it in its social, historical, political and economic context.
**Design - Photography**

**Year:** 11  **Code:** 1ADESP  
**Type:** Non-ATAR

**Minimum Entry Requirement:**
- ‘B’/‘C’ grade for English in Year 10

**Other Necessary Skills:**
- It is desirable that students have had some experience of photography at Year 8, 9 or 10 level and have developed basic computer skills including Photoshop
- The course is suited to those who are highly motivated and have good time-management and organisational skills

**Scope of the Curriculum:**
This course equips students with the knowledge and skill to understand and interpret design and to competently develop, plan and produce. The photography context provides students with the opportunity to learn these skills using traditional and digital photographic skills and techniques, practices and systems.

**Content:**
- Digital SLR cameras fundamentals
- Image management in a digital environment
- Explore camera techniques and practical project work to produce high quality photographic images
- Project planning and research using design approaches
- Historical aspects of the photographic process
- Working with camera focal lengths
- Depth of field concepts
- Image composition concepts and techniques

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**Design - Technical Graphics**

**Year:** 11  **Code:** 1ADEST  
**Type:** Non-ATAR

**Minimum Entry Requirement:**
- ‘C’ grade for English and Mathematics

**Other Necessary Skills:**
- Ability to think and work independently
- Interested in Design and problem solving

**Scope of the Curriculum:**
Students are introduced to the process of design through introductory sketching techniques before using computer assisted drawing software. This software has an excellent tutorial program to assist the least experienced students and at the same time is powerful enough to extend the most capable design student.

**Content:**
Knowledge, understandings and skills will be developed in the following areas:

**Design principles** - elements of design, colour, stages in the design process and producing 2D and 3D drawings.

**Communication principles** - forms of communication, ethical and legal issues.

**Production knowledge and skills** - basic production processes and techniques.

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**Year:** 11  **Code:** 1BDEST  
**Type:** Non-ATAR

**Minimum Entry Requirement:**
- Successful completion of 1ADEST

**Other Necessary Skills:**
- Ability to think and work independently

**Scope of the Curriculum:**
The focus for this unit is applied design. Computer assisted drawing (C.A.D.) and hand drafting techniques will be consolidated as students expand their personal design solutions and activities that may cover architectural, mechanical, interior design and product design activities. These may lead to careers requiring C.A.D. drafting skills.

**Content:**
Knowledge, understandings and skills will be developed in the following areas:

**Design principles** - elements of design, colour, stages in the design process - research, analysis, ideation, development, refinement, producing and reading 2D and 3D drawings.

**Communication principles** - forms of communication, ethical and legal issues.

**Production knowledge and skills** - basic production processes and techniques.
English

Year: 11  Code: 1AENG  Type: Non-ATAR

Minimum Entry Requirement:
- Achievement of a ‘C’ grade or higher for English in Year 10
- This general English unit is suited to those students who need to further develop reading, oral, viewing and writing skills

Other Necessary Skills:
- Ability to work independently on assigned tasks

Scope of the Curriculum:
Learning contexts will cater to the interests and needs of students within the broad area of skill building.

Content:
- Developing skills in the four English outcomes of listening and speaking, viewing, reading and writing
- Focus on skills to help students to achieve in other school courses, further training or to participate in the workforce
- Developing planning and organisational skills
- Exploration of a wide range of genres and text types
- Developing strong communication skills that can be applied to a wide range of contexts - including the workplace
- Students will work with a variety of everyday and work-based texts that they will be expected to use once they leave school

Year: 11  Code: 1BENG  Type: Non-ATAR

Minimum Entry Requirement:
- Achievement of a C grade or higher for a senior secondary semester one English course
- This general English unit is suited to those students who need to further develop reading, oral, viewing and writing skills

Other Necessary Skills:
- Ability to work independently on assigned tasks

Scope of the Curriculum:
Learning contexts will cater to the interests and needs of students within the broad area of skill building.

Content:
- Developing skills in the four English outcomes of listening and speaking, viewing, reading and writing
- Focus on skills to help students to achieve in other school courses, further training or to participate in the workforce
- Developing planning and organisational skills
- Exploration of a wide range of genres and text types
- Developing strong communication skills that can be applied to a wide range of contexts - including the workplace
- Students will work with a variety of everyday and work-based texts that they will be expected to use once they leave school

English

Year: 11  Code: 2AENG  Type: ATAR

Minimum Entry Requirement:
- ‘B’ grade or higher for English in Year 10

Other Necessary Skills:
- Critical reading practices
- Ability to write for a range of purposes and audiences

Scope of the Curriculum:
Learning contexts will cater to the interests and needs of students within the broad area of language and action.

Content:
- Developing skills in the four English outcomes of listening and speaking, viewing, reading and writing
- Developing language skills by exploring controversial issues
- Focus on how language can influence attitudes and bring about action or change
- Critical approach to analysis of texts
- Understanding language in different contexts, for different purposes and audiences

Year: 11  Code: 2BENG  Type: ATAR

Minimum Entry Requirement:
- ‘C’ grade or higher for a senior secondary semester one stage two English course

Other Necessary Skills:
- Critical reading practices
- Ability to write for a range of purposes and audiences

Scope of the Curriculum:
Learning contexts will cater to the interests and needs of students within the broad area of language and the world.

Content:
- Developing skills in the four English outcomes of listening and speaking, viewing, reading and writing
- Explore how language represents particular ideas and information about issues, events or people
- Focus on how language can be a powerful tool to shape audience responses
- Reading practices
- Critical approach to analysis of texts
- Understanding language in different contexts, for different purposes and audiences
English Literature

Year: 11  Code: 1ALIT  Type: Non-ATAR

Minimum Entry Requirement:
- Minimum 'C' grade or higher for English in Year 10
- The Literature course is suited to students who enjoy reading, exploring and responding to texts

Other Necessary Skills:
- Willingness to read, interpret and respond critically
- Willingness to write for a range of purposes and audiences

Scope of the Curriculum:
Students will study texts in relation to their social and historical contexts and will relate ideas to their own experiences.

Content:
- Developing skills in the two Literature outcomes of reading and producing
- Encourage critical thinking through reading and discussing ideas
- Develop creative and analytical writing skills for particular purposes and audiences
- Study interesting and relevant poetry/song, fiction and drama texts and form personal opinions about issues and ideas
- Explore a wide range of related print and non print texts
- Develop strong written and verbal communication skills that will be useful in students’ other studies, in their future studies, in their chosen careers and in their lives generally

English Literature

Year: 11  Code: 2ALIT  Type: ATAR

Minimum Entry Requirement:
- Minimum of 'B' grade or higher for English in Year 10

Other Necessary Skills:
- Ability to work independently on assigned tasks
- Strong reading skills and an enjoyment of reading
- Strong writing skills
- Strong speaking and listening skills - formal and group discussion contexts

Scope of the Curriculum:
Students explore how our response to literary texts results from relationships among writer, reader, text and context.

Content:
- Developing skills in the two Literature outcomes of reading and producing
- Focus on a variety of ways of thinking about the world
- Study of the relationship between language and meaning which includes the development of analytical skills
- Exploration of a range of genres, including fiction, drama and poetry
- Examine how literary meaning is related to the historical and cultural context within which the literary text was produced
- Respond to texts analytically and creatively

Courses

Year: 11  Code: 1BLIT  Type: Non-ATAR

Minimum Entry Requirement:
- 'C' grade or higher for a semester one senior secondary English course

Other Necessary Skills:
- Ability to work independently on assigned tasks
- Strong reading skills and an enjoyment of reading
- Strong writing skills
- Strong speaking and listening skills - formal and group discussion contexts

Scope of the Curriculum:
Students will study texts in relation to their social and historical contexts and will relate ideas to their own experiences.

Content:
- Developing skills in the two Literature outcomes of reading and producing
- Encourage critical thinking through reading and discussing ideas
- Develop creative and analytical writing skills for particular purposes and audiences
- Study interesting and relevant poetry/song, fiction and drama texts and form personal opinions about issues and ideas
- Explore a wide range of related print and non print texts
- Develop strong written and verbal communication skills that will be useful in students’ other studies, in their future studies, in their chosen careers and in their lives generally

Year: 11  Code: 2BLIT  Type: ATAR

Minimum Entry Requirement:
- 'C' grade or higher for a senior secondary semester one stage two English course

Other Necessary Skills:
- Ability to work independently on assigned tasks
- Strong reading skills and an enjoyment of reading
- Strong writing skills
- Strong speaking and listening skills - formal and group discussion contexts

Scope of the Curriculum:
Students explore how our response to literary texts results from relationships among writer, reader, text and context.

Content:
- Developing skills in the two Literature outcomes of reading and producing
- Focus on a variety of ways of thinking about the world
- Study of the relationship between language and meaning which includes the development of analytical skills
- Exploration of a range of genres, including fiction, drama and poetry
- Examine how literary meaning is related to the historical and cultural context within which the literary text was produced
- Respond to texts analytically and creatively
### Food Science & Technology - Hospitality

**Year:** 11  
**Code:** 1AFSTH  
**Type:** Non-ATAR

**Minimum Entry Requirement:**  
- ‘C’ grade for English in Year 10  
- Enthusiasm for practical work

**Scope of Curriculum:**  
The focus for this unit is **spotlight on my food**: Students explore ways in which individuals select and use foods, and how this is determined by family lifestyles, customs, budget, availability of food and food preparation skills.

Curriculum delivery is an equal time allocation of theory and practical lessons.

**Content:**  
- Nature of food  
- Food as a commodity  
- Properties of food  
- Nutrition  
- Processing food  
- The Technology Process  
- Skills with food  
- Food Practices and Processing  
- Food in Society

**Context:**  
The development of food preparation, production and presentation skills and self management and interpersonal skills that enable students to prepare meals and food items and cater for functions. Students will be involved in preparing and serving foods for school functions.

Students may also choose the Product Development Unit 1A/FSTP to study concurrently.

### Food Science & Technology - Product Development

**Year:** 11  
**Code:** 1AFSTP  
**Type:** Non-ATAR

**Minimum Entry Requirement:**  
- ‘C’ grade for English in Year 10  
- Enthusiasm for practical work

**Scope of the Curriculum:**  
The focus for this unit is **spotlight on my food**: Students explore ways in which individuals select and use foods, and how this is determined by family lifestyles, customs, budget, availability of food and food preparation skills.  
- Curriculum delivery is an equal time allocation of theory and practical lessons

**Content:**  
- Nature of food  
- Food as a commodity  
- Properties of food  
- Nutrition  
- Processing food  
- The technology process  
- Skills with food  
- Food Practices and Processing  
- Food in Society

**Context:**  
The development and preparation of menus for a variety of occasions and the development of products for sale or consumption.

Students can also choose the Hospitality Unit 1AFSTH to study concurrently.

### Year: 11  
**Code:** 1BFSTH  
**Type:** Non-ATAR

**Minimum Entry Requirement:**  
- Successful completion of 1AFSTP

**Scope of Curriculum:**  
The focus for this unit is **food, health and choices**. Students learn about a balanced diet and apply nutrition concepts that promote healthy eating. They appreciate that everybody is different and that food needs and preferences vary.  
- Curriculum delivery is an equal time allocation of theory and practical lessons

**Content:**  
- Nature of food  
- Food as a commodity  
- Properties of food  
- Nutrition  
- Processing food  
- The technology process  
- Skills with food  
- Food Practices and Processing  
- Food in Society

**Context:**  
The use of design briefs to develop innovative food products and the development of products for sale and consumption.

Students can also choose the Hospitality unit 1BFSTH to study concurrently.
Geography

Year: 11  Code: 2AGEO/2B GEO  
Type: ATAR

Minimum Entry Requirement:
• ‘A’/’B’ grade for Society and Environment in Year 10. However, ‘C’ grade is acceptable providing the student is recommended by the staff and well-motivated.

Other Necessary Skills:
• Ability to gather and collect information from various sources
• Able to express ideas in written and oral form
• Understanding spatial concepts such as photos, atlases and maps
• Cooperation when working with others

Scope of the Curriculum:

Outcome 1: Geographical inquiry
Students investigate the interactions that occur within natural and cultural environments in order to make informed decisions and communicate findings.

Outcome 2: Features of places
Students understand that features of places are shaped by natural and social systems over time.

Outcome 3: People and places
Students understand that the interdependence of people and places is shaped by the ways that people interact with their environments and the degree to which they adopt sustainable practices.

Content:
Unit 2AGEO
The focus of this unit is natural hazards and impact minimisation. Students learn about the processes that shape the Earth and the atmosphere and how these may lead to hazards.

A study of selected geomorphic and atmospheric hazards help to demonstrate to students how they have come about, and the human response to them in terms of immediate and long term action. Examples are in global, Australian and local contexts.

Content:
Unit 2B GEO
The focus of this unit is sustainable resource use. Students learn about global patterns of natural and human resources and the issues associated with them.

An understanding of global inequalities and economic development is demonstrated through local and international contextual examples of selected resources.

Students have the opportunity to participate in field excursions to investigate case studies.
Health Studies

Year: 11  Code: 2AHEA
Type: ATAR

Minimum Entry Requirement:
• ‘B’ grade for English in Year 10

Other Necessary Skills:
• Well developed self-management skills
• Genuine interest in health issues
• Well developed interpersonal skills
• Ability to work as a member of a group
• Self-motivation
• Ability to work to and meet deadlines

Content:
Unit 2AHEA
The focus for this unit is popular culture and its impact on the health of individuals and communities. This unit addresses the significance of the social determinants of health and how these interact with aspects of popular culture to influence health behaviour. Health promotion is described, and World Health Organisation charters for health are reviewed. Students will undertake a process of health inquiry in which they will develop focus for inquiry, plan what they will do, choose relevant sources of information, use referencing techniques, develop conclusions supported by evidence and present their findings.

Year: 11  Code: 2BHEA
Type: ATAR

The focus for this unit is personal health.

Personal health influences, factors that enable and reinforce health behaviours and approaches to improving health are explored.

Students assess risks to personal health and plan actions to improve health.

Current state and commonwealth responsibilities for health and the roles of Medicare and private health insurance are examined.

Factors influencing the formation of beliefs, attitudes and values towards personal health behaviour are reviewed.

The impact of peers and values on decision making and assertive, passive and aggressive communication styles are explored.

Inquiry skills such as choosing reliable sources of health information and effective data collection techniques are further developed.
Human Biological Science

Year: 11  Code: 1AHBS  Type: Non-ATAR

Minimum Entry Requirement:
• ‘C’ grade for Biological Sciences in Year 10

Scope of the Curriculum:
The focus for this unit is my body. The body can be thought of as a complex machine with many parts working together to maintain life. These parts require food, produce wastes, move, grow and reproduce. These are called life processes. Emphasis is on practical activities to understand body functions, limitations and differences.

Year: 11  Code: 1BHBS  Type: Non-ATAR

Minimum Entry Requirement:
• Successful completion of 1AHBS

Scope of the Curriculum:
The focus for this unit is being healthy. The body’s systems are organised for efficient functioning to maintain the internal environment at optimum conditions. The body has limits and going beyond them is dangerous. Medical research, in all its forms, tries to reduce suffering and improve human performance. Emphasis is on practical activities to understand body functions, limitations and differences.

Year: 11  Code: 2AHBS  Type: ATAR

Minimum Entry Requirement:
• ‘B’ grade for Biological Sciences in Year 10
• ‘C’ grade for Science Inquiry Skills

Scope of the Curriculum:
The focus for this unit is functioning humans.

Content:
Includes the following main areas of study:
• Cells, metabolism and regulation
• Body systems - respiratory, circulatory, digestive, excretory
• Genetics and inheritance
• Variation and evolution

Year: 11  Code: 2BHBS  Type: ATAR

Minimum Entry Requirement:
• Successful completion of 2AHBS

Scope of the Curriculum:
The focus for this unit is human survival.

Content:
Includes the following main areas of study:
• Cells, metabolism and regulation - extending 2AHBS to include DNA structure and function
• Body systems - reproduction and development
• Human diversity and change - mutations, pedigrees and Human Genome Project
• Variation and evolution
## Integrated Science

**Year:** 11  
**Code:** 1AISC  
**Type:** Non-ATAR

### Minimum Entry Requirement:
- "C" grade for Science Inquiry Skills in Year 10

### Scope of the Curriculum:
This unit is suitable for students pursuing careers or TrainingWA studies that may require a science background that does not require the same amount of study as an ATAR pathway.

### Content:
The focus for this unit will allow students to expand their scientific knowledge in the areas of:
- Biological, physical and environmental science
- The scientific method which consists of experimentation, observing and describing patterns and trends
- The impact of science on the world in which they live

These aspects of the curriculum will be studied in a variety of contexts and students are not expected to learn large quantities of scientific facts. Students will be assessed on their laboratory skills and explanations of their observations.

## Marine & Maritime Studies

**Year:** 11  
**Code:** 1AMMS  
**Type:** Non-ATAR

### Minimum Entry Requirement:
- Successful completion of 1AISC
- Competent swimmer - able to swim 200m
- Demonstrated self management skills

### Other Necessary Skills:
- Love of water and not afraid of getting wet
- Enjoys boating, both power and sail
- Love of outdoors

### Scope of the Curriculum:
This course involves developing both practical skills in sailing and power boating on the water and the theoretical knowledge to be safe and competent boat handler.

### Content:
The focus of unit 1A is marine environments and maritime operations.

Introduction of nautical concepts, seamanship skills and engineering principles with a focus on boat preparation and seaworthiness. Some activities students may undertake to develop their understandings and knowledge include dinghy sailing, boat and trailer maintenance, navigation skills and rescue/first aid techniques.

### Minimum Entry Requirement:
- Successful completion of 1AMMS
- Competent swimmer - able to swim 200m

### Other Necessary Skills:
- Love of water and not afraid of getting wet
- Enjoys boating, both power and sail
- Love of outdoors

### Content:
The focus of this unit is personal use of marine and maritime environments. Nautical concepts, seamanship skills and maritime engineering principles are further developed with a focus on safety and the responsibility of the Skipper. During this unit students are instructed in the skills of power boating (with a view to obtaining their Recreational Skippers ticket).
### Materials Design & Technology - Metals

**Year:** 11  
**Code:** 1AMDTM  
**Type:** Non-ATAR

PPE (Personal Protective Equipment) requirements are **compulsory** for this subject. **Students not prepared to comply will not be able to participate in this course.** It is the responsibility of the students to purchase their own PPE.

**Minimum Entry Requirement:**  
- 'C' grade for English in Year 10  
- 'C' grade for Mathematics in Year 10

**Other Necessary Skills:**  
- Discipline to bring the required Personal Protective Equipment & Clothing to every workshop session  
- Demonstrated self management skills

**Scope of the Curriculum:**  
The focus for this unit is **production fundamentals.**

**Content:**  
Knowledge, understandings and skills will be developed in the following areas:  
- **Materials** - nature of metal materials and their properties.  
- **Design** - design fundamentals and designing skills  
- **Use of technology** - metal working skills and techniques, safety and production management

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### Materials Design & Technology - Textiles

**Year:** 11  
**Code:** 1AMDTT  
**Type:** Non-ATAR

**Minimum Entry Requirement:**  
- Minimum 'C' grade for English in Year 10  
- Interest in clothing and design

**Other Necessary Skills:**  
- Patience  
- The ability to think and work independently  
- Creative approach to design tasks and problem-solving  
- Ability to function in a team environment  
- A strong work ethic

**Scope of the Curriculum:**  
This subject caters for students who wish to further develop their sewing and decorating skills using textiles as a medium.

**Content:**  
The focus for this unit is **production fundamentals.** Students will learn about the principles of design in textiles, and will develop understandings of the construction of fibres and fabrics. They will also learn how to use a sewing machine safely and will apply their knowledge to construct items of clothing and/or soft furnishings/ or accessories.

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### Materials Design & Technology - Textiles

**Year:** 11  
**Code:** 1BMDTDM  
**Type:** Non-ATAR

**Minimum Entry Requirement:**  
- Successful completion of 1AMDTM

**Other Necessary Skills:**  
- Discipline to bring the required Personal Protective Equipment & Clothing to every workshop session  
- Demonstrated self management skills

**Scope of the Curriculum:**  
The focus for this unit is **design fundamentals.**

**Content:**  
Knowledge, understandings and skills will be developed in the following areas:  
- **Materials** - nature of metal materials and their properties.  
- **Design** - design fundamentals and designing skills  
- **Use of technology** - metal working skills and techniques, safety and production management

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### Materials Design & Technology - Textiles

**Year:** 11  
**Code:** 1BMDTT  
**Type:** Non-ATAR

**Minimum Entry Requirement:**  
- Successful completion of 1AMDTT at a C grade level

**Other Necessary Skills:**  
- Patience  
- The ability to think and work independently  
- Creative approach to design tasks and problem-solving  
- Ability to function in a team environment  
- A strong work ethic

**Content:**  
The focus for this unit is **design fundamentals.** Students will be given the opportunity to apply the basic principles of design and their knowledge of the construction processes acquired in 1AMDTT.

This unit asks students to use their creative talents by researching, designing, constructing and evaluating garments and accessories.

**COMPULSORY**

**PPE Personal Protective Equipment**  
It is the responsibility of the student to purchase the following PPE:  
- Apply appropriate occupational safety and health practices and procedures  
- Wear clear lens safety glasses  
- Wear steel cap safety boots  
- Wear overalls or industrial trousers and long-sleeved shirt  
- Restrain long hair and no jewellery
WACE Course Information Year 11 (contd.)

Materials Design & Technology - Wood

Year: 11  Code: 1AMDTW
Type: Non-ATAR

Minimum Entry Requirement:
- ‘C’ grade for English in Year 10
- ‘C’ grade for Mathematics in Year 10
- Interest in working with timber

Other Necessary Skills:
- Compliance with industry standard OSH rules and regulations
- The ability to work independently and within a team environment
- The work ethic to keep up with the class momentum

Scope of the Curriculum:
The focus for this unit is production fundamentals. This initial unit caters for students from diverse backgrounds with different schooling experiences to obtain the basic skills and knowledge necessary to make furniture products.

Content:
Students are gradually introduced to safe woodworking practices, hand tools and workshop machinery use. They increasingly learn and build up a repertoire of essential skills and techniques. Students apply this knowledge to make two major set pieces of furniture for themselves.

Mathematics

Year: 11  Code: 1BMAT
Type: Non-ATAR

Minimum Entry Requirement:
- ‘C’ grade for Mathematics in Year 10

Scope of the Curriculum:
In this unit, students use decimals, fractions and percentages for practical purposes. They apply mathematics for personal budgeting, banking and shopping. They estimate and measure length and mass of objects using a variety of instruments, and derive and use methods for calculating perimeter and basic areas. They translate, reflect and rotate shapes in design. Students use repeated measurement to collect data relevant to them, display data in tables and graphs and interpret the displays. They calculate using mental strategies, written methods and calculators.

Year: 11  Code: 1CMAT
Type: Non-ATAR

Minimum Entry Requirement:
- Successful completion of 1BMAT

Scope of the Curriculum:
In this unit, students use decimals, fractions and percentages for practical purposes. They apply mathematics to financial matters in the workplace. They write and use algebraic rules for number patterns. They measure volume and other attributes of objects, and derive and use formulas for area and volume. They read and draw maps with scales, describe and draw shapes in three dimensions. Students describe likelihood for chance events, and design and test simple probability devices. They collect time-series data relevant to them, display data in tables and graphs and interpret the displays. They calculate using mental strategies, written methods and calculators.

COMPULSORY PPE Personal Protective Equipment

It is the responsibility of the student to purchase the following PPE:
- Apply appropriate occupational safety and health practices and procedures
- Wear clear lens safety glasses
- Wear steel cap safety boots
- Wear overalls or industrial trousers and long-sleeved shirt
- Restrain long hair and no jewellery
Mathematics

Year: 11  Code: 1DMAT
Type: Non-ATAR

Minimum Entry Requirement:
• High ‘C’ grade for Mathematics in Year 10

Scope of the Curriculum:
In this unit, students use integers, decimals, fractions and percentages and ratios for practical purposes. They apply mathematics in making financial decisions. They write word sentences algebraically and solve simple algebraic equations. They calculate area and perimeters of circles and use the Pythagoras’ theorem for calculating the length of the sides of right triangles. They describe the effects of reflecting, rotating and translating shapes in design, and enlarge, reduce and distort figures. They interpret detailed maps. Students collect measurement data from fair samples, display data in tables and graphs, calculate averages and describe spread of data, and compare data sets. They use mental strategies, written methods, calculators and computer-technologies where appropriate.

Year: 11  Code: 1EMAT
Type: Non-ATAR

Minimum Entry Requirement:
• Successful completion of 1DMAT

Scope of the Curriculum:
In this unit, students use positive and negative numbers and numbers with powers for practical purposes. They calculate interest and repayments for loans. They draw graphs to represent real situations, and use them to describe how quantities are related. They use trigonometry to calculate measurements in right triangles, and calculate volume and surface area of shapes. They analyse networks. Students simulate everyday chance events, calculate probabilities and predict using probabilities. They collect bivariate data relevant to them, display the data in tables and graphs, and describe trends. They use mental strategies, written methods, calculators and computer-technologies where appropriate.

Year: 11  Code: 2AMAT
Type: ATAR

Minimum Entry Requirement:
• ‘B’ grade for Mathematics in Year 10

Scope of the Curriculum:
In this unit, students apply ratios, rates and direct proportion in practical situations. They calculate profit, loss, discount and commission in financial contexts. They study introductory algebra and linear relationships in numeric, algebraic and graphical forms. They use Pythagoras’ theorem for the sides of triangles and analyse the reflection, rotation and translation of shapes in design. Students collect data from fair samples, and represent and interpret the data. They use mental and written methods and technologies where appropriate.

Year: 11  Code: 2BMAT
Type: ATAR

Minimum Entry Requirement:
•Successful completion of 2AMAT

Scope of the Curriculum:
In this unit, students study and apply exponential relationships. They develop skills for solving equations algebraically and graphically, and investigate and generalise number patterns. They use coordinate geometry in two dimensions. They use formulas directly and inversely for calculations involving three-dimensional shapes. They apply trigonometry in right triangles. They represent information using network diagrams. Students simulate everyday chance events, calculate and interpret probabilities, and collect and analyse bivariate and time-series data. They use mental and written methods and technologies where appropriate.
Mathematics

Year: 11  Code: 2CMAT
Type: ATAR

Minimum Entry Requirement:
• High 'B' grade for Mathematics in Year 10

Scope of the Curriculum:
In this unit, students calculate interest and repayments in order to make decisions about savings and loans, and they interpret information on financial statements that are part of everyday living. They study and apply quadratic relationships. They extend their knowledge of coordinate geometry, and represent information in networks and interpret network diagrams. Students calculate and interpret probabilities for events with more than one chance component. They analyse and compare data sets, determine trends in data and use trend lines for prediction. They use mental and written methods and technologies where appropriate.

Year: 11  Code: 2DMAT
Type: ATAR

Minimum Entry Requirement:
• Successful completion of 2CMAT

Scope of the Curriculum:
In this unit, students study functions and their graphs. They formulate recursion rules and apply recursion in practical situations. They explore patterns, making conjectures and testing them. They use trigonometry for the solution of right and acute triangles. Students simulate chance events on technologies, and calculate and interpret probabilities for chance events that occur in two or three stages. They plan random samples, collect, and analyse data from them, and infer results for populations. They use material and written methods and technologies where appropriate.

Mathematics

Year: 11  Code: 3AMAT
Type: ATAR

Minimum Entry Requirement:
• 'A' grade for Mathematics in Year 10

Scope of the Curriculum:
In this unit, students explore and analyse the properties of functions and their graphs. They develop and use algebraic skills for solving equations. They apply recursion in practical situations, including for finance. They use trigonometry for the solution of triangles. Students use counting principles to calculate probabilities and analyse normally-distributed data. They plan sampling methods, analyse data from samples and infer results for populations. They use mental and written methods and technologies where appropriate.

Year: 11  Code: 3BMAT
Type: ATAR

Minimum Entry Requirement:
• Successful completion of 3AMAT

Scope of the Curriculum:
In this unit, students study differential and integral calculus of polynomial functions and use calculus in optimisation problems. They develop algebraic skills for solving equations and apply them in linear programming. They analyse and construct project networks. They reason deductively in algebra and geometry. Students analyse bivariate data, and argue to support or contest conclusions about data. They use mental and written methods and technologies where appropriate.
Mathematics Specialist

Year: 11  Code: 3AMAS  Type: ATAR

Minimum Entry Requirement:
• High ‘A’ grade for Mathematics in Year 10

Scope of the Curriculum:
The focus for this unit is on representation and students use a variety of forms. A strong distinction is drawn between exact and approximate results and their practical applications in particular contexts when solving problems. Students use mathematical models to understand situations defined in terms of change. Mathematical reasoning is introduced and used to establish laws and investigate functions.

Year: 11  Code: 3BMAS  Type: ATAR

Minimum Entry Requirement:
• Successful completion of 3AMAS

Scope of the Curriculum:
Students explore new ways of expressing and analysing change, including limiting behaviour and continuity. Students establish and use properties to develop deductive proofs. By building strong algebraic skills to support mathematical arguments, supplemented by the use of appropriate technology students investigate more complex models to solve practical problems.

Media, Production & Analysis

Year: 11  Code: 1AMPA  Type: Non-ATAR

Minimum Entry Requirement:
• ‘B’/’C’ grade for English in Year 10
• This unit is particularly suitable for Year 11 students who have had limited experience in media studies

Other Necessary Skills:
• Ability to work in a team for common purposes
• Ability to work independently
• Interest in television, mass print and popular culture

Scope of the Curriculum:
Learning contexts will cater to the interests and needs of students within the broad area of personal experience.

Content:
• Developing skills in the four media production and analysis outcomes of media ideas, media production, responses to media and media in society
• Introduction to media codes and conventions
• Recognising the representation and construction of values in media texts
• Exploring the influences of media on different audiences in different contexts
• Develop original products through digital video, multimedia tools and production processes

Year: 11  Code: 1BMPA  Type: Non-ATAR

Minimum Entry Requirement:
• Successful completion of 1AMPA with ‘C’ grade or higher

Other Necessary Skills:
• Ability to work in a team for common purposes
• Ability to work independently
• Interest in television, mass print and popular culture

Scope of the Curriculum:
Learning contexts will cater to the interests and needs of students within the broad area of point of view.

Content:
• Developing skills in the four media production and analysis outcomes of media ideas, media production, responses to media and media in society
• Understanding of how viewpoint in media texts is constructed via codes and conventions
• Explore a range of non fiction media texts and examine how codes and conventions are used to represent reality
• Learn about production controls, constraints and responsibilities
• Develop production skill when producing media texts
• Develop an understanding of how the cultural context of a text affects audience understanding
Media, Production & Analysis

Year: 11  Code: 2APMA
Type: ATAR

Minimum Entry Requirement:
• 'A'/‘B’ grade for English in Year 10

Other Necessary Skills:
• Strong ability to work in a team for common purposes
• Ability to work independently
• Interest in television, mass print and popular culture

Scope of the Curriculum:
Learning contexts will cater to the interests and needs of students within the broad area of popular culture.

Content:
• Developing skills in the four media production and analysis outcomes of media ideas, media production, responses to media and media in society
• Understanding the concept of ‘popular culture’ and considering the types of media, ideas and audiences around which popular culture evolves
• Exploring a range of popular media in terms of how codes and conventions work to create meaning
• Developing skills in production, analytical and information technology

Year: 11  Code: 2BMPA
Type: ATAR

Minimum Entry Requirement:
• Successful completion of 2APMA with ‘C’ grade or higher

Other Necessary Skills:
• Strong ability to work in a team for common purposes
• Ability to work independently
• Interest in television, mass print and popular culture

Scope of the Curriculum:
Learning contexts will cater to the interests and needs of students within the broad area of press and broadcasting.

Content:
• Developing skills in the four media production and analysis outcomes of media ideas, media production, responses to media and media in society
• Exploring and analysing a range of journalistic or documentary forms and analyse the representation of cultural groups
• Developing ideas of production practices and working independently with technologies to express ideas in productions
• Learn about production controls and constraints and the impact they have on media products

Modern History

Year: 11  Code: 2AHIM/2BHIM
Type: ATAR

Minimum Entry Requirement:
• 'A'/‘B’ grade for English in Year 10
• 'A'/‘B’ grade for ICP plus
• 'A'/‘B’ grade for Society & Environment strands

Other Necessary Skills:
• Oral communication
• Present an argument
• Analyse documents/cartoons etc
• Essay writing
• Research
• Internet skills

Scope of the Curriculum:
Outcome 1: Historical investigation, communication and participation
Students apply the skills of historical inquiry and methodology to investigate the past and communicate their findings using the discourse of history.

Outcome 2: Understanding the past
Students understand the past, linking the chronology of people, events, ideas and distinctive features of society into an historical narrative.

Outcome 3: Continuity and change
Students understand the nature of forces, the interaction between forces and their significance for continuity and change in an historical context.

Outcome 4: Interpretations and perspectives
Students understand that interpretations and perspectives of people and events may change over time.

Content:
Unit 2AHIM
The focus for this unit is societies and change.

Unit 2BHIM
The focus for this unit is historical trends and movements.

[Note: John Tonkin College offers the possibility of an international tour for History students to China and/or Vietnam and/or Cambodia as part of their Year 12 study of History.]
Modern History

Year: 11  Code: 1AHIM/1BHIM
Type: ATAR

Minimum Entry Requirement:
• Minimum 'C' grade in English

Other Necessary Skills:
• Oral communication
• Present an argument
• Analyse documents/cartoons etc
• Essay writing
• Research
• Internet skills

Scope of the Curriculum:
The focus for this unit is cohesion and division. Students learn that there are internal and external forces that result in cohesion and/or division within societies and these have consequences for continuity and change. They assess how the structures of power and authority were used, how different groups and individuals responded and whether there was potential for greater cohesion or division.

Year: 11  Code: 1BHIM
Type: Non-ATAR

Minimum Entry Requirement:
• Minimum 'C' grade in 1AHIM2

Other Necessary Skills:
• Oral communication
• Present an argument
• Analyse documents/cartoons etc
• Essay writing
• Research
• Internet skills

Scope of the Curriculum:
The focus for this unit is power and authority. Students learn that societies consist of individuals and institutions that have various types of power and authority and that these interact with each other. They learn how power and authority is distributed throughout a group or society, that individuals and groups seek to influence the structures of power and authority and the difficulties of using these structures in a just or equitable manner. In learning about the structures and institutions of societies, they are able to make comparisons and judgements about their own and other societies.

Outdoor Education

Year: 11  Code: 1AOED
Type: Non-ATAR

Minimum Entry Requirement:
• Competent swimmer - able to swim 200m in open water
• Willingness to participate in expeditions
• Demonstrated self management skills

Other Necessary Skills:
• Interest in the environment

Scope of the Curriculum:
Outdoor Education involves a mixture of 50% practical activity and 50% theory. Expeditions are an essential part of the course and the skills and knowledge required to participate is developed throughout the course.

Content:
• Canoeing
• Navigation
• Camping skills
• Journal writing
• Expedition planning
• Weather theory
• Self-management in the outdoors

Students selecting this course will also be completing the Certificate II Outdoor Recreation Course.

Year: 11  Code: 1BOED
Type: Non-ATAR

Minimum Entry Requirement:
• Be able to swim 200m in open water
• Willingness to participate in expeditions
• Demonstrated self management skills

Other Necessary Skills:
• Interest in the environment

Scope of the Curriculum:
Outdoor Education involves a mixture of 50% practical activity and 50% theory. Expeditions are an essential part of the course and the skills and knowledge required to participate is developed throughout the course.

Content:
• Roping
• Bushwalking
• Leadership
• Camping skills
• Features & characteristics of the environment
• Responding to an emergency situation
• Journal writing

Students selecting this course will also be completing the Certificate II Outdoor Recreation Course.
### Outdoor Education

**Year:** 11  |  **Code:** 2AOED  
**Type:** ATAR

**Minimum Entry Requirement:**
- Competent swimmer - able to swim 200m in open water
- ‘B’ grade for English in Year 10
- ‘B’ grade for Science in Year 10
- Willingness to participate in expeditions
- Demonstrated self management skills

**Other Necessary Skills:**
- Interest in the environment

**Scope of the Curriculum:**
This course involves a balance of theory and practical components.

**Content:**
- Canoeing
- Navigation
- Camping skills
- Journal writing
- Expedition planning
- Weather theory
- Self-management in the outdoors

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### Physical Education Studies

**Year:** 11  |  **Code:** 1APES  
**Type:** Non-ATAR

**Minimum Entry Requirement:**
- ‘C’ grade for PES in Year 10
- Interest in sport and physical activity
- Demonstrated self management skills

**Scope of the Curriculum:**
This course involves a balance of theory and practical components. The students will consider why ‘we’ participate in physical activity and the body systems involved in physical performance.

**Content:**
The theoretical components of this course represent 50% of the unit and cover:
- Body systems
- Components of fitness
- Strategies and tactics
- Consideration of local sporting amenities
- Phases of skill learning

The practical components will be:
- Softball
- Soccer

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### Outdoor Education

**Year:** 11  |  **Code:** 2BOED  
**Type:** ATAR

**Minimum Entry Requirement:**
- Successful completion of 2AOED

**Other Necessary Skills:**
- Interest in the environment

**Scope of the Curriculum:**
This course involves a balance of theory and practical components.

**Content:**
- Roping
- Abseiling
- Leadership
- Camping skills
- Features & characteristics of the environment
- Responding to an emergency situation
- Journal writing
- Sea kayaking
- Bush walking
- Caving

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### Physical Education Studies

**Year:** 11  |  **Code:** 1BPES  
**Type:** Non-ATAR

**Minimum Entry Requirement:**
- Successful completion of 1APES or an interview
- Interest in sport and physical activity

**Scope of the Curriculum:**
This course involves a balance of theory and practical components. The students will consider biomechanical principles relating to performance, whilst also considering coaching and training principles.

**Content:**
The theoretical components of this course represent 50% of the unit and cover:
- Biomechanical principles of force and motion
- Muscle structure
- Training principles
- Links between values, attitudes and identity
- Systematic observation of sport performance
- Coaching principles

The practical components will be:
- Athletics
- Badminton
**Physical Education Studies - AFL Specific**

**Year:** 11  
**Code:** 1CPESF  
**Type:** Non-ATAR

**Minimum Entry Requirement:**  
- Sound football skills  
- Willingness to be physically active

**Scope of the Curriculum:**  
The focus of this unit is **participation in AFL football**.

**Content:**  
Students will develop fundamental football skills and game play strategies in this unit. There will be an emphasis on physical fitness profiling. Students will participate as members of a team in the Premier division of the AFL Sports Ready Cup competition.

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**Year:** 11  
**Code:** 1DPESF  
**Type:** Non-ATAR

**Minimum Entry Requirement:**  
- Successful completion of 1APES (AFL)

**Scope of the Curriculum:**  
The focus of this unit is **football officiating**.

**Content:**  
1BPES (AFL) builds on the skills developed in 1APES. Students will continue to refine football skills and fitness, and will learn about codes of behaviour in football. Students will focus on football umpiring and tournament officiating through the co-ordination of the Junior Cup.

* May be embedded within a Certificate II in Sport Coaching.

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**Physics**

**Year:** 11  
**Code:** 2APHY  
**Type:** ATAR

**Minimum Entry Requirement:**  
- ‘B’ grade for Physical Science in Year 10  
- ‘B’ grade for Numbers and Algebra in Year 10

**Other Necessary Skills:**  
Due to its mathematical content, students need to satisfy the minimum entry requirements needed to enrol in a Year 11 Mathematics course that can lead to university studies.

**Scope of the Curriculum:**  
The focus for this unit is **motion, forces and nuclear physics**.

**Content:**  
Includes the following main areas of study:

**Motion and forces**  
- Equations of motion, force and Newton’s Laws  
- Work, energy and power  
- Conservation of momentum

**Nuclear physics**  
- Radiation and the effects on humans  
- Nuclear energy

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**Year:** 11  
**Code:** 2BPHY  
**Type:** ATAR

**Minimum Entry Requirement:**  
Successful completion of 2APHY

**Scope of the Curriculum:**  
The focus for this unit is **heat and electricity**.

**Content:**  
Includes the following main areas of study:

**Heating and Cooling**  
- Heat and temperature  
- Heat transfer

**Electrical Fundamentals**  
- Ohm’s Law  
- Parallel and series circuits
**Workplace Learning**

**Minimum Entry Requirement:**
- 'C' grade for English in Year 10
- Demonstrated self management skills
- Successful completion of 1BCAE

This subject is undertaken predominantly in the workplace. Students will spend up to five days in the classroom (exceptions apply) identifying career paths and industry placements. They are also required to demonstrate work readiness attributes and skills before commencing in the workplace. Enrolment in this program does not automatically entitle a student to gain access to the workplace component of the program.

**Minimum Commencement Requirements:**
- All students enrolled in 1A/1B Workplace Learning will be automatically enrolled in 1B Career & Enterprise
- Students, where possible, must be enrolled in a school subject associated with the industry area in which they anticipate completing Workplace Learning
- Students must demonstrate appropriate behaviour at school (dress, attendance, successful and timely completion of a work readiness program and attitude is assessed) prior to being placed in the workplace

**Delivery Method:**
- 15% classroom delivery - preparation for the workplace
- 80% on the job in a workplace - skill assessment
- 5% classroom delivery - debrief the workplace experience

**Links to Recognised Qualifications:**
- Workplace learning adds experience to a wide range of certificate courses offered by John Tonkin College allowing students to demonstrate skills learned at school in the workplace and vice versa

**NOTE: 1BCAE**

This unit is focussed on entry-level work readiness and includes integration of Workplace Learning preparation.

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**Visual Arts**

**Year:** 11  **Code:** 1AVAR  **Type:** Non-ATAR

**Minimum Entry Requirement:**
- 'B'/'C' grade for Art in Year 10
- Satisfactory art folio Year 10

**Other Necessary Skills:**
- Strong drawing skills

**Scope of the Curriculum:**
One studio project based on foundation work, teacher expertise and resources available.

**Content:**
The focus of this unit is **Experiences**. Students develop artworks primarily concerned with experiences of the self and observations of the immediate environment. The Unit could include activity from the following studio areas:
- Ceramics
- Painting
- Sculpture
- Graphic design
- Textiles
- Fashion design

Research, design development and critical analysis form integral parts of the course.

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**Year:** 11  **Code:** 1AVAR  **Type:** Non-ATAR

**Minimum Entry Requirement:**
- Successful completion of 1AVAR

**Objective:**
One studio project based on foundation work, teacher expertise and resources available.

**Content:**
The focus of this unit is **Explorations**. Students explore ways to express personal beliefs, opinions and feelings. The Unit could include activity from the following studio areas:
- Ceramics
- Painting
- Sculpture
- Graphic design
- Textiles
- Fashion design

Research, design development and critical analysis form integral parts of the course.
Ancient History

Year: 12  Code: 1AHIA/1BHIA
Type: Non-ATAR

Minimum Entry Requirement:
• ‘C’ grade for English in Year 11
• ‘C’ grade for ICP plus
• ‘C’ grade for Society & Environment strands

Scope of the Curriculum:
Students study Ancient History as a way to make meaning of the distant past in order to understand our present. They reflect upon their own community and traditions to reveal deep foundations of many contemporary values, issues and ideals in the present and the ancient past.

Ancient History students are uniquely equipped to engage with the changing world. They acquire research, critical thinking and analysis, and communication skills in a variety of media, preparing them effectively for a number of careers. These include careers such as lawyer, journalist, diplomat, public servant, researcher, museum and cultural worker, archaeologist, anthropologist, historian, teacher, business administrator, librarian, many occupations in the travel and tourism industry, media and the arts.

Content:
Unit 1AHIA
Students investigate a range of ‘history mysteries’ and learn about the broad sweep of history and our place within it. The unit introduces students to the historian’s methods of finding and communicating reliable information gained from a variety of sources. They develop inquiry skills, develop different forms of communicating findings and use ethical behaviour when communicating those findings.

Unit 1BHIA
The focus for this unit is power and authority and students learn that societies consist of individuals and institutions that have various types of power and authority and that these interact with each other. In learning about the structures and institutions of societies, students develop critical thinking skills related to comparing and contrasting information, distinguish between the usefulness of sources and understand that there are different points of view and alternative accounts of history.

Applied Information Technology

Year: 12  Code: 1CAIT2
Type: Non-ATAR

Minimum Entry Requirement:
• ‘C’ grade for 1A/BAIT

NOTE: Successful completion of 1A/BAIT Cert I IT required to attain integrated Cert II in IT in year 12.

Other Necessary Skills:
• Interest in computing and software applications

Scope of the Curriculum:
The focus for this unit is personal information and communication technologies and using technology to meet personal computing needs. This includes the study of how individuals use, and can be affected by, information technology in their daily lives. Students investigate computer systems and understand the configuration needed to meet their personal needs. They acquire and apply a range of knowledge and skills to create information solutions that inform, persuade, educate or entertain.

Year: 12  Code: 1DAIT2
Type: Non-ATAR

Minimum Entry Requirement:
• Successful ‘C’ grade in 1CAIT2

NOTE: Successful completion of 1A/BAIT Cert I IT and 1CAIT2 required to attain integrated Cert II in IT in year 12.

Other Necessary Skills:
• Interest in computing and software applications

Scope of the Curriculum:
The focus for this unit is community information and communication technologies and using ICT commonly required in the operation of a small business or community organisation. Students investigate small business networks and the peripheral devices required to use communication and graphics applications. They understand the configuration required for a small business computing system. They examine the impact of information technology solutions within the community.
Automotive Engineering & Technology

Year: 12  Code: 1CAET2
Type: Non-ATAR

PPE (Personal Protective Equipment) requirements are compulsory for this subject. Students not prepared to comply will not be able to participate in this course. It is the responsibility of the students to purchase their own PPE.

Minimum Entry Requirement:
• ‘C’ grade for 1A/BAET

Other Necessary Skills:
• Demonstrated self management skills
• Interest in working with engines, motors and vehicles
• Ability to accept responsibilities and work as part of a team
• Discipline to bring the required Personal Protective Equipment & Clothing to every workshop session

Scope of the Curriculum:
The focus for this unit is automotive tuning. Students develop knowledge and skills involved with tuning automotive engines of different types. Some of the engines covered are: stationary, scooters/motorbikes, marine engines/outboards and vehicles. The diagnostic testing of automotive systems is covered along with the underpinning principles. They use O.H.&S. rules and regulations to plan and manage safe working practices.

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Year: 12  Code: 1DAET2
Type: Non-ATAR

Minimum Entry Requirement:
• Minimum ‘C’ grade in 1CAET2

Other Necessary Skills:
• Demonstrated self management skills
• Interest in working with engines, motors and vehicles
• Ability to accept responsibilities and work as part of a team
• Discipline to bring the required Personal Protective Equipment & Clothing to every workshop session

Scope of the Curriculum:
The focus for this unit is automotive components. Students understand automotive vehicles and the basic systems and principles around which an automotive vehicle is constructed and assembled, taking into account automotive body parts and the way they are attached. This will include basic repair of dents and corrosion. They maintain the automotive vehicle with guidance, using safe workshop practices and the correct use of tools. They follow basic rules associated with automotive workshops as well as the safe operation of the automotive vehicle. They learn how the use of automotive vehicles has affected our society and the environment.

COMPULSORY
PPE Personal Protective Equipment
It is the responsibility of the student to purchase the following PPE:
• Apply appropriate occupational safety and health practices and procedures
• Wear clear lens safety glasses
• Wear steel cap safety boots
• Wear overalls or industrial trousers and long-sleeved shirt
• Restrain long hair and no jewellery

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Biological Sciences

Year: 12  Code: 3ABIO
Type: ATAR

Minimum Entry Requirement:
• ‘Minimum ‘C’ grade in 2ABIO

Scope of the Curriculum:
Survival depends upon an organism’s ability to respond to changes in external and internal environments. The focus of this unit is the study of cellular processes, such as photosynthesis and respiration, in both plants and animals that contribute to the survival of the organism. It also focuses on the organisms adaptations to survive in ever changing environments. Various types of ecosystems are investigated as well as the degradation of these ecosystems via human intervention, for example; salinity, the greenhouse effect and urbanization.

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Year: 12  Code: 3BBIO
Type: ATAR

Minimum Entry Requirement:
• Minimum ‘C’ grade in 3ABIO

Scope of the Curriculum:
Evolution is the single most unifying idea in biology. Natural selection and the processes leading to variation and speciation are considered the main mechanisms of evolution. A challenge for biologists is to maintain biodiversity through a range of conservation strategies, including modern biotechnological practices, which has an emphasis on DNA and all the cell processes associated with it. Conservation is important to maintain ecosystem stability, supply food and recycle resources as well as preserve the aesthetic value of the natural environment.
**Building & Construction**

**Year:** 12  
**Code:** 1CBCN2  
**Type:** Non-ATAR

PPE (Personal Protective Equipment) requirements are **compulsory** for this subject. **Students not prepared to comply will not be able to participate in this course.** It is the responsibility of the students to purchase their own PPE.

**Minimum Entry Requirement:**  
- "C" grade for English and Mathematics

**Other Necessary Skills:**  
- Demonstrated self management skills  
- Interest in working within the construction industry  
- Ability to accept responsibilities and work as part of a team  
- Discipline to bring the required Personal Protective Equipment & Clothing to every workshop session

**Scope of the Curriculum:**  
Building & Construction is one of the biggest employment industries in Australia. The current skills shortage provides plenty of opportunities for people with these skills. Exciting practical activities are integrated with theory to provide experience in the use of common building and construction materials. Carpentry, bricklaying, welding, concreting, brick paving and finishing are covered during the course.

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**Career & Enterprise**

**Year:** 12  
**Code:** 1CCAE2  
**Type:** Non-ATAR

**Minimum Entry Requirement:**  
- "C" grade for 1BCAE

**Scope of the Curriculum:**  
The focus of this unit is **personal career management.** The unit explores career competencies, knowledge, values and attitudes, combining these with work search tools and techniques to start planning career development options. The concepts of lifelong learning and career building are introduced. The organisation of workplaces and systems are discussed. The roles, rights and responsibilities of individuals, with reference to legal, ethical and financial considerations are all investigated. The unit examines environmental influences and trends and how they constantly impact on personal career development opportunities. Work, training and learning experiences are documented for career portfolios.

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**Building & Construction**

**Year:** 12  
**Code:** 1DCAE2  
**Type:** Non-ATAR

**Minimum Entry Requirement:**  
- Successful "C" grade in 1CCAE2

**Other Necessary Skills:**  
A genuine desire to learn about small business

**Scope of the Curriculum:**  
The focus of this unit is **personal independent career development.** Opportunities are provided to develop career competencies in preparation for becoming employees. This unit facilitates the study of career management, corporate citizenship and environmental trends and influences through a range of alternative scenarios. An investigation is made into corporate and individual rights and responsibilities embedded in contractual employment agreements, exploring the links between teamwork, productivity and satisfying workplaces. Matching personal and work profiles, using career development and work search skills are reflected in career portfolios, which should show evidence of organising work, training and learning experiences to reflect preferred career development options.

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**COMPULSORY**

**PPE Personal Protective Equipment**  
It is the responsibility of the student to purchase the following PPE:  
- Apply appropriate occupational safety and health practices and procedures  
- Wear clear lens safety glasses  
- Wear steel cap safety boots  
- Wear overalls or industrial trousers and long-sleeved shirt  
- Restrain long hair and no jewellery
### Chemistry

**Year:** 12  
**Code:** 3ACHE  
**Type:** ATAR

**Minimum Entry Requirement:**
- 'Minimum 'C' grade in 2ACHE

**Other Necessary Skills:**
- Due to its mathematical content, students need to satisfy the minimum entry requirements needed to enrol in a Year 12 Mathematics course that can lead to university.

**Scope of the Curriculum:**
- The focus for this unit is **chemical processes**. Students explore how chemists achieve an economically viable rate of production by revising rates of chemical reactions studied in Stage 2, and studying chemical equilibrium.

- They also appreciate how chemists maintain appropriate levels of health and safety, protect the environment and enhance our health and lifestyle by applying their knowledge of chemistry to materials in industrial processes.

- Students revise and expand their study of bonding to include the intermolecular forces. They refer to intermolecular forces when explaining properties of substances.

- Students perform multi-step stoichiometric calculations in the context of industrial processes.

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### WACE Course Information Year 12 (contd.)

#### Children, Family & Community - Caring for Others

**Year:** 12  
**Code:** 1CCFCC2  
**Type:** Non-ATAR

**Minimum Entry Requirement:**
- 'C' grade for English in Year 11

**Other Necessary Skills:**
- Well developed interpersonal skills
- Genuine interest in children
- Ability to work independently and meet deadlines
- Ability to function well in a team setting

**Scope of the Curriculum:**
- The focus of this unit is **living and working together**; building strong and resilient family orientated communities.

**Content:**
- Physical, social, cognitive, spiritual and emotional development of children and their connection to play
- Influence of lifestyle behaviours on health and development
- Community resources and support services for families and children
- Ethical decision making related to families and their resources

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**Year:** 12  
**Code:** 1DCFCC2  
**Type:** Non-ATAR

**Minimum Entry Requirement:**
- Successful completion of 1CCFCC2

**Other Necessary Skills:**
- Genuine interest in children
- Desire to interact or work with children and their families
- Well developed interpersonal and self management skills
- Ability to work independently and in a team setting

**Scope of the Curriculum:**
- The focus of this unit is **getting more out of life**; looking beyond your own needs to help others.

**Content:**
- Biological and environmental influences on growth and development of children
- Protective and preventative lifestyle strategies and choices
- Research, design and evaluation of products used by families and children

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**Year:** 12  
**Code:** 3ACHE  
**Type:** ATAR

**Minimum Entry Requirement:**
- Minimum 'C' grade in 2ACHE

**Other Necessary Skills:**
- Due to its mathematical content, students need to satisfy the minimum entry requirements needed to enrol in a Year 12 Mathematics course that can lead to university.

**Scope of the Curriculum:**
- The focus for this unit is **chemistry and modern lifestyles**. In this unit students develop understandings of complex models that underlie the study of medicines, biochemistry, fuel cells and plastics through further study of equilibrium, acids and bases, oxidation and reduction, and organic chemistry.

- They examine the relationships between chemistry, industry and modern lifestyles e.g. the development of portable power supplies (batteries).

- Further multi-step stoichiometric calculations build on knowledge already gained in previous units and extend their skills in empirical formulae and volumetric analysis of redox and acid/base reactions.
**Design - Photography**

**Year:** 12  
**Code:** 1ADESP2  
**Type:** Non-ATAR

**Minimum Entry Requirement:**
- Minimum 'C' grade for English in Year 11

**Note:** This is a beginners photography unit

**Other Necessary Skills:**
- The course is best suited to those who are highly motivated
- Good time-management and organisational skills are essential

**Scope of the Curriculum:**
In this context, design is studied using analogue and/or digital photographic systems.

This course equips students with the knowledge and skill to understand and interpret design and to competently develop, plan and produce. The photography context provides students with the opportunity to learn these skills using traditional and digital photographic skills and techniques, practices and systems.

**Content:**
- Digital SLR cameras fundamentals
- Image management in a digital environment
- Explore camera techniques and practical project work to produce high quality photographic images
- Project planning and research using design approaches
- Historical aspects of the photographic process
- Working with camera focal lengths
- Depth of field concepts
- Image composition concepts and techniques

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**Year:** 12  
**Code:** 1BDESP2  
**Type:** Non-ATAR

**Minimum Entry Requirement:**
- Successful 'C' grade in 1ADESP2

**Other Necessary Skills:**
- The course is best suited to those who are highly motivated
- Good time-management and organisational skills are essential

**Scope of the Curriculum:**
The focus for this unit is personal design. Students understand that they visually communicate aspects of their personality, values and beliefs and their manipulation of personal surroundings and environments.

**Content:**
- Self Portraits
- Personal Environment
- Influence of Colour
- Still Life
- Image Analysis

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**Year:** 12  
**Code:** 1CDESP2  
**Type:** Non-ATAR

**Minimum Entry Requirement:**
- Minimum 'C' grade in 1A/BDESP

**Other Necessary Skills:**
- The course is best suited to those who are highly motivated
- Good time-management and organisational skills are essential

**Scope of the Curriculum:**
The focus for this unit is personal design. Students understand that they visually communicate aspects of their personality, values and beliefs and their manipulation of personal surroundings and environments.

**Content:**
- Self Portraits
- Personal Environment
- Influence of Colour
- Still Life
- Image Analysis

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**Year:** 12  
**Code:** 1DDESP2  
**Type:** Non-ATAR

**Minimum Entry Requirement:**
- Successful 'C' grade in 1CDESP

**Scope of the Curriculum:**
The focus for this unit is social design. Students become aware that society is made up of different groups of people that share common values, attitudes, beliefs, behaviours and needs; and that social design helps to inform and bind these groups together, assisting in creating and maintaining a sense of identity and community.

**Content:**
- Family Portrait
- Places and Spaces – Photo study
- Many faces of Society
- Chevron Gas – Photography Comp
- Influence of Photography on Society
Design - Technical Graphics

**Year:** 12  **Code:** 1CDEST2  
**Type:** Non-ATAR

**Minimum Entry Requirement:**
- 'C' grade for 1A/BDEST

**Other Necessary Skills:**
- Ability to think and work independently
- Interested in Design and problem solving
- Drawing skills

**Focus:**
The focus of this unit is personal design. Students understand that they visually communicate aspects of their personality, values and beliefs and affiliations through decoration and adornment, choice of artefacts and consumer items and their manipulation of personal surroundings and environments.

**Year:** 12  **Code:** 1DDEST2  
**Type:** Non-ATAR

**Minimum Entry Requirement:**
- Minimum C grade in 1CDEST2

**Other Necessary Skills:**
- Ability to think and work independently
- Interested in Design and problem solving
- Drawing skills

**Focus:**
The focus of this unit is social design. Students become aware that society is made up of different groups of people that share common values, attitudes, beliefs, behaviour and needs; and that social design helps to inform and bind these groups together, assisting in creating and maintaining a sense of identity and community.

English

**Year:** 12  **Code:** 1CENG2  
**Type:** Non-ATAR

**Minimum Entry Requirement:**
- Minimum 'C' grade for English in Year 11

**Other Necessary Skills:**
- Ability to work independently on assigned tasks

**Scope of the Curriculum:**
The recommended focus for this unit is language and self. Students learn to use language to present their experiences, ideas, opinions and responses more effectively, exploring how language can be used differently in different situations. They develop the ability to express responses to texts by exploring how language is used to convey personal information, opinions and experiences. They develop the skills and knowledge needed to expand the range of texts and types of language used for communication and in mass media texts. Students study workplace documents, mass media texts and popular culture texts.

**Year:** 12  **Code:** 1DENG2  
**Type:** Non-ATAR

**Minimum Entry Requirement:**
- Minimum 'C' grade in 1CENG2

**Other Necessary Skills:**
- Ability to work independently on assigned tasks

**Scope of the Curriculum:**
The recommended focus for this unit is language and society. Students explore and develop language skills to assist their participation in work and society, such as finding, accessing, using and evaluating information. They also develop skills needed for more general social and cultural participation such as comprehending, interpreting and evaluating mass media, popular culture and literature texts, identifying ideas, attitudes and opinions in such texts and discussing their responses and those of other people. Students study more complex workplace documents as well as mass media texts, popular culture texts and less complex literary texts.
**English**

**2CENG2**

**Year:** 12  
**Code:** 2CENG2  
**Type:** ATAR

**Minimum Entry Requirement:**  
- Minimum ‘C’ grade in 2A/BEng in Year 11

**Other Necessary Skills:**  
- Critical reading practices  
- Ability to write for a range of purposes and audiences

**Scope of the Curriculum:**  
The recommended focus for this unit is **language and action**. Students develop their language skills by exploring issues of concern or controversy, past or present, and by examining how language is used in relation to these topics: how language can be used to influence attitudes and bring about action or change, and how such uses of language can be challenged and/or resisted. They consider the relationship between language and power; representations of power through language; how particular uses of language can be empowering or disempowering and how they can empower themselves through language. Students study literary texts, mass media texts and popular culture texts.

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**3AENG**

**Year:** 12  
**Code:** 3AENG  
**Type:** ATAR

**Minimum Entry Requirement:**  
- Minimum ‘C’ grade in 2A/BEng in Year 11

**Other Necessary Skills:**  
- Critical reading practices  
- Ability to write for a range of purposes and audiences

**Scope of the Curriculum:**  
The recommended focus for this unit is **language and identity**. Students study how identities are expressed, constructed, represented and critiqued through language. They learn to critically interpret the relationship between particular uses of language and texts on the one hand and conceptions of identity on the other. They develop oral, visual and written language skills by learning to produce texts in a range of genres which explore, produce, challenge and/or subvert conceptions of identity. Students study literary, mass media and popular culture texts.

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**2DENG2**

**Year:** 12  
**Code:** 2DENG2  
**Type:** Non-ATAR

**Minimum Entry Requirement:**  
- Successful ‘C’ grade in 1CENG2 in Year 11

**Other Necessary Skills:**  
- Critical reading practices  
- Ability to write for a range of purposes and audiences

**Scope of the Curriculum:**  
The recommended focus for this unit is **language and the world**. Students examine the relationship between language and the world by exploring how language offers particular ideas and information about topics, events or people. They listen, view and read critically, identifying and critiquing particular uses of language and representations within the texts, substantiating their views in written, visual and oral form. They shape language to produce texts that offer particular ideas and information about topics, events or people. Students study literary, mass media and popular culture texts.

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**3BENG**

**Year:** 12  
**Code:** 3BENG  
**Type:** Non-ATAR

**Minimum Entry Requirement:**  
- Successful ‘C’ grade in 3AENG in Year 11

**Other Necessary Skills:**  
- Critical reading practices  
- Ability to write for a range of purposes and audiences

**Scope of the Curriculum:**  
The recommended focus for this unit is **language and ideas**. Students explore the way language is used in relation to ideas and how this varies among particular fields, genres, and discourses. They study the way in which ideas are expressed, constructed and critiqued through language. They analyse the assumptions underlying language use and how ideas are presented in selected fields, genres and discourses, and the attitudes, values and ideologies associated with these assumptions. Students demonstrate their understandings and language skills by learning to analyse language use and produce selected ideas in a range of language forms used in particular fields, genres and/or discourses, and how language is used in relation to ideas and the assumptions that underlie language use. Students study literary, mass media and popular culture texts.
English Literature

Year: 12  Code: ICLIT2/1DLIT2
Type: Non-ATAR

Minimum Entry Requirement:
• ‘C’ grade or better in 1A/BKIT

Scope of the Curriculum:
Reading literature for pleasure and for the intellectual experience are key elements of this course. Students learn how to understand the values and attitudes in texts as well as the cultural and historical contexts in which they are produced and received. Literature presents many perspectives on life, powerfully imagined and memorably expressed. One of the main benefits of literary study, particularly in a multi-cultural and diverse society such as Australia, is exposure to a variety of ways of thinking about the world. This Literature course encourages students to relate their experience of literature to their experience of life and to learn that ways of reading texts can enrich their understanding of identity, culture and society. The reading, critical thinking and production skills encourage by this course will be useful in students’ other studies, in their further studies, in their chosen careers and in their lives generally.

Content:
Unit 1CLIT
Designed to stimulate intellectual curiosity and to promote creative, logical and analytical thinking, the course encourages students to be literate and articulate; to be competent in the expression of ideas and feelings; and to engage critically with texts. Students are given the opportunity to read, enjoy and respond to literary texts, to which the genres of poetry, prose and drama are central. Other kinds of texts may also be used to enable students to engage with ideas and to encourage them to make connections among texts.

Content:
Unit 1DLIT
The course explores the power of language to provoke and shape response, with particular reference to both literary texts and the students’ own writing. Students explore and discuss the evocative power of literary language and come to understand that language can be imaginative, sensuous, persuasive, stimulating and pleasurable. They will produce experimental and effective responses to literary texts, involving both personal and creative writing activities before developing and emphasising analytical, discursive and reflective readings of texts.
**Food, Science & Technology - Hospitality**

**Year:** 12  
**Code:** 1CFSTH2  
**Type:** Non-ATAR

**Minimum Entry Requirement:**  
- Minimum ‘C’ grade in 1A/BFSTH

**Other Necessary Skills:**  
- Interest in food preparation and a willingness to undertake theoretical work

**Scope of the Curriculum:**  
The focus for this unit is **food and my life**. Choosing and using food is fundamental to life. In this unit students learn about food through practical preparation skills in relation to their own needs and their future. They work with readily available foods to address individual requirements, eating habits and lifestyles. Students learn about food as a commodity, its nutritional nature and properties in relation to selection and management when developing products, services and systems. Students determine the appropriateness of equipment used as they evaluate products and designs. There is a focus on working with others in teams, following safe and hygienic food handling skills and practices.

**Content:**  
The development of food preparation, production and presentation skills and self-management and interpersonal skills that enable students to prepare meals and food items and cater for functions.

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**Food, Science & Technology - Product Development**

**Year:** 12  
**Code:** 1CFSTP2  
**Type:** Non-ATAR

**Minimum Entry Requirement:**  
- Minimum ‘C’ grade in 1A/BFSTP

**Other Necessary Skills:**  
- Interest in food preparation and a willingness to undertake theoretical work

**Scope of the Curriculum:**  
The focus for this unit is **food for communities**. Choosing and using food are a reflection of local environmental conditions and cultural traditions. In this unit, students select and use techniques and equipment safely when preparing food to meet performance requirements for a community group. Students apply their knowledge of food varieties and their distinct properties to meet specific selection, performance or dietary requirements. When working with food, students consider innovation and ways food properties can be managed safely. They evaluate group working skills and how well other identified requirements are met for the community group. Students explore relationships between consumers and enterprises in communities and how these impact on the availability and diversity of food services, products and equipment.

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**Courses**

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Geography

Year: 12  Code: 3AGEO
Type: ATAR

Minimum Entry Requirement:
• Minimum 'C' grade in 2A/2BGEO in Year 11

Other Necessary Skills:
• Ability to gather and collect information from various sources
• Able to express ideas in written and oral form
• Understanding spatial concepts such as photos, atlases and maps
• Cooperation when working with others

Scope of the Curriculum:
The focus of this unit is the geography of planning cities. Challenges exist in designing cities to be more productive, vibrant and sustainable. Urban planning involves a range of stakeholders that contribute to decision-making and the planning process. The present and future needs of society are addressed by the allocation and reallocation of land uses, improving infrastructure and transport systems and enhancing amenities to meet the different perspectives of stakeholders. Students will examine concepts, processes and roles of planning by comparing Perth with a selected megacity.

Year: 12  Code: 3BAGEO
Type: ATAR

Minimum Entry Requirement:
• Minimum 'C' grade in 3AGEO

Other Necessary Skills:
• Ability to gather and collect information from various sources
• Understanding spatial concepts such as photos, atlases and maps
• Cooperation when working with others

Scope of the Curriculum:
The focus of this unit is the geography of climate change over geological time. This global phenomenon possesses the capacity to affect significant areas of the planet. Climate change, including the greenhouse effect, is created by both natural and human processes that have local and global consequences. The human response to climate change is affected by social, economic and political considerations, and resource access and distribution. Students will investigate policies and strategies designed to guide future action used to address the effects of the climate change.

Health Studies

Year: 12  Code: 3AHEA
Type: ATAR

Minimum Entry Requirement:
• Minimum 'C' grade in 2A/2BHEA

Other Necessary Skills:
• Well developed self-management skills
• Genuine interest in health issues
• Well developed interpersonal skills
• Ability to work as a member of a group
• Self-motivation
• Ability to work to and meet deadlines

Scope of the Curriculum:
The focus for this unit is health of specific populations. The interaction between factors that influence the health of individuals and communities within specific populations are explored. Using principles of social justice and approaches to public health decision-making, actions and strategies to address inequity and a review of health care reforms to reduce inequity are reviewed. The influence of cultural factors on health behaviour, decision-making and communicating in health settings are emphasised. Synthesising a broad range of information and using techniques for critically evaluating this information enables the investigation of health issues at an advanced level. Students will interpret relevant epidemiological data and analyse the relationships between determinants of health and health status.

Year: 12  Code: 3BHEA
Type: ATAR

Minimum Entry Requirement:
• Minimum 'C' grade in 3AHEA

Other Necessary Skills:
• Well developed self-management skills
• Genuine interest in health issues
• Well developed interpersonal skills
• Ability to work as a member of a group
• Self-motivation
• Ability to work to and meet deadlines

Scope of the Curriculum:
The focus for this unit is global, local and regional challenges to health. The impact of social determinants on health inequities and other challenges to health at global and local levels are explored. A critical assessment is made of the prioritisation of health issues nationally and internationally, and the influence of initiatives to improve health (such as advocacy) is reviewed. The unit examines the complex interaction of behavioural, environmental and legislative strategies to affect change. Critical analysis of interrelationships between national health priorities and patterns of data enables the investigation of health issues at an advanced level. Students will analyse and clarify information to reach informed and valid conclusions and make recommendations based on a critical review of multiple sources of evidence.
Human Biological Science

Year: 12  Code: 3AHBS  Type: ATAR

Minimum Entry Requirement:
• Minimum 'C' grade in 2A/2BHS or 2A/2BBIO in Year 11

Scope of the Curriculum:
The focus for this unit is the health of groups and communities. This unit assesses the significance to health of being a member of a specific community or group such as school, religious or sporting bodies. Students examine local efforts at health promotion and determine how these contribute to improvements in health. Current Australian health priorities are explored and strategies for improving the health of communities and groups are considered. Students explore the notion that both state and federal bodies have responsibilities for health.

Integrated Science

Year: 12  Code: 1CISC2  Type: Non-ATAR

Minimum Entry Requirement:
• Minimum 'C' grade in 1A/BISC
• 'C' grade in Science Inquiry Skills in Year 10

Scope of the Curriculum:
Students will extend their knowledge and understanding that science is a human activity involving the application of scientific knowledge to solve problems and make informed decisions that impact on people and the environment. The focus for learning is the practice of science, the knowledge of content from the biological, physical and environmental/earth science disciplines and an understanding of the impact of science on the world in which students live.

These concepts will be studied using the idea of sustainable living and the methods by which humans attempt to work with the environment. Energy audits and efficient homes will be developed as part of this unit. Forensic science and the use of environmental evidence to collect information about human activities will also be studied.

Year: 12  Code: IDISC2  Type: Non-ATAR

Minimum Entry Requirement:
• Minimum 'C' grade in 1CISC2

Scope of the Curriculum:
Students will develop their understanding of the scientific method by the examination of water as a resource and its importance to life on Earth through an integrated, scientific approach. Our water resources are under threat from pollution, over use and changing global climate. This unit increases students’ scientific understanding of the nature and practice of water use.

They will also further investigate the concept of energy and how this is also related to our water use.
WACE Course Information Year 12 (contd.)

Marine & Maritime Studies

Year: 12  Code: 1CMMS2
Type: Non-ATAR

Minimum Entry Requirement:
• Minimum ‘C’ grade in 1A/BMMS
• Competent swimmer - able to swim 200m open water
• If possible willing to undertake a $505 Open Water Dive Course
• Requires a medical pass for Open Water Dive Certificate

Other Necessary Skills:
• Demonstrated self management skills
• Love of water and not afraid of getting wet
• Enjoys boating, both power and sail
• Love of outdoors

Scope of the Curriculum:
The focus of this unit is community use of marine and maritime environments. Nautical concepts, seamanship skills and maritime engineering principles are further developed with a focus on sea and weather conditions and safe community use. The study of oceanography is introduced with investigations of coastal erosion and deposition, wind patterns and water cycles. Historical perspectives focus on mapping the local coastline and the cultural influence of visitors on the culture of local people. Maritime industries and careers are considered from a commercial and ecotourism perspective. Research skills are further developed focusing on planning and reporting on an investigation. The unit provides an opportunity for students to gain a scuba diving qualification, further develop their practical boating skills and a greater understanding of the diverse boating environments.

Year: 12  Code: 1DMMS2
Type: Non-ATAR

Minimum Entry Requirement:
• Minimum ‘C’ grade in 1CMMS2
• Competent swimmer - able to swim 200m open water

Other Necessary Skills:
• Demonstrated self management skills
• Love of water and not afraid of getting wet
• Enjoys boating, both power and sail
• Love of outdoors

Scope of the Curriculum:
The focus of this unit is responsible use of marine and maritime environments. Nautical concepts, seamanship skills and maritime engineering principles are further developed to enable safe use of the marine environment. Marine ecosystems are investigated with a focus on sustainability and the role of ecotourism. Details of skipper and crew qualifications on commercial craft are discussed. NPH Certificate offered at $20.00. Historical perspectives focus on the use of the local coastline by indigenous and other peoples and the impact on vessel design. Research skills are further developed, focusing on using the scientific method to carry out an investigation. The unit provides an opportunity for students to consolidate practical boating and sailing skills.
Materials Design & Technology - Metals

Year: 12  Code: 1CMDTM2
Type: Non-ATAR

PPE (Personal Protective Equipment) requirements are compulsory for this subject. Students not prepared to comply will not be able to participate in this course. It is the responsibility of the students to purchase their own PPE.

Minimum Entry Requirement:
- Minimum ‘C’ grade in 1A/BMDTM

Other Necessary Skills:
- Discipline to bring the required Personal Protective Equipment & Clothing to every workshop session
- Demonstrated self management skills

Scope of the Curriculum:
The focus for this unit is design techniques. It is for students who have many informal experiences interacting with a variety of items specifically designed to meet certain needs. Students are introduced to principles and practices of design, learning about fundamentals of design and concepts related to designing for individuals and markets, while considering beliefs and values. They learn to communicate various aspects of the design process within the structure of making what they design.

Throughout the process, students learn the origins, classifications, properties and suitability for purpose of materials. Students are introduced to a range of technology skills, generate ideas and realise these ideas through their design projects.

Materials Design & Technology - Textiles

Year: 12  Code: 1AMDTT
Type: Non-ATAR

Minimum Entry Requirement:
- Minimum ‘C’ grade for English in Year 10
- Interest in clothing and design

Other Necessary Skills:
- Patience
- The ability to think and work independently
- Creative approach to design tasks and problem-solving
- Ability to function in a team environment
- A strong work ethic

Scope of the Curriculum:
This subject caters for students who wish to further develop their sewing and decorating skills using textiles as a medium.

Content:
The focus for this unit is production fundamentals. Students will learn about the principles of design in textiles, and will develop understandings of the construction of fibres and fabrics. They will also learn how to use a sewing machine safely and will apply their knowledge to construct items of clothing and/or soft furnishings/ or accessories.

Year: 12  Code: 1BMDTT
Type: Non-ATAR

Minimum Entry Requirement:
- Successful completion of 1AMDTT at a C grade level

Other Necessary Skills:
- Patience
- The ability to think and work independently
- Creative approach to design tasks and problem-solving
- Ability to function in a team environment
- A strong work ethic

Content:
The focus for this unit is design fundamentals. Students will be given the opportunity to apply the basic principles of design and their knowledge of the construction processes acquired in 1AMDTT.

This unit asks students to use their creative talents by researching, designing, constructing and evaluating garments and accessories.
**WACE Course Information Year 12 (contd.)**

### Materials Design & Technology - Wood

**Year:** 12  **Code:** 1CMDTW2  
**Type:** Non-ATAR

PPE (Personal Protective Equipment) requirements are compulsory for this subject. Students not prepared to comply will not be able to participate in this course. It is the responsibility of the students to purchase their own PPE.

**Minimum Entry Requirement:**
- Minimum 'C' grade in 1CMDTW2

**Other Necessary Skills:**
- Discipline to bring the required Personal Protective Equipment & Clothing to every workshop session
- Demonstrated self management skills

**Scope of the Curriculum:**
The focus for this unit is design techniques. It is for students who have many informal experiences interacting with a variety of items specifically designed to meet certain needs. Students are introduced to principles and practices of design, learning about fundamentals of design and concepts related to designing for individuals and markets, while considering beliefs and values. They learn to communicate various aspects of the design process within the structure of making what they design.

Throughout the process, students learn the origins, classifications, properties and suitability for purpose of materials. Students are introduced to a range of technology skills, generate ideas and realise these ideas through their design projects.

**Year:** 12  **Code:** 1CMDTW2  
**Type:** Non-ATAR

**Minimum Entry Requirement:**
- Minimum 'C' grade in 1CMDTW2

**Scope of the Curriculum:**
The focus for this unit is design for the consumer. It is for students who have many experiences interacting with products designed for the consumer market. They use a range of techniques in determining market needs and apply the fundamentals of design to produce products for the consumer market. Students learn to conceptualise and communicate their own ideas and various aspects of the design process within the structure of making what they design.

Throughout the process, students learn the origins, classifications, properties and suitability for purpose of materials. Students are introduced to a range of technology skills, generate ideas and realise these through their design projects. They work in a defined environment and learn to use a variety of relevant technologies safely and effectively.

Students, in consultation, with teachers select projects of interest to design and make products for the consumer market.

**COMPULSORY PPE Personal Protective Equipment**

Students are required to:
- Apply appropriate occupational safety and health practices and procedures
- Wear safety glasses
- Wear safety boots
- Wear overalls or industrial trousers and long-sleeved shirt
- Restrain long hair and no jewellery

### Mathematics

**Year:** 12  **Code:** 1DMAT2  
**Type:** Non-ATAR

**Minimum Entry Requirement:**
- Minimum 'C' grade in 1B/CMAT

**Scope of the Curriculum:**
In this unit, students use integers, decimals, fractions, percentages and ratios for practical purposes. They apply mathematics in making financial decisions. They write word sentences algebraically and solve simple algebraic equations. They calculate area and perimeters of circles and use the Pythagoras’ theorem for calculating the length of the sides of right triangles. They describe the effects of reflecting, rotating and translating shapes in design, and enlarge, reduce and distort figures. They interpret detailed maps. Students collect measurement data from fair samples, display data in tables and graphs, calculate averages and describe spread of data, and compare datasets. They use mental strategies, written methods, calculators and computer technologies where appropriate.

**Year:** 12  **Code:** 1EMAT2  
**Type:** Non-ATAR

**Minimum Entry Requirement:**
- Minimum 'C' grade in 1DMAT2

**Scope of the Curriculum:**
In this unit, students use positive and negative numbers and numbers with powers for practical purposes. They calculate interest and repayments for loans. They draw graphs to represent real situations, and use them to describe how quantities are related. They use trigonometry to calculate measurements in right triangles, and calculate volume and surface area of shapes. They analyse networks. Students simulate everyday chance events, calculate probabilities and predict using probabilities. They collect bivariate data relevant to them, display the data in tables and graphs, and describe trends. They use mental strategies, written methods, calculators and computer technologies where appropriate.
Mathematics

**Year:** 12  **Code:** 2AMAT2
**Type:** ATAR

**Minimum Entry Requirement:**
- Minimum 'C' grade in 1D/EMAT

**Scope of the Curriculum:**
In this unit, students apply ratios, rates and direct proportion in practical situations. They calculate profit, loss, discount and commission in financial contexts. They study introductory algebra and linear relationships in numeric, algebraic and graphical forms. They use Pythagoras’ theorem for the sides of triangles and analyse the reflection, rotation and translation of shapes in design. Students collect data from fair samples, and represent and interpret the data. They use mental and written methods and technologies where appropriate.

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**Year:** 12  **Code:** 2BMAT2
**Type:** ATAR

**Minimum Entry Requirement:**
- Minimum 'C' grade in 2AMAT2

**Scope of the Curriculum:**
In this unit, students study and apply exponential relationships. They develop skills for solving equations algebraically and graphically, and investigate and generalise number patterns. They use coordinate geometry in two dimensions. They use formulas directly and inversely for calculations involving three-dimensional shapes. They apply trigonometry in right triangles. They represent information using network diagrams. Students simulate everyday chance events, calculate and interpret probabilities, and collect and analyse bivariate and time series data. They use mental and written methods and technologies where appropriate.

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**Year:** 12  **Code:** 2CMAT2
**Type:** ATAR

**Minimum Entry Requirement:**
- Minimum 'C' grade in 2A/BMAT

**Scope of the Curriculum:**
In this unit, students calculate interest and repayments in order to make decisions about savings and loans, and they interpret information on financial statements that are part of everyday living. They study and apply quadratic relationships. They extend their knowledge of coordinate geometry, and represent information in networks and interpret network diagrams. Students calculate and interpret probabilities for events with more than one chance component. They analyse and compare datasets, determine trends in data and use trend lines for prediction. They use mental and written methods and technologies where appropriate.

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**Year:** 12  **Code:** 2DMAT2
**Type:** ATAR

**Minimum Entry Requirement:**
- Minimum 'C' grade in 2CMAT2

**Scope of the Curriculum:**
In this unit, students study functions and their graphs. They formulate recursion rules and apply recursion in practical situations. They explore patterns, making conjectures and testing them. They use trigonometry for the solution of right and acute triangles. Students simulate chance events on technologies, and calculate and interpret probabilities for chance events that occur in two- or three- stages. They plan random samples, collect, and analyse data from them, and infer results for populations. They use mental and written methods and technologies where appropriate.
### Mathematics

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**Minimum Entry Requirement:**
- Minimum 'B' grade in 2A/BMAT

**Scope of the Curriculum:**
In this unit, students explore and analyse the properties of functions and their graphs. They develop and use algebraic skills for solving equations. They apply recursion in practical situations, including for finance. They use trigonometry for the solution of triangles. Students use counting principles to calculate probabilities and analyse normally distributed data. They plan sampling methods, analyse data from samples and infer results for populations. They use mental and written methods and technologies where appropriate.

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**Minimum Entry Requirement:**
- Minimum 'C' grade in 3AMAT2

**Scope of the Curriculum:**
In this unit, students develop their knowledge of calculus concepts and their algebraic, graphing and calculus skills, and apply these in mathematical modelling. They use counting techniques and probability laws, and calculate and interpret probabilities for the binomial, uniform and normal random variables. They use mental and written methods and technologies where appropriate.

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**Minimum Entry Requirement:**
- Minimum 'C' grade in 3A/BMAT

**Scope of the Curriculum:**
In this unit, students develop their knowledge of calculus concepts and their algebraic, graphing and calculus skills, and apply these in mathematical modelling. They use counting techniques and probability laws, and calculate and interpret probabilities for the binomial, uniform and normal random variables. They use mental and written methods and technologies where appropriate.

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**Minimum Entry Requirement:**
- Minimum 'C' grade in 3CMAT

**Scope of the Curriculum:**
In this unit, students develop their knowledge of calculus concepts and their algebraic, graphing and calculus skills, and apply these in mathematical modelling. They use counting techniques and probability laws, and calculate and interpret probabilities for the binomial, uniform and normal random variables. They use mental and written methods and technologies where appropriate.
Mathematics Specialist

Year: 12  Code: 3CMAS  Type: ATAR

Minimum Entry Requirement:
• Minimum 'C' grade in 3A/BMAS

Scope of the Curriculum:
The focus for this unit is the abstract development of a range of sophisticated relationships. Spatial contexts are extended from two dimensions to three dimensions. This unit develops abstraction as an increasingly powerful way of expressing and analysing change and introduces exhaustion and contradiction as methods of proof to be explored.

Year: 12  Code: 3DMAS  Type: ATAR

Minimum Entry Requirement:
• Minimum 'C' grade in 3CMAS

Scope of the Curriculum:
The focus for this unit is the use of differential and integral calculus to understand a range of phenomena. By increasing familiarity with transformation and the use of matrices, students can extend their theoretical understanding of growth and decay models. This unit introduces mathematical induction to complete the suite of proof processes developed in mathematical reasoning to a satisfactory, pre-tertiary level.

Media Production & Analysis

Year: 12  Code: 1CMPA2  Type: Non-ATAR

Minimum Entry Requirement:
• Minimum 'C' grade in 1A/BMPA

Other Necessary Skills:
• Ability to work in a team for common purposes
• Ability to work independently
• Interest in television, mass print and popular culture

Scope of the Curriculum:
The focus for this unit is entertainment. Students view, listen to, and analyse relevant media texts as their experience of the language of media is reinforced. They examine how audiences’ cultural experiences influence their responses to media. They build upon basic production processes and create their own productions.

Year: 12  Code: 1DMPA2  Type: Non-ATAR

Minimum Entry Requirement:
• Minimum 'C' grade in 1DMPA

Other Necessary Skills:
• Ability to work in a team for common purposes
• Ability to work independently
• Interest in television, mass print and popular culture

Scope of the Curriculum:
The focus for this unit is infotainment. A range of non-fiction commercial and non-commercial media styles and genre provide opportunities to examine how reality is dramatised and re-presented whilst engaging and informing audiences. Students create their own non-fiction media works learning about aspects of production.
### Media Production & Analysis

**Year:** 12  
**Code:** 3AMPA  
**Type:** ATAR

**Minimum Entry Requirement:**  
- Minimum 'C' grade in 2A/BMPA

**Other Necessary Skills:**  
- Ability to work in a team for common purposes  
- Ability to work independently  
- Interest in television, mass print and popular culture

**Scope of the Curriculum:**  
The focus for this unit is media art forms. Students develop an understanding of aesthetics by exploring meanings and values depicted in contemporary and traditional media art. They develop competence in expressing their own ideas in creative media art forms by experimenting with production technologies, codes and conventions.

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**Year:** 12  
**Code:** 3BMPA  
**Type:** ATAR

**Minimum Entry Requirement:**  
- Minimum 'C' grade in 3AMPA

**Other Necessary Skills:**  
- Ability to work in a team for common purposes  
- Ability to work independently  
- Interest in television, mass print and popular culture

**Scope of the Curriculum:**  
The focus for this unit is power and persuasion in diverse fiction and non-fiction media forms ranging from the seductive nature of popular media forms to propaganda material. Students consider the purposes and values of producers and audiences and examine the role of the media in reflecting, challenging and shaping values, beliefs and ideologies. They create media productions that express their views and show a distinct flair or personal style.

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### Modern History

**Year:** 12  
**Code:** 1AHIM  
**Type:** Non-ATAR

**Minimum Entry Requirement:**  
- Minimum 'C' grade in English

**Other Necessary Skills:**  
- Oral communication  
- Present an argument  
- Analyse documents/cartoons etc  
- Essay writing  
- Research  
- Internet skills

**Scope of the Curriculum:**  
The focus for this unit is people, place and time. The objective of this unit is to allow students to become aware of the broad sweep of history and our place within the historical narrative. They become aware of the values, beliefs and traditions within a society, the continuity between different societies and different time periods and the importance of individuals within a time period.

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**Year:** 12  
**Code:** 1BHIM  
**Type:** Non-ATAR

**Minimum Entry Requirement:**  
- Minimum 'C' grade in 1AHIM2

**Other Necessary Skills:**  
- Oral communication  
- Present an argument  
- Analyse documents/cartoons etc  
- Essay writing  
- Research  
- Internet skills

**Scope of the Curriculum:**  
The focus for this unit is power and authority. Students learn that societies consist of individuals and institutions that have various types of power and authority and that these interact with each other. They learn how power and authority is distributed throughout a group or society, that individuals and groups seek to influence the structures of power and authority and the difficulties of using these structures in a just or equitable manner. In learning about the structures and institutions of societies, they are able to make comparisons and judgements about their own and other societies.
Modern History

Year: 12  Code: 3AHIM
Type: ATAR

Minimum Entry Requirement:
• Minimum ‘C’ grade in 2A/BHIM

Other Necessary Skills:
• Oral communication
• Present an argument
• Analyse documents/cartoons etc
• Essay writing
• Research
• Internet skills

Scope of the Curriculum:
The focus for this unit is **cohesion and division**. Students learn that there are internal and external forces that result in cohesion and/or division within societies and these have consequences for continuity and change. They assess how the structures of power and authority were used, how different groups and individuals responded and whether there was potential for greater cohesion or division.

Music - Contemporary

Year: 12  Code: 1CMUS2
Type: Non-ATAR

Minimum Entry Requirement:
• Minimum ‘C’ grade in 1A/BMUS
• Proficiency in playing a music instrument

Year: 12  Code: 1DMUS2
Type: Non-ATAR

Minimum Entry Requirement:
• Minimum ‘C’ grade in 1CMUS2
• Proficiency in playing a music instrument

Scope of the Curriculum:
Across these units, it is expected that students develop an understanding of the elements of music and apply these through performing, creating and responding to music. These units introduce students to relevant and engaging music, with teachers choosing a context or contexts that they feel are most appropriate to their students.

Students learn about how music is created and performed and how music is, and has always been, a key part of people’s lives. They develop an understanding of the language of music and learn how the elements of music can be applied when performing, creating and responding to music.

As they progress through the units, students build on their knowledge and understanding to perform music, create their own works and become more aware of how social, cultural and historical factors shape the role of music. They use their skills, knowledge and understanding of Theory and Aural and apply this in their music making activities.

[Note: John Tonkin College offers the possibility of an international tour for History students to China and/or Vietnam as part of their Year 12 study of History.]
Outdoor Education

Year: 12  Code: 1COED2
Type: Non-ATAR

Minimum Entry Requirement:
• Minimum ‘C’ grade in 1A/BOED or Year 10 HPE
• Competent swimmer - able to swim 200m in open water
• Willingness to participate in expeditions
• Demonstrated self management skills

Other Necessary Skills:
• Interest in the environment

The focus for this unit is building confidence in the outdoors. It encourages students to build self-confidence as they interact with the environment. They understand basic planning and organisational requirements. They develop camping, survival and navigation skills. Risk management principles, safe practice development and emergency response procedures are examined. Personal and interpersonal skills are developed to assist working with others and as a leader. Leadership experiences are provided. Their understanding of the environment with relationship to nature is developed and the concept of sustainability introduced.

Practical concepts:
• Sea Kayaking
• Navigation
• Bush Walking

Year: 12  Code: 1DOED2
Type: Non-ATAR

Minimum Entry Requirement:
• Minimum ‘C’ grade in 1A/BOED
• Competent swimmer - able to swim 200m in open water
• Willingness to participate in expeditions
• Willingness to get cold/wet
• Demonstrated self management skills

Other Necessary Skills:
• Interest in the environment

Scope of the Curriculum:
The focus for this unit is outdoor leadership. It encourages students to continue to build self-confidence as they are encouraged to develop outdoor leadership skills. Planning and navigation skills, risk management and emergency response process are continued to be developed and extended. Personal and interpersonal skills used to assist in effective outdoor leadership are focused on and developed through experiences. Environmental awareness is increased through more study of parts of the natural environment, introduction to the concept of wilderness, and study of the impact of technology, urbanisation and changing lifestyles. Sustainability projects are examined and students are encouraged to engage with one of their choice.

Practical concepts:
• Abseiling
• Canoeing
• Caving
• Roping

* May be embedded within a Certificate II in Outdoor Recreation

Outdoor Education

Year: 12  Code: 3AOED
Type: ATAR

Minimum Entry Requirement:
• Minimum ‘C’ grade in 2A/BOED
• Competent swimmer - able to swim 200m in open water
• Willingness to participate in a 6 day Sea Trek Camp to Shark Bay at a cost of $240.00 approx
• Demonstrated self management skills

Other Necessary Skills:
• Interest in the environment

Scope of the Curriculum:
The focus for this unit is outdoor program development. This provides students with the opportunity to develop all aspects of a safe, purposeful outdoor program that works towards achieving predetermined goals. Experiential learning principles and other strategies to assist the development of personal and interpersonal skills in others are identified. Environmental interpretation skills are developed, including weather forecasting. Past and present relationships with the environment and the current state of the environment are explored.

Year: 12  Code: 3BOED
Type: ATAR

Minimum Entry Requirement:
• Minimum ‘C’ grade in 3AOED
• Competent swimmer - able to swim 200m in open water
• Willingness to facilitate in a 2 day camp
• Demonstrated self management skills

Other Necessary Skills:
• Interest in the environment

Scope of the Curriculum:
The focus for this unit is managing outdoor experiences. Previous experience and knowledge are built on, synthesising a range of ideas, skills, technologies and processes to manage experiences in the outdoors. The unit addresses the requirements of specific groups and develops and applies theoretical understanding. The concepts related to outdoor leadership are explored, providing meaningful experiences for people to explore values related to self, others and the environment.

Practical concepts:
Physical Education Studies

Physical Education Studies - AFL Specific

**Year:** 12  **Code:** 1CPES2  **Type:** Non-ATAR

**Minimum Entry Requirement:**
- Minimum 'C' grade in 1A/BPES
- Competent swimmer - able to swim 200m in open water

**Other Necessary Skills:**
- Interest in touch rugby and coaching
- Demonstrated self management skills

**Scope of the Curriculum:**
The focus for this unit is the process of building personal profiles. Within this broad focus, teachers select learning contexts that tap into their students' interests and build upon their acquired understanding about participation in physical activity. Students are introduced to simple movement and conditioning, psychological and social concepts that provide a basis for assessing and enhancing their current participation. In selected physical activities, students are introduced to a 'game sense' approach to solve tactical problems. In building a profile for improvement, students use observation and qualitative methods to assess personal movement competency; undertake fitness, interpersonal and mental skills profiling and review their decisions and goals. They review participation preferences in relation to activities, roles and positions, reflecting on personal attitudes towards values associated with physical activity, and consider physical activity and sport from social, cultural and political perspectives. Their findings guide a plan for improvement.

**Year:** 12  **Code:** 1DPES2  **Type:** Non-ATAR

**Minimum Entry Requirement:**
- Minimum 'C' grade in 1CPES2

**Other Necessary Skills:**
- Interest in touch rugby and coaching
- Demonstrated self management skills

**Scope of the Curriculum:**
The focus for this unit is extending personal profiles. Within this broad focus, teachers select learning contexts that enable students to extend the depth and breadth of their knowledge of participation patterns in physical activity. Selected learning contexts will enable students to make meaningful comparisons between themselves and others in terms of participation preferences (relating to positions, activities and roles), personal characteristics, competencies, attitudes and behaviours in physical activity, thereby enhancing their understanding both of themselves and others. In selected physical activities and in response to problems that are encountered, students assess their own and others' movement competency and identify areas for improvement. This will include the implementation of skills, strategies and tactics. While taking on various roles and positions, they apply strategies for solution-focused decision-making, management of emotions, arousal and stress, team building and group development. Movement and conditioning and psychological and social concepts are used as a basis for developing understanding of the demands of roles and positions. Extending students' personal profiles and undertaking comparative analysis with a peer, professional athlete, coach or official's profile will guide a plan for improvement. Using observation, qualitative methods and selected measurements, students make comparisons between various aspects of their own and others' participation profiles and plans. They use comparative observations and data to identify the scope to enhance profiles, prioritise areas for improvement and to gain insights into strategies that they adopt in seeking personal improvement.

**Year:** 12  **Code:** 1CPESF2  **Type:** Non-ATAR

**Minimum Entry Requirement:**
- Minimum 'C' grade in 1A/BPESF (AFL)
- Sound football skills
- Willingness to be physically active

**Scope of the Curriculum:**
The focus of this unit is participation in AFL football. Students will develop fundamental football skills and game play strategies in this unit. There will be an emphasis on physical fitness profiling. Students will participate as members of a team in the Premier Division of the Belt Up Cup competition.

**Year:** 12  **Code:** 1DPESF2  **Type:** Non-ATAR

**Minimum Entry Requirement:**
- Minimum 'C' grade in 1CPESF2

**Scope of the Curriculum:**
The focus of this unit is football officiating. 1DPES (AFL) builds on the skills developed in 1DPES. Students will continue to refine football skills and fitness, and will learn about codes of behaviour in football. Students will focus on football umpiring and tournament officiating through the co-ordination of the STS Cup.
**Physics**

**Year:** 12  
**Code:** 3APHY  
**Type:** ATAR

**Minimum Entry Requirement:**  
- Minimum ‘C’ grade in 2A/BPHY

**Other Necessary Skills:**  
Due to its mathematical content, students need to satisfy the minimum entry requirements needed to enrol in a Year 12 Mathematics course that can lead to university studies.

**Scope of the Curriculum:**  
The unit content is organised as motion and forces in a gravitational field and electricity and magnetism. Within motion and forces in a gravitational field, students explore the motion of objects in gravitational fields, including the motion of projectiles, orbiting satellites, planets and moons, and ways in which forces may affect the stability of extended objects. Within electricity and magnetism, they also learn about magnetic fields and how they interact with moving charges in situations involving current electricity, the motor effect and electromagnetic induction. They identify real world problems, develop research questions to plan, conduct and evaluate investigations. Their problem-solving techniques include combinations of concepts and principles.

**Visual Arts**

**Year:** 12  
**Code:** 1CVAR2  
**Type:** Non-ATAR

**Minimum Entry Requirement:**  
- Minimum ‘C’ grade in 1A/BVAR or portfolio presentation

**Other Necessary Skills:**  
- Strong drawing skills

**Scope of the Curriculum:**  
The focus for this unit is inspirations. Students become aware that artists gain inspiration and generate ideas from diverse sources. Through discussion, exploration, investigation and experimentation, they develop skills in recording observations, developing ideas through visual inquiry and creating artworks using a range of techniques and processes.

**Year:** 12  
**Code:** 1DVAR2  
**Type:** Non-ATAR

**Minimum Entry Requirement:**  
- Minimum ‘C’ grade in 1CVAR2 or portfolio presentation

**Other Necessary Skills:**  
- Strong drawing skills

**Scope of the Curriculum:**  
The focus for this unit is investigations. Students investigate a variety of selected artists’ work to further develop their understanding of the creative process. They investigate styles of representation and explore the expressive potential of media, techniques and processes in the creation of their artworks, while refining their reflection and decision-making skills.
Workplace Learning

Year: 12  Code: 1CWPL
Type: Non-ATAR

Minimum Entry Requirement:
• Minimum ‘C’ grade in 1A/BWPL
• Minimum ‘C’ grade for English in Year 11
• Willingness to carry-out preparatory work and enter the workplace to complete the work hours required

Scope of the Curriculum:
The unit is designed to consolidate structured workplace learning. Students prepare for, and are placed in, a new workplace. Skills are selected to complement the skills from Units 1AWPL/1BWPL. While in the work placement, students are assessed on work related skills by the workplace supervisor. Students reflect on the skills assessed.

Year: 12  Code: 1DWPL
Type: Non-ATAR

Minimum Entry Requirement:
• Minimum ‘C’ grade in 1CWPL
• Willingness to carry-out preparatory work and enter the workplace to complete the work hours required

Other Necessary Skills:
• Strong drawing skills evident in folio

Scope of the Curriculum:
The unit is designed to extend structured workplace learning. Students prepare for, and are placed in, a suitable workplace. Skills are selected to complement the skills from Units 1AWPL/1BWPL/1CWPL. While in the work placement students are assessed on work related skills by the workplace supervisor. Students reflect on the skills assessed.
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* Indicates subjects recommended for university entry pathway students.

MINIMUM ENTRY REQUIREMENTS ARE STATED IN THE INDIVIDUAL COURSE SECTION.

Note: While every effort is made to meet course selections, classes are subject to viable numbers and resources (e.g. staff, rooms)
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* Indicates subjects recommended for university entry pathway students.

MINIMUM ENTRY REQUIREMENTS ARE STATED IN THE INDIVIDUAL COURSE SECTION.

Note: While every effort is made to meet course selections, classes are subject to viable numbers and resources (e.g. staff, rooms)
For further information, or to make an enrolment enquiry please contact:

**Tindale Campus** - 08 9535 3800

**Peel Education & Training Campus (PET)** - 08 9583 7373
### 2014 Year 8 Proposed Costs

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Total Costs are $235.00 * Surf Science Program will eliminate one of the above Year 8 Programs

### 2014 Year 9 Proposed Costs

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<td>Year 9 Masterchef</td>
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<td>Year 9 Fabrics</td>
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### 2014 Year 10 Proposed Costs

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Total Costs are $235.00

---

Students offering is Compulsory Courses + 6 low costs electives and charged at $235.00

Students have core cost of $145.00
- Plus choose 6 Low Cost Electives @ $15.00 each
- Plus choose any number of High Cost Electives which they pay for in addition to the $235.00

---

Students offering is Compulsory Courses + 4 Low Cost Electives and charged at $235.00

Students have core cost of $155.00
- Plus choose 4 Low Cost Electives @ $20
- Plus choose any number of High Cost Electives which they pay for in addition to $235.00
**Recommended 2014 (Year 8 - 12) Course Costs**

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**ENGLISH**

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www.johntonkincollege.wa.edu.au

Tindale Campus
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