**MET Campus:** education Drive, Mandurah WA 6210 Phone: (08) 9583 7373
[www.johntonkincollege.wa.edu.au](http://www.johntonkincollege.wa.edu.au)

**Tindale Campus:** Gibla Street, Mandurah WA 6210 Phone: (08) 9535 3800
Students in Years 7-10 participate in a range of compulsory subjects and programs which provide the foundation for secondary education. In years 8, 9 and 10, students are able to select from a range of electives which allow for a more individualised program to be created where students have the opportunity to develop skills in areas of their choice.

The following table shows the core areas covered in Years 7-10:

<table>
<thead>
<tr>
<th>Learning Area</th>
<th>Yr 7</th>
<th>Yr 8</th>
<th>Yr 9</th>
<th>Yr 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>◊</td>
<td>◊</td>
<td>◊</td>
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<tr>
<td>Mathematics</td>
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<tr>
<td>Science</td>
<td>◊</td>
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<tr>
<td>Humanities and Social Sciences</td>
<td>◊</td>
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<tr>
<td>Health and Physical Education</td>
<td>◊</td>
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<tr>
<td>Career Development Program</td>
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<td>◊</td>
<td>◊</td>
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<tr>
<td>Mindmatters Pastoral Care Program</td>
<td>◊</td>
<td>◊</td>
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<td>◊</td>
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<tr>
<td>AVID</td>
<td>◊</td>
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<td></td>
</tr>
</tbody>
</table>

Years 7-10  **Mind Matters Program**
Mind Matters is about young people; their health and wellbeing. It helps schools to support young people to achieve their goals, build relationships and cope with challenges. Mind Matters is a framework that aims to promote mental health, prevent problems and enable early intervention.

Years 7-9  **PACE Program**
PACE is an intervention program to support students with identified learning needs as they progress through to senior schooling. Students work towards achieving individual targets in order to transition into mainstream education.

Years 7, 8 & 9  **AVID Program**
This program prioritises the development of a mindset for achievement. It will challenge students to see academic potential in themselves and strive for improved results. This program will then extend throughout the students’ secondary education.

Years 9 & 10  **Career Development Program**
In Year 9 students will identify their skills and abilities and match these to career areas where they can be successful; this program involves self-assessment, goal setting and career research. In the Year 10 program, students build their self awareness, employability skills and knowledge of the world of ‘work’ and course selection for Year 11.
Year 8 Elective Course Descriptions

Bushrangers
This course offers students opportunities to undertake personal development training while developing their conservation skills and knowledge through involvement in practical nature conservation projects. Bushrangers is a Cadet Unit structure and operates outside of normal school time.

Fitness Club
This subject leads to a fit and healthy lifestyle through fitness testing, training programs, study of body systems, fitness challenges.

Home Economics (High Cost)
Students will develop food preparation skills that will enable them to prepare foods to share and enjoy. Students will learn to apply appropriate food hygiene, working with others in a safe environment and food presentations. They will also learn basic construction skills and techniques using sewing machines and hand stitching fabrics.

Japanese
Explore the rich culture and language of Japan. This course brings Japan to life in the classroom through role plays, anime, Japanese culture and music, martial arts, cooking and language development.

Materials
This is a hands-on course where students develop their skills in a range of areas including woodwork, metalwork, carpentry and jewellery.

Music
Through the study of different music styles and eras students will develop their musical talents. This course includes composition, performance and vocal or instrumental skills building.

Performing Arts
Students will learn a range of dance and drama skills including movement skills, basic choreography, different styles of dance, how to develop and create believable characters and act in different scenarios.

The Shark Tank
This course presents students with a Business Challenge, wherein students will participate in a range of activities at school, at Make Place and in the community to develop their entrepreneurial skills. As you work your way through the challenge, you will learn how to run a business, develop innovative ideas, beat your competitors and work as a team. This course will bring out the tycoon in everyone!

Visual Art
Students will develop their creative and artistic talents through exploring traditional and contemporary art forms, visits to galleries as well as practical experiences. Students will develop a portfolio and create pieces for school and community.
Year 9 Elective Course Descriptions

**Bushrangers**
This course offers students opportunities to undertake personal development training while developing their conservation skills and knowledge through involvement in practical nature conservation projects. Bushrangers is a Cadet Unit structure and operates outside of normal school time.

**Childcare**
Students will learn about the stages of growth and development of a foetus during a pregnancy to delivery. Students will complete relevant practical items including a section on recycling. They will also conduct a play group and interact with invited children with activities they have planned.

**Dance**
This course includes movement skills, choreography, creative development of original works, different styles of dance, dance appreciation and performance.

**Drama**
This course will focus on how to develop a role, create believable characters and acting in different scenarios. Given scripts, students will use the elements of drama to analyse and perform.

**Fabric Fusion (High Cost)**
Students learn a variety of construction skills and techniques using the sewing machine and support hand stitching. Students will produce individual attractive items for their own use (ie owl door stopper & tote bag) as well as using computer aided design to manufacture and create a professional finish to their products.

**Fitness Club**
This subject leads to a fit and healthy lifestyle through fitness testing, training programs, study of body systems, fitness challenges.

**Japanese**
Explore the rich culture and language of Japan. This course brings Japan to life in the classroom through role plays, anime, Japanese culture and music, martial arts, cooking and language development.

**Masterchef (High Cost)**
Students will develop food preparation skills that will enable them to be given the opportunity to showcase their skills within the school and for special events. Students will learn the basics of: food preparation, to make healthy food choices, demonstrate basic knife skills, apply appropriate food hygiene, working with others in a safe environment and food presentations. Students will be able to follow a pathway towards Hospitality and Nutrition.
Year 9 Elective Course Descriptions Cont’d

Materials
This is a hands-on course where students develop their skills in a range of areas including woodwork, bricklaying, tiling, plastering, welding and basic carpentry.

Motors and Machines (High Cost)
Students will learn about what makes a car run including practical work to fix small engines, basic engine principles, gears, car maintenance and different types of engines.

Multimedia
Students will participate in a range of activities in the areas of music videos, magazines, advertising, TV, film, web design and online media through the use of technology.

Music
Through the study of different music styles and eras students will develop their musical talents. This course includes composition, performance and vocal or instrumental skills building.

Outdoor Education (High Cost)
Students participate in a range of outdoor and physical activities which may include bush and camping survival skills, cooking, canoeing, bike riding, orienteering and snorkelling. Must be able to swim 200m.

Robotics (High Cost)
This course gives hands-on experience as students discover exciting uses of science, technology and mathematics. Students design robots to complete tasks, write and test robot programs and investigate everyday uses of robots.

Visual Art
Students will develop their creative and artistic talents through exploring traditional and contemporary art forms, visits to galleries as well as practical experiences. Students will develop a portfolio and create pieces for school and community.
Year 10 Elective Course Descriptions

Bronze Duke of Edinburgh Award Whole Year Program (High Cost)
This program involves conservation projects, adventure camps, personal development and community service. Further information is provided on the Duke of Edinburgh Award information page.

Certificate II in Applied Language -Japanese (Whole Year Program) (High Cost)
The Year 10 Japanese elective builds on the topics covered in Years 7, 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.

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 (High Cost)
Students will be working with a variety of design material mediums (wood, metal & plastics). The development of the design process will be enhanced in the production of small articles. Students will produce models using different materials, engaging a variety of tools and fixtures and finishes, while acquiring personal skill development in industry processes. Students need to be aware of safety at all times and are expected to display controlled appropriate behaviour and respect for others.

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

Fashion Fusion (High Cost)
Completion of Year 9 Fashion Fusion would be preferable before undertaking this course. 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. Students will be provided with opportunities to experiment with the creation of decorated and modified materials.

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.
Marine and Outdoor Recreation

(High Cost)
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 including bodyboarding and sea kayaking. Through an introduction to boating you will also learn the basic skills required for attaining a Skipper’s ticket.

Media
In this course students will participate in examining and producing media materials. Through practical engagement and working in a team to produce media materials, students will develop the skills of cooperation, collaboration, problem solving and communication. Students will also participate in the viewing and analysis of media by discussing and evaluating the function, intent and construction.

Music
This course continues the musical journey started in Years 7, 8 and 9. Theoretical skills are extended and students start to develop band and ensemble performance skills alongside the specialist tuition provided in these classes by the School Of Instrumental Music.

World Table Tour (High Cost)
Students are introduced to the cuisines and cultures of the world through investigations into each country as we cook traditional foods each week. A different cuisine/style of food is prepared each week as students learn the basic cooking methods to create fabulous dishes suited to the course of the menu. Student must be willing to engage in both theory and practical components of the course.

Photography (High Cost)
Students who enroll in this semester long course will begin their Photography journey via a very hands on curriculum program, that will see them begin in a traditional Photographic Darkroom, exploring some Photography techniques from the past before moving into project work using the latest digital technologies. Students will learn some of the basics about good image composition, find out how to make and produce fantastic looking prints and discover that great photographs can be produced using the technology that we carry around with them every day.

Robotics
Students will complete three modules across a range of learning areas in this engaging and hands-on subject that provides an insight into Robotics and how the different skills relate to courses offered in year 11. Module 1 will introduce students to the computer programming language using C+ software and how we to write software to create games, apps and control robots.
Module 2 gives students the skills and knowledge required in the field of electronics, including how to read an electric circuit diagram, and improving soldering skills to develop their own working, electronic component.

In module 3, students will combine the skills they have learnt in the previous modules in a business setting. Each ‘business’ will be presented a design brief that will require them to investigate, devise and produce a working, fabricated and programmed robot prototype to complete a set task.

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.

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. Students will participate in the process of Art Exhibitions.
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 2016 and Bush Ranger Cadets is an elective in Year 8 & 9.

The Duke of Edinburgh Award 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 will be empowered to challenge yourself and realise your true potential. You will 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.

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.

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.

Course: $105
Camp: $50

Contact for the Duke of Edinburgh Award/Bush Ranger Program:
Tiffany McLean: 0413 148 624
John Tonkin College Course Offering Year 7-10 2016 continued

John Tonkin College Specialist Surf Science Program Years 7 - 10

This Department of Education Approved Specialist Program is designed for academically able, highly motivated students from Years 7-10 who have a demonstrated commitment to learning and high achievement.

The context of the program is Marine Science and Outdoor Studies. Within this context, the curriculum is delivered through an integrated model which enables both practical and theoretical exploration of the four key principles of the program, these being:

- Environmental Characteristics
- Impacts of Human Activity
- Sustainability
- Values - personal and social responsibility

Using these principles as a ‘lens for learning’, students will engage in all of the regular Year 7-10 curriculum areas, with the exception of some elective areas.

There will be a strong emphasis on extending students’ skills in Mathematics, Science and Outdoor Education, as well as developing effective study habits and work practices across all learning areas.

The program is designed as a pathway with students transitioning from Year 7-10, pending satisfactory progress.

Within the Specialist Surf Science Program, students will be challenged to develop strong self-management skills and encouraged to set personal and team goals within a highly supportive pastoral structure.
Each student will be encouraged to Bring Their Own Device (BYOD) to continue to develop their technology skills and enhance their learning. This technology initiative will enable students to access technology tools in classroom, ‘field’ scenarios and at home ensuring leading edge technology supports learning across the program.

The selection process for the Specialist Surf Science Program is by application and interview, and is based upon academic performance, student interest and demonstrated self management skills.

Students will develop their understanding of their own strengths and abilities, and will be encouraged to value contributions that individuals and groups can make to environmental conservation through personal values and social responsibility.

The students will work in outstanding educational facilities both on and off the College site, including a purpose built Marine and Maritime Centre at Dawesville.

Students within the Specialist Surf Science Program will have access to expert teaching within each of the curriculum disciplines and will enjoy the support of many professional and community based organizations, including Conservation Volunteers Australia, Coast Care WA, the Australian Surf Life Saving Association, St John’s Ambulance and the City of Mandurah.
The Career Enterprise Centre (CEC) is located at the Mandurah 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](http://www.det.wa.edu/inclusive).

The Career Enterprise Centre collaborates with local high schools including 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 Gellel
Ph: 9583 7333 Fax: 9583 7337
Email: CareerEnterpriseCentre@det.wa.edu.au

Web: [www.cec.wa.edu.au](http://www.cec.wa.edu.au)
**Western Australian Certificate of Education (WACE) Requirements**

In order for students to be eligible for a WACE, they must satisfy the following requirements:

| General Requirements | Demonstrate a minimum standard of literacy and a minimum standard of numeracy based on the skills regarded as essential for individuals to meet the demands of everyday life and work in a knowledge-based economy  
| | Complete a minimum of 20 units or equivalents as describe below  
| | Complete four or more Year 12 ATAR courses or complete a Certificate II or higher |

| Breadth and Depth | Students will complete a minimum of 20 course units or the equivalent. This requirement must include at least:  
| | A minimum of 10 Year 12 units or the equivalent  
| | Two completed Year 11 English units and one pair of completed Year 12 English units  
| | One pair of Year 12 course units from each of List A (Arts/English/Languages/Social Sciences) and List B (Mathematics/Science/Technology). |

| Achievement Standard | Students will be required to achieve 14 C grades (or equivalent, see below) in Year 11 and Year 12 units, including at least six C grades in Year 12 units (or equivalents).  
| | Unit equivalents can be obtained through VET programs and/or endorsed programs. The maximum unit equivalence available through these programs is eight units - four Year 11 units and four Year 12 units. Students may obtain unit equivalents as follows:  
| | up to eight unit equivalents through completion of VET programs or,  
| | up to eight unit equivalents through completion of endorsed programs, or  
| | up to eight unit equivalents through a combination of VET and endorsed programs, but with endorsed programs contributing no more than four unit equivalents.  
| | The amount of unit equivalence allocated to VET and endorsed programs is as follows:  
| | VET qualifications  
| | Certificate I is equivalent to two Year 11 units  
| | Certificate II is equivalent to two Year 11 and two Year 12 units  
| | Certificate III or higher is equivalent to two Year 11 and four Year 12 units  
| | Endorsed programs - unit equivalence is identified on the Authority’s approved list of endorsed programs. |

| Examinations | All students studying an ATAR course during Year 12 are required to sit the external WACE examination for that course. Practical and performance examinations are conducted in addition to written examinations for some courses. |
NEW WACE 2016-2017
Courses in Year 11 and 12

Typically, students will embark on one of two pathways across Year 11 and 12:

**Pathway One**

ATAR—students choose five or six ATAR courses with the aim of achieving a university placement.

**Pathway Two**

General—Students choose five General courses and enrol in a Certificate II or higher Vocational Education and Training course.

The courses are arranged as paired semester length units. In Year 11, a student would typically study two units of a chosen course in one academic year. In Year 12, a student must study two paired units that comprise a year long course.

All ATAR and General Courses demonstrate an increasing level of complexity from Year 11 (Units 1 and 2) to Year 12 (units 3 and 4)

**Foundation Courses**

Students who have achieved less than Band 9 in NAPLAN writing, language and conventions, reading and numeracy and have not met the minimum standard in the Online Literacy and / or Numeracy test (OLNA) will enrol in Foundation courses in semester one Year 11.

If, in semester one, students meet the minimum standard in the OLNA they will reselect General units for semester two.

Students who enrol in Foundation courses will also select a Certificate II or higher Vocational Education and Training Courses.
Minimum Entry Requirement
2016-2017

- 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 2016 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 Pathways and Transitions Team, Department of Education.

Typically....

<table>
<thead>
<tr>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11 &amp; Year 12</th>
<th>Post School Destination</th>
</tr>
</thead>
<tbody>
<tr>
<td>High As Average</td>
<td>High A Average</td>
<td>Units 1-4 ATAR Courses</td>
<td>University</td>
</tr>
<tr>
<td>NAPLAN Band 9/10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low A or B Average</td>
<td>Low A or B Average</td>
<td>Units 1-4 ATAR or General</td>
<td>University or Training</td>
</tr>
<tr>
<td>NAPLAN Band 7/8</td>
<td></td>
<td>courses &amp; General courses &amp;</td>
<td>WA Apprenticeship</td>
</tr>
<tr>
<td></td>
<td></td>
<td>higher level Certs</td>
<td>ECU, ND</td>
</tr>
<tr>
<td>Low B or C Average</td>
<td>Low B or C Average</td>
<td>General Courses/ VET or Units</td>
<td>Training WA Traineeships</td>
</tr>
<tr>
<td>NAPLAN Band 6/7</td>
<td></td>
<td>1-4 Foundation Courses As</td>
<td>Employment</td>
</tr>
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<td></td>
<td></td>
<td>necessary</td>
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</tr>
</tbody>
</table>
**WACE— Breadth of Study List 2016-onwards**

For a student to achieve a WACE in 2016 and beyond, the student must complete, in the final 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 a course in the final year of senior secondary schooling in that course
- Made a genuine attempt in the examination for that course

<table>
<thead>
<tr>
<th>List A</th>
<th>List B</th>
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</thead>
<tbody>
<tr>
<td>(Arts/Languages/Social Sciences)</td>
<td>(Mathematics/Science/Technology)</td>
</tr>
<tr>
<td>CAE Career and Enterprise</td>
<td>AIT Applied Information Technology</td>
</tr>
<tr>
<td>CFC Children, Family and Community</td>
<td>AET Automotive Engineering and Technology</td>
</tr>
<tr>
<td>DAN Dance</td>
<td>BIO Biology</td>
</tr>
<tr>
<td>DRA Drama</td>
<td>BCN Building and Construction</td>
</tr>
<tr>
<td>ENG English (and Foundation English)</td>
<td>CHE Chemistry</td>
</tr>
<tr>
<td>GEO Geography</td>
<td>DESP Design Photography</td>
</tr>
<tr>
<td>HEA Health Studies</td>
<td>DEST Design Technical Graphics</td>
</tr>
<tr>
<td>LIT Literature</td>
<td>FST Food Science and Technology</td>
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<tr>
<td>MPA Media Production and Analysis</td>
<td>HBY Human Biology</td>
</tr>
<tr>
<td>HIM Modern History</td>
<td>MMS Marine and Maritime Studies</td>
</tr>
<tr>
<td>VAR Visual Arts</td>
<td>MDT Materials Design and Technology—Metals</td>
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<td></td>
<td>MDT Materials Design and Technology– Wood</td>
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<td></td>
<td>MATF Foundation Mathematics</td>
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<tr>
<td></td>
<td>MAA Mathematics: Applications</td>
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<td>MAE Mathematics: Essential</td>
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<td></td>
<td>MAM Mathematics: Methods</td>
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<td></td>
<td>MAS Mathematics: Specialist</td>
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<td></td>
<td>OED Outdoor Education</td>
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<td></td>
<td>PES Physical Education Studies</td>
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<td></td>
<td>PHY 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.
JTC WACE Course Information Year 11 ATAR

Biological Sciences

Year: 11  
Code: A1BIO ; A2BIO

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

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

In this course, students analyse ecosystem components and their interactions, using classification systems for data collection, comparison and evaluation. Fieldwork is an important part of this unit. Fieldwork provides valuable opportunities for students to work together to collect first-hand data and to experience local ecosystem interactions.

Course Content
A1BIO Ecosystems and Biodiversity
• The processes involved in the movement of energy and matter in ecosystems  
• How classification helps to organise, analyse and communicate data about biodiversity  
• Ecosystem diversity and dynamics can be described and compared with reference to biotic and abiotic components and their interactions  
• Development of theories and models based on evidence from multiple disciplines; and the uses and limitations of biological knowledge in a range of contexts  
• Design, conduct, evaluate and communicate investigations into biodiversity and flows of matter and energy in a range of ecosystems

A2BIO From single cells to multicellular organisms
• Structure and function of cells and how their components are related to the need to exchange matter and energy with their immediate environment  
• Multicellular organisms consist of multiple interdependent systems that enable the exchange of matter and energy with their immediate environment  
• Design, conduct, evaluate and communicate investigations into the structure and function of cells and multicellular organisms.

Chemistry

Year: 11  
Code: A1CHE ; A2CHE

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

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

Course Content
A1CHE Chemical fundamentals: structure, properties & reactions
• The atomic model and models of bonding  
• The structure and properties of elements and compounds  
• The concept of enthalpy, and apply this to qualitatively and quantitatively describe and explain energy changes in chemical reactions  
• How models and theories have developed based on evidence from a range of sources, and the uses and limitations of chemical knowledge in a range of contexts  
• Science inquiry skills to design, conduct, evaluate and communicate investigations into the properties of elements, compounds and mixtures and the energy changes involved in chemical reactions

A2CHE Molecular interactions and reactions
• How models of the shape and structure of molecules and intermolecular forces can be used to explain the properties of substances, including the solubility of substances in water  
• How kinetic theory can be used to explain the behaviour of gaseous systems, and how collision theory can be used to explain and predict the effect of varying conditions on the rate of reaction  
• Science inquiry skills to design, conduct, evaluate and communicate investigations into the properties and behaviour of gases, water, aqueous solutions and acids and bases, and into the factors that affect the rate of chemical reactions  
• Evaluate with reference to empirical evidence, claims about chemical properties, structures and reactions

Additional Information
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.
JTC WACE Course Information Year 11 ATAR continued

Drama

Year: 11  
Code: A1DRA ; A2DRA

Minimum Entry Requirement
- A/B grade in any Drama Unit
- A/B grade for English in Year 10
- Must be able to perform in front of an audience

Curriculum Focus
In this course students will participate in a range of practical and theoretical learning with a focus on acting in representational and non-realist forms. A study of theatre history is integral to this course.

Course Content
A1DRA
- Improvisation
- Movement
- Voice
- Characterisation
- Monologues
- Realism
- Stanislavski
- Design (Costume and Set)

A2DRA
- Improvisation
- Movement
- Voice
- Characterisation
- Monologues
- Realism
- Stanislavski
- Design (Costume and Set)

Additional Information
Students may have opportunities to participate in school and community Arts events.

English

Year: 11  
Code: A1ENG ; A2ENG

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

Scope of the Curriculum:
The English ATAR course focuses on developing students’ analytical, creative and critical thinking and communication skills in all language modes. It encourages students to critically engage with texts from their contemporary world, with texts from the past and with texts from Australian and other cultures. Such engagement helps students develop a sense of themselves, their world and their place in it.

Course Content
A1ENG
Students explore how meaning is communicated through the relationships between language, text, purpose, context and audience. This includes how language and texts are shaped by their purpose, audience and the contexts in which they are created and received. Through responding to and creating texts, students consider how language, structure and conventions operate in a variety of texts. Study in this unit focuses on the similarities and differences between texts and how visual elements combine with spoken and written elements to create meaning. Students are able to respond to texts in a variety of ways, creating their own texts, and reflecting on their own learning.

A2ENG
Students analyse the representation of ideas, attitudes and voices in texts and consider how texts represent the world and human experience. How language and structural choices shape perspectives in a range of contexts is central to this unit. By responding to and creating texts in different modes and media, students consider interpretive, persuasive and analytical elements in a range of texts and present their own analyses.

Additional Information
This course requires strong ability to write for a range of purposes and audiences.
Geography

Year: 11  
Code: A1GEO ; A2GEO

Minimum Entry Requirement
- Achieving of a A/B grade or higher for HASS in Year 10

Curriculum Focus
In the Geography ATAR course, students investigate geographical issues and phenomena across a variety of scales and contexts. Geography as a discipline values imagination, creativity and speculation. It provides a systematic way of exploring, analysing and applying the concepts of place, space, environment, interconnection, sustainability, scale and change. These principal geographical concepts are applied and explored in depth through unit topics to provide a deeper knowledge and understanding of the complex processes shaping our world.

Course Content
A1GEO – Natural and ecological hazards
In this unit, students explore the management of hazards and the risk they pose to people and environments. Risk management is defined in terms of preparedness, mitigation and/or prevention.

A2GEO – Global networks and interconnections
In this unit, students explore the economic and cultural transformations taking place in the world - the spatial outcomes of these processes and their social and geopolitical consequences - that will enable them to better understand the dynamic nature of the world in which they live.

Additional Information
- Ability to gather and collect information from various sources
- Able to express ideas in written and oral forms
- Understanding spacial concepts such as photos, atlases and maps
- Cooperation when working with others

Health Studies

Year: 11  
Code: A1HEA ; A2HEA

Minimum Entry Requirement:
- B grade for Health in Year 10
- B grade for English in Year 10

Curriculum Focus
The Health Studies ATAR course focuses on the study of health and its impact on quality of life. Students undertaking the course will develop knowledge and skills required to promote individual and community health.

Students will study the social, environmental, economic and behavioural determinants of health and how these can influence their own and others health. They will also look at how beliefs, attitudes and values influence health behaviour and decision making skills.

Using an inquiry process, students draw on their knowledge of health concepts and investigate health issues that interest them, whilst developing research skills they will be able to apply to a range of health issues or concerns.

Course Content
A1HEA
This unit focuses on the health of individuals and communities. Students learn about health determinants and their impact on health. Health promotion is explored and used as a framework for designing approaches to improve health. Students examine attitudes, beliefs and norms and their impact on decision-making, and develop a range of key health skills. Students extend their understandings of factors influencing health, and actions and strategies to protect and promote health through health inquiries.

A2HEA
This unit focuses on the impact of factors influencing the health of communities. Students learn about community development and how community participation can improve health outcomes. Students examine the influence of attitudes, beliefs, and norms on community health behaviours; apply investigative and inquiry processes to analyse issues influencing the health of communities; and develop appropriate responses. The impact of technology on interpersonal skills and strategies for managing such influences are also a focus.

Additional Information
- This course requires you to work independently at times, completing research and assessment tasks
- The ability to work in teams as a productive member and some public speaking to small groups of people
- Strong computer literacy skills are required to complete most of the research assessment tasks
Human Biological Science

Year: 11  
Code: A1HBS ; A2HBS 

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

Curriculum Focus
Human biology covers a wide range of ideas relating to the functioning human. Students learn about themselves, relating structure to function and how integrated regulation allows individuals to survive in a changing environment. An understanding of human biology is valuable for a variety of career paths. The course content deals directly and indirectly with many different occupations in fields, such as science education, medical and paramedical fields, food and hospitality, childcare, sport and social work.

In this unit students analyse how the structure and function of body systems, and the interrelationships between systems, support metabolism and body functioning.

Course Content
A1HBY The functioning human body
This unit looks at how human structure and function supports cellular metabolism and how lifestyle choices affect body functioning
• Cells and tissues
• Metabolism and biochemical processes such as cellular respiration, formation of ATP and enzyme function
• Body systems -respiratory, circulatory, lymphatic, digestive, musculoskeletal and the excretory

A2HBY Reproduction and Inheritance
• Structure and function of DNA
• Protein synthesis
• Epigenetics
• Cell reproduction - mitosis and meiosis
• Human reproduction - male and female reproductive systems
• Types of inheritance
• DNA profiling.

Literature

Year: 11  
Code: A1LIT ; A2LIT

Minimum Entry Requirement:
• Achieving of a B grade or higher for English in Year 10

Curriculum Focus
The Literature ATAR course focuses on the study of literary texts and developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language; evaluate perspectives and evidence; and challenge ideas and interpretations.

The Literature ATAR course explores how literary texts construct representations, shape perceptions of the world and enable us to enter other worlds of the imagination. In this subject, students actively participate in the dialogue of literary analysis and the creation of imaginative and analytical texts in a range of modes, media and forms.

Course Content
A1LIT
This unit develops students' knowledge and understanding of different ways of reading and creating literary texts drawn from a wide range of historical, social, cultural and personal contexts. Students analyse the relationships between language, text, contexts, individual points of view and the reader’s response. This unit develops knowledge and understanding of different literary conventions and storytelling traditions and their relationships with audiences.

A2LIT
This unit develops students' knowledge and understanding of intertextuality, the ways literary texts connect with each other. Drawing on a range of language and literary experiences, students consider the relationships between texts, genres, authors, readers, audiences and contexts. The ideas, language and structure of different texts are compared and contrasted. Exploring connections between texts involves analysing their similarities and differences through an analysis of the ideas, language used and forms of texts.

Additional Information
• 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
Mathematics Applications

Year: 11  
Code: A1MAA; A2MAA

Minimum Entry Requirement
- C grade for Mathematics in Year 10

Curriculum Focus
Mathematics Applications is an ATAR course which focuses on:
- the topic areas of number and algebra, geometry and trigonometry, graphs and networks, and statistics
- ability to solve real world problems
- reasoning and interpretive skills in mathematical and statistical contexts
- capacity to communicate the results of an activity in a concise and systematic manner using appropriate mathematical and statistical language

Course Content
A1MAA
This unit covers:
- Consumer arithmetic - including rates and percentage change in the context of earning and managing money, and the use of spreadsheets in real life situations
- Algebra and matrices - including substitution into formula and the use of spreadsheets and the use of technology. The introduction of matrices to store and display information which model and solve problems in everyday life
- Shape and measurement - including the use of Pythagoras’ Theorem to solve practical problems. Calculations of volumes and surface area in practical situations and the use of similarity and scale factors to solve linear scaling

A2MAA
This is the second unit in the course, which focuses on:
- Data analysis and the statistical investigation - developing students’ ability to organise and summarise univariate data in the context of conducting a statistical investigation
- Applications of trigonometry - extending students’ knowledge of trigonometry to solve practical problems involving non-right-angled triangles in both two and three dimensions, including problems involving the use of angles of elevation and depression and bearings in navigation
- The use of Linear equations and their graphs, linear-piece-wise and step graphs, to model and analyse practical situations
Mathematics Methods

Year: 11
Code: A1MAM; A2MAM

Minimum Entry Requirement:
• B for Mathematics in Year 10

Curriculum Focus
This course focuses on the use of calculus and statistical analysis, algebra including exponentials, logarithms and their graph as well as arithmetic, geometric sequences and their applications. The study of calculus provides a basis for understanding rates of change in the physical world, and includes the use of functions, their derivatives and integrals in modelling physical processes. The study of statistics develops students’ ability to describe and analyse phenomena that involve uncertainty and variation.

Course Content
A1MAM contains three topics;
• Functions and graphs - algebraic concepts and techniques required for the study of functions and calculus are reviewed. Relationships between variable quantities and the key concepts of functions and graphs are introduced
• Trigonometry of non-right angle triangles and their applications are investigated. Trigonometric functions and their applications in a wide range of settings are explored
• Counting and probability—introduction of counting techniques and the concepts of conditional probability and independence

A2MAM is the second unit in the course and also contains three topics;
• Exponential functions—the properties and graphs of the exponential functions are introduced and examined
• Arithmetic and geometric sequences and series—the sequences are introduced and their recursive definitions are applied
• Introduction to differential calculus—rates and average rates of change and derivatives are introduced, derivatives of simple polynomial functions, applications of derivatives, slopes and equations of tangents, instantaneous velocities and the solution of optimisation problems.

Mathematics Specialist

Year: 11
Code: A1MAS; A2MAS

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

Curriculum Focus
This course is designed for very able Maths students.

Course Content
A1MAS contains three topics;
• Combinatorics—the introduction of permutations and combinations and the use of the inclusion-exclusion principle
• Vectors in the plane—representing vectors in the plane by direct line segments and the algebra of vectors in the plane
• Geometry—introduction to proofs, circle properties and geometric vectors in the plane and their use

A2MAS contains three topics;
• Trigonometry—the solution of the basic trigonometric functions, compound angles, and the reciprocal trigonometric functions and trigonometric identities
• Matrices—matrix arithmetic, transformations and systems of linear equations
• Real and complex numbers—proofs involving rational and irrational numbers, mathematical induction, the complex plane and roots of equations.

Additional information
The Mathematics Specialist course is not a stand alone course and must be taken in conjunction with Mathematics Methods.
JTC WACE Course Information Year 11 ATAR continued

**Media Production & Analysis**

**Year:** 11  
**Code:** A1MPA ; A2MPA

**Minimum Entry Requirement:**  
• B grade or higher for English in Year 10

**Curriculum Focus**  
The Media Production and Analysis ATAR course aims to prepare all students for a future in a digital and interconnected world by providing the skills, knowledge and understandings to tell their own stories and interpret the stories of others. Students learn the languages of media communication and how media is constructed and they are encouraged to explore, experiment and interpret the world around them. Students as users and creators of media products, consider the important role of audiences and their context.

**Course Content**  
**A1MPA Popular Culture**  
Students analyse, view, listen to and interact with a range of popular media, develop their own ideas, learn production skills and apply their understandings and skills in creating their own productions.

**A2MPA Journalism**  
In this unit students will further their understanding of journalistic media. Students will analyse, view, listen to and interact with a range of journalistic genres and they undertake more extensive research into the representation and reporting of groups and issues within media work.

**Additional Information**  
• Ability to work in a team for a common purpose  
• Ability to work independently on tasks  
• Interest in television, mass print and popular culture

**Modern History**

**Year:** 11  
**Code:** A1HIM ; A2HIM

**Minimum Entry Requirement:**  
• B grade or higher for HASS in Year 10

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

Modern history enhances students' curiosity and imagination and their appreciation of larger themes, individuals, movements, events and ideas that have shaped the contemporary world. Students are introduced to the complexities of evidence, its expanding quantity, range and form; characteristics of modern historical representation; and the skills that are required to investigate controversial issues.

**Course Content**  
**A1HIM Understanding the Modern World**  
This unit provides an introduction to significant developments in the modern period that have defined the modern world, and the ideas that underpinned them, such as liberty, equality and fraternity.

**A2HIM Movements for change in the 20th century**  
This unit examines significant movements developed in response to the ideas studied in Unit 1 that brought about change in the modern world and that have been subject to political debate. The unit focuses on the ways in which individuals, groups and institutions challenge authority and transform society.

**Additional Information**  
• Ability to work independently on assigned tasks  
• Ability to present an argument  
• Analytical skills  
• Research and writing skills  
• Internet and ICT skills
Outdoor Education

Year: 11  
Code: A1OED ; A2OED

Minimum Entry Requirement:
• Able to swim 200m in open water
• C grade for English in Year 10

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

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

Course Content
Units in this course are designed to be developmental, with students building their core skills and understandings. Each of the ATAR OED units cover core content, which includes

Outdoor Experiences
• Expedition planning
• Skills and Practices: roping, camping, canoeing, navigation, bushwalking, abseiling, sea kayaking and caving
• Safety: Risk Management, Emergency considerations and response.

Self and Others
• Personal skills, decision making, journal writing
• Group development stages, skills for developing an effective group
• Leadership: styles, briefing

Environmental Awareness
• Living and non-living features of environments
• Weather
• Respecting and being comfortable in nature
• Environmental management
• Leave no trace

A1OED
In this unit, students will focus on the areas of roping, camping, canoeing and navigation.

A2OED
In this unit, students will focus on the areas of Bushwalking, abseiling, sea kayaking and caving.

Additional Information
There are two three day expeditions in year 11 and students must attend these expeditions. The first costs $30 and involves canoeing, bushwalking and navigation. The second expedition involves abseiling and caving in the south west. The cost of the second expedition is $80

Students are expected to purchase a school rash vest to be worn for the canoeing and sea kayaking lessons

Many practical lessons are conducted off site at suitable venues around Mandurah
Physics

**Year:** 11
**Code:** A1PHY ; A2PHY

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

**Scope of the Curriculum:**
This course focuses on thermal, nuclear and electrical physics. Students investigate energy production by considering heating processes, radioactivity and nuclear reactions. They also investigate energy transfer and transformation in electrical circuits. They will also study motion and waves. Students describe, explain and predict linear motion, and investigate the application of wave models to sound phenomena.

**Course Content**

**A1PHY**
This unit covers the following topics:
- Heating processes, nuclear reactions, and electricity
- Exploration of the ways physics is used to describe, explain and predict energy transfers and transformations that are important to modern industrial societies
- Investigation of heating processes and application of the nuclear model of the atom to investigate radioactivity
- Learn how nuclear reactions convert mass into energy
- Examine the movement of electrical charge in circuits and use this to analyse, explain and predict electrical phenomena.

**A2PHY**
This unit covers the following topics:
- Newton's Laws of Motion describing the relationship between the forces acting on an object and its motion
- Transfer of energy by waves and that a wave model can be used to explain the behaviour of sound
- How scientific models and theories have developed and are applied to improve existing, and develop new technologies
- Science inquiry skills to design, conduct and analyse safe and effective investigations into linear motion and wave phenomena, and to communicate methods and findings
- How algebraic and graphical representations are used to calculate, analyse and predict measurable quantities associated with linear and wave motion.

**Additional Information**
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.

Visual Arts

**Year:** 11
**Code:** A1VAR ; A2VAR

**Minimum Entry Requirement**
- A/B grade for any Art unit
- A/B grade for English in Year 10
- High standard of drawing ability

**Curriculum Focus**
In this course students will develop skills and understandings of a variety of art forms including:
- Ceramics
- Painting
- Sculpture
- Graphic Design
- Textiles
- Fashion Design

**Course Content**

**A1VAR**
The focus of this unit is **Differences**. Students may for example, consider differences arising from cultural diversity, place, gender, class and historical period. Differences relating to art forms, media and conventions may also provide a stimulus for exploration and expression.

**A2VAR**
The focus of unit 2 is **Identities**. In working with this focus, students explore concept or issues related to personal, social, cultural or gender identity. They become aware that self-expression distinguishes individuals as well as cultures. Students use a variety of stimulus materials and use a range of investigative approaches as starting points to create artwork. They develop a personal approach to the development of ideas and concepts, making informed choices about materials, skills, techniques and processes used to resolve and present their artwork.

**Additional Information**
Students may have opportunities to submit work for competition and/or exhibitions.
JTC WACE Course Information Year 11 General

Applied Information Technology

Year: 11  Code: G1AIT ; G2AIT

Minimum Entry Requirement
• C grade for English in Year 10

Other Necessary Skills
• Interest in computing and software applications

Curriculum Focus
This course provides students with skills and knowledge to meet personal and workplace technology needs including information technology safely and improving productivity and efficiency in the design and creation of solutions relating to communications.

Course Content
G1AIT
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.

G2AIT
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.

Additional Information
Skills and knowledge covered in this course will provide a transferable skill set that can be used in the wider world of the workplace and provide a basis for lifelong learning.

Automotive Engineering & Technology

Year: 11  Code: G1AET ; G2AET

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

Curriculum Focus
Students develop an understanding of automotive vehicles and basic principles and systems. They will develop safe workshop practices and correct use of tools. The course will involve the use of a variety of teaching aids: stationary motors, motor bikes, marine engines and vehicles. As students develop knowledge and skills they will service, maintain and repair different sub systems.

Course Content
G1AET - Automotive mechanics
• Principles
• Maintain and Repair
• Systems

G2AET—Automotive Industry
• Rules and Regulations
• Social economic and environmental implications
• Design

PE (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.

COMPULSORY
OHS & PPE (Personal Protective Equipment)
student requirements are:
• Clear safety glasses (AS 1336 or above)
• Safety bap work boots that cover ankles (AS2210 or above)
• Drill cotton industrial trousers and long sleeve shirt
• Restrain long hair and no jewellery
Building & Construction

Year: 11
Code: G1BCN; G2BCN

Minimum Entry Requirement
• C grade for English in Year 10

Curriculum Focus
This Year 11 course of study develops students’ knowledge and practical skills in building technologies in one of the biggest industries in Western Australia. In achieving the course outcomes, students learn and practice building processes and technologies, principles of design, planning and project management. This course leads to employment options, further vocational education and industry training.

Course Content
By using a variety of industry standard tools and equipment within the best school facilities state wide; this course is based upon four themes:
- Carpentry and woodworking such as joints, model projects, timber framing, formwork and cladding
- Masonry work such as bricklaying, limestone block-laying, concreting, paving, plaster board fixing, rendering and ceramic tiling
- Metalworking such as electric welding, beading, model projects, and construction ironworking
- Team based construction activities such as patios, pergolas, sheds, ramps, steps, picnic tables, outdoor furniture, storage systems, workbenches, garden beds, paths and walls etc

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.

Children, Family & Community - Caring for Others

Year: 11
Code: G1CFCC; G2CFCC

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

Curriculum Focus
In this course students will learn about various aspects of family and community and issues that can influence development. These include;
- Growth and development of children
- Family types
- Services to assist the family
- Meeting the needs of children and families
- Social and ethical issues linked to rights, responsibilities, laws and relationships
- Safety and security of children and families
- Impact of lifestyle behaviors
- The concept of sustainable living

Course Content
G1CFCC
Focuses on the family uniqueness where students examine the role of the family and various groupings’ similarities and differences. Students design and produce products that meet the needs of children, families and the community.

G2CFCC
Focuses on the health of individuals and communities through an examination of biological and environmental factors and the influences of lifestyle behaviors. Through the experience of running a playgroup, students improve their decision making and teamwork skills.

Additional Information:
Students have to work in teams in a well organized manner

COMPULSORY OHS & PPE (Personal Protective Equipment) student requirements are:
• Clear safety glasses (AS 1336 or above)
• Safety bap work boots that cover ankles (AS2210 or above)
• Drill cotton industrial trousers and long sleeve shirt
• Restrain long hair and no jewellery
Career and Enterprise

**Year:** 11  
**Code:** G1CAE ; G2CAE

**Minimum Entry Requirements**
- C Grade for English in Year 10
- Satisfactory Year 10 Report

**Curriculum Focus**
The course reflects the importance of career development knowledge, understanding and skills in securing, creating and sustaining work. Work, including unpaid voluntary work, is fundamentally important in defining the way we live, relate to others and in determining the opportunities we have throughout life. The world of work is complex and constantly changing. The course recognises that work both reflects and shapes the culture and values of our society.

**Course Content**
**G1CAE**
This unit enables students to increase their knowledge of work and career choices and identify a network of people and organisations that can help with school to work transitions.

**G2CAE**
This unit explores the attributes and skills necessary for employment and provides students with the opportunity to identify their personal strengths and interests and the impact of these on career development opportunities and decisions.

The content is divided into six areas:
- Learning to learn
- Work skills
- Entrepreneurial behaviours
- Career development and management
- The nature of work
- Gaining and keeping work

**Additional Information**
Students may choose 1ADWPL (endorsed program) to complement their CAE course.

Dance

**Year:** 11  
**Code:** G1DAN & G2DAN

**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

**Curriculum Focus:**
This course provides a practical focus on modern dance styles and technique.

**Course Content**
**G1DAN**
- Modern and Contemporary Dance
- History of dance

**G2DAN**
- Choreography
- Physical anatomy involved in dance
- YOHFEST

**Additional Information**
- 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
- Be prepared to perform in front of others
Design - Photography

Year: 11  
Code: G1DESP & G2DESP

Minimum Entry Requirement
• Minimum of C grade for English in Year 10
• It is desirable that students have had some experience in digital photography in Years 7-10 and have developed basic computer skills relevant to digital photography

Curriculum Focus
This course is suited to those who are highly motivated and have a keen interest in Photography and Design. This course equips students with the knowledge and skill to understand and interpret design through the medium of photography. The photography context of this course will enable students to learn fundamental photographic and design skills, techniques, and practices within a modern, vibrant and exciting teaching environment.

Course Content
G1DESP Design Fundamentals
The focus of this unit is to introduce design process and practice. Students learn that design can be used to provide solutions to design problems and communication needs. They are introduced to basic design skills and a range of techniques within a defined context to demonstrate control over the elements and principles of design.

Students will develop skills and knowledge in each of the following:
• Digital SLR cameras fundamentals
• Image management in a digital environment
• Explore camera techniques and practical project work to produce high quality photographic images
• Design fundamentals
• Copyright and introduction to colour basics
• Historical aspects of the photographic process
• Understanding of focal length
• Depth of field and photographic design elements
• Photoshop fundamentals and techniques

G2DESP Personal Design
Students learn that they visually communicate aspects of their personality, values and beliefs through their affirmations and their manipulation of personal surroundings and environments. Students explore design elements and principles and the design process in more detail.

Students will develop skills and knowledge in each of the following:
• Studio photography - Portraiture, Field Photography activities
• Using shutter speeds to capture motion
• Exploring personal design concepts
• Graphic art concepts and design

Additional Information
• Students need to be prepared to undertake additional class work in their own time including photography, research and other course related homework, of approximately 2-3 hours per week. Students will also need good time management and organizational skills.

Ideally students need to have a sound basic computer skills and some skills in Photoshop would be advantageous but not essential.
Design - Technical Graphics

Year: 11  
Code: G1DEST ; G2DEST

Minimum Entry Requirement:
- C grade for English and Mathematics

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

Curriculum Focus
Students are introduced to the “Design Process” and practice so it can be used to provide solutions to design problems. Introductory sketching techniques and computer assisted drawing software are utilised to communicate their design ideas. Students will use both, Laser cutting technology and Vinyl cutting to complete personal designs. Software utilised for the program will assist the less experienced students and at the same time is powerful enough to extend the most capable design student.

Course Content
G1DEST Design Fundamentals
- Introductory sketching techniques
- Design Principles
- Elements of Design
- Design Process

G2DEST Personal Design
- Personal Design solutions
- Design process
- Design Application
- Society, Culture and their relationships within design

Additional Information
This course is suited to any student who is interested in a career pathway in architectural, mechanical, interior design, sign writing and product design activities.

Drama

Year: 11  
Code: G1DRA ; G2DRA

Minimum Entry Requirement
- B/C grade for English in Year 10

Curriculum Focus
This unit engages students with the skills, techniques and conventions of dramatic storytelling and focuses on drama performance events for an audience other than their class members.

Course Content
G1DRA
This unit focuses on;
- Improvisation
- Movement
- Voice
- Greek Myths
- Performing
- Production roles

G2DRA
This unit focuses on;
- Improvisation
- Movement
- Voice
- YOH festival
- Performing
- Production roles

Additional Information
- Some drama experience in a school or community context would be advantageous but is not essential.
English
Year: 11  Code: G1ENG; G2ENG

Minimum Entry Requirement
- Passing the Year 10 Online Literacy Test or achieving Band 8 or higher in Year 9 NAPLAN
- This General English unit is suited to those students who need to further develop reading, oral, viewing and writing skills

Curriculum Focus
The English General course focuses on refining the skills and knowledge needed by students to become competent, confident and engaged users of English in everyday, workplace and community contexts. The course develops students' language, literacy and literary skills to enable them to communicate successfully for both imaginative and practical purposes. Students learn how the interaction of structure, language, audience and context helps to shape how the audience makes meaning.

Course Content
G1ENG
This unit focuses on students comprehending and responding to the ideas and information presented in texts. Students will use a variety of strategies to assist comprehension, read, view and listen to texts to connect, interpret and visualise ideas. They will learn how to respond personally and logically to texts by questioning, using inferential reasoning and determining the importance of content and structure. Students will learn to communicate ideas and information clearly and correctly in a range of contexts.

G2ENG
This unit focuses on interpreting ideas and arguments in a range of texts and contexts. Students will analyse text structures and language features to identify ideas, arguments and values expressed in texts. The course explores the connections between purpose and structure and how a text's meaning is influenced by the context in which it is created and received.

Additional Information
- This General English unit is suited to those students who need to further develop, reading, oral, viewing and writing skills
- Ability to work independently on assigned tasks

Food Science & Technology
Year: 11  Code: G1FST; G2FST

Minimum Entry Requirement
- C grade for English in Year 10
- Enthusiasm for food knowledge & practical work

Curriculum Focus
This course has two components; Food Choices & Food for Communities. Students explore through practical and theory lessons, the way they select and use foods and how this is determined by the family, customs, budget, availability of food with an emphasis on local foods.

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

Course Content
G1FST
In this unit the emphasis is on local foods;
- how to source, identify, classify and use in day to day meals
- Healthy choices & how to apply them using food selection models
- Devising food products
- Safe handling of food
- Precision cutting techniques
- Self management skills
- Food preparation and presentation skills

G2FST
In this unit students will study the supply of staple foods around the world
- The macronutrients needed for health
- Investigation, use and preparation of a variety of staple foods
- The study of certain health issues arising from food choices
- Continual development of practical skills

Additional Information
Students need to have the ability and willingness to work as a team member in small and large groups.
General History

Year: 11  
Code: G1HIM ; G2HIM

Minimum Entry Requirement
- C grade minimum in Year 10 English
- C grade minimum in Year 10 HASS

Curriculum Focus
The Modern History General course allows students to gain insights into their own society and its values. It helps them to understand why nations and people hold certain values, and why values and belief systems vary from one group to another. This knowledge is crucial to the development of active and informed citizens in any society. The study of history ensures that they gain essential knowledge of the past - its legacy and heritage.

Through inquiries, students learn that historical judgements are provisional and they are encouraged to question and evaluate historical sources. The study of history assists students in the development of critical thinking skills as it encourages them to compare and contrast information, detect inconsistencies in details, recognise the manipulation of evidence, identify perspective in the presentation of graphic and textual material, and evaluate the accuracy and reliability of sources.

Course Content
G1HIM—People, place and time
This unit allows students to become aware of the broad sweep of history and our place within the historical narrative. The course provides students with insights into the present and gives opportunities to reflect on significance past events, people, beliefs and ideas. They are encouraged to use the evidence from sources to formulate and support their own interpretations and to communicate their findings in a variety of ways.

G2HIM—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. The course provides students with an understanding of the driving forces behind local and global issues. Investigating the past helps students to understand why and how groups and/or societies changed or resisted change.

Additional Information
- Ability to present an argument
- Analytical skills
- Research and writing skills
- Internet and ICT Skills

Health Studies

Year: 11  
Code: G1HEA ; G2HEA

Minimum Entry Requirement
- C grade minimum in Year 10 English
- C grade minimum in Year 10 Health Education

Curriculum Focus
This course focuses on the study of health and its impact on quality of life. Students undertaking the course will develop knowledge and skills required to promote individual and community health.

Using an inquiry process, students draw on their knowledge of health concepts and investigate health issues that interest them, whilst developing research skills they will be able to apply to a range of health issues or concerns.

Course Content
G1HEA
This unit focuses on personal health and wellbeing and what it means to be healthy. Students explore factors which influence their health, and design action plans to improve health and achieve set goals. Students will also start to look at the relationship between beliefs, attitudes, values and health behaviour, and the impact of social and cultural norms. They will explore how self-management and interpersonal skills are required in health settings to build effective relationships. Health inquiry skills are developed and applied to investigate and report on health issues.

G2HEA
This unit focuses on personal health and introduces the many factors which influence health. The notion of prevention is central to this unit, and students explore actions, skills and strategies to cope with health influences and improve health. In addition to health determinants, the influence of decision making and the role of communities in shaping norms and expectations are explored. Self management and cooperative skills are examined and students continue to develop and apply health inquiry skills.

Additional Information:
- This course requires you to work independently at times, completing research and assessment tasks
- The ability to work in teams as a productive member and some public speaking to small groups of people (up to 6).
Human Biological Science

Year: 11  
Code: G1HBY; G2HBY

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

Curriculum Focus
In the Human Biology General course, students learn about themselves, relating the structure of the different body systems to their function and understanding the interdependence of these systems in maintaining life. Reproduction, growth and development of the unborn baby are studied to develop an understanding of the effects of lifestyle choices. Students will engage in activities exploring the coordination of the musculoskeletal, nervous and endocrine systems. They explore the various methods of transmission of diseases and the responses of the human immune system. Students research new discoveries that help increase our understanding of the causes and spread of disease in a modern world

Course Content
G1HBY Healthy Body
This unit explores how the systems of the human body are interrelated to help sustain functioning to maintain a healthy body. Students investigate the body systems through real or virtual dissections and practical examination of cells, organs and systems. They research contemporary treatments for dysfunctions to the body systems.
• Cells, cell processes, organelles and their functions
• Body systems – respiratory, circulatory, digestive and urinary
• Diseases and conditions of the body systems
• Nutrition and diet

G2HBY Reproduction
This unit explores the roles of males and females in the process of reproduction
• Genetic material – structure and function of DNA
• Cell division – mitosis and meiosis
• Reproductive systems – structure and function of male and female reproductive systems
• Pregnancy
• Reproductive technologies (IVF, GIFT)
• Contraception methods
• Sexually transmitted infections (STIs)

Integrated Science

Year: 11  
Code: G1ISC; G2ISC

Minimum Entry Requirement:
• C grade for Scientific Inquiry in Year 10

Curriculum Focus
The General Integrated Science focuses on gaining an understanding of key concepts in Science through practical activities. It involves students in research that develops a variety of skills, including the use of appropriate technology, an array of diverse methods of investigation, and a sense of the practical application. It emphasises formulating and testing hypotheses and the critical importance of evidence in forming conclusions. This course enables students to investigate science issues in the context of the world around them, and encourages student collaboration and cooperation with community members employed in scientific pursuits. It requires them to conduct their investigations in ways that are ethical, fair and respectful of others.

Course Content
G1ISC
The emphasis of this unit is on biological Earth systems, focusing on the following topics;
• Interrelationships between Earth systems
• Structure and function of biological systems
• Ecosystems and sustainability
• Species continuity and change

G2ISC
The emphasis of this unit is on physical and chemical systems, focusing on the following topics
• Atomic structure
• Chemical reactions
• Mixtures and solutions
• Motion and forces
• Energy
Literature

Year: 11  
Code: G1LIT; G2LIT

Minimum Entry Requirement
• Passing the Year 10 Online Literacy Test or achieving Band 8 or higher in Year 9 Naplan
• This General Literature unit is suited to those students who need to further develop reading, oral, viewing and writing skills

Curriculum Focus
The Literature General course presents many perspectives on life, powerfully imagined and memorably expressed. One of the main benefits of literary study, particularly in a multicultural and diverse society such as Australia, is exposure to a variety of ways of thinking about the world. Students are given the opportunity to read, enjoy and respond to literary texts, including poetry, prose fiction, drama and multimodal texts.

Course Content
G1LIT
The General literature unit asks students to read poetry, prose fiction, drama and multimodal literary texts to consider what makes a text, ‘literary’. They will consider how all texts use language and conventions in particular ways and how an understanding of a specific literary text is shaped by the way it is presented.

Students make connections between texts. They learn the strategies used to help make meaning of what is read, and will compare familiar texts with unfamiliar ones, including those from other times and places.

Students will consider how ideas and groups of people are represented and may consider how subjects like family, war, love or community are represented differently in different texts and will be challenged to consider their own attitudes and values; and the moral and ethical positions offered by texts.

G2LIT
This unit introduces students to relevant and engaging literary texts. Students will consider how all texts use language and conventions in particular ways and how the understanding of a specific literary text is shaped by the way it is presented. Students learn that certain conventions that texts use allow us to group texts into genres.

Students will compare their initial responses to literary texts with their more considered, discussed and analytical responses by exploring attitudes and values; and the moral and ethical positions offered by texts.

Students will experiment with creating literary texts of their own, for example, poems, plays and short stories; and literary texts that make use of multimodal techniques, for example, poetic photo narratives or short narrative and dramatic films.

Additional Information
• Achieving of a C grade or higher for English in Year 10
• The Literature course is suited to students who enjoy reading, exploring and responding to texts
Marine & Maritime Studies

Year: 11  
Code: G1MMS; G2MMS

Minimum Entry Requirement
- C Levels in Year 10 Science and/or Outdoor Education
- Competent swimmer - able to swim 200m
- Interest in or affinity towards the marine environment

Curriculum Focus
This course provides opportunities for students to apply theoretical knowledge through practical activities and earning experiences both within and outside of the classroom. Based in our Maritime Training Centre in Dawesville, students develop responsible and competent boat handling and navigation skills, and in doing so demonstrate an understanding of nautical concepts. They develop knowledge of seaworthy craft, and the basics of good boat design, construction and maintenance. They also develop personal water based skills (snorkelling/SCUBA) to allow them to engage directly with the marine environment.

Course Content
G1MMS
- Sailing Pacer Yachts
- Sustainability, eco diversity and responsibilities of marine resources
- Blue Swimmer Crab Study
- Basic Skills Sailing Certificate from Yachting Australia

G2MMS
- Snorkelling
- PADI Open Water SCUBA Certification (optional)
- Oceanography
- Maritime Archaeology Study

Additional Information
- Open Water SCUBA $500—optional
- Students required to purchase JTC rash vest

Mathematics Essentials

Year: 11  
Code: G1MAE; G2MAE

Minimum Entry Requirement
- Pass Year 10 Numeracy Test or achieve Band 8 or higher in Year 9 Naplan
- Successful completion of Year 10 OLNA

Curriculum Focus
Essential Mathematics focuses on using mathematics effectively, efficiently and critically to make informed decisions to solve problems in real contexts for a range of workplace, personal, further learning and community settings.

Course Content
G1MAE includes the following four topics;
- Basic calculations, percentages and rates
- Using formulas for practical purposes
- Measurement
- Graphs

G1MAE students will;
- interpret the task and gather the key information
- identify the mathematics which could help to complete the task
- analyse information and data from a variety of sources
- apply their existing mathematical knowledge and strategies to obtain a solution
- verify the reasonableness of the solution

G2MAE includes the following four topics;
- Representing and comparing data
- Percentages
- Rates and ratios
- Time and motion

In G2MAE students apply the statistical investigation process to real world tasks
- Clarify the problem and pose one or more questions that can be answered with data
- Design and implement a plan to collect or obtain appropriate data
- Select and apply appropriate graphical or numerical techniques to analyse the data
- Interpret the results of this analysis and relate the interpretation to the original question
- Communicate findings in a systematic and concise manner

Additional Information
Assessment for this unit will consist of;
- Practical Applications: 50%
- Response: 50%
Year: 11  
Code: G1MDTM; G2MDTM

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

**Curriculum Focus**
This Year 11 course of study develops students knowledge and practical skills in metalworking; a vital vocational technology within many of Australia's industries. In achieving the course outcomes, student learn and practice a mixture of material skills, principles of design, planning and project management. This course leads to employment options, further vocational education and industry training.

**Course Content**

**G1MDTM**
By using a variety of industry standard tools and equipment within the best school facilities state-wide; this course is based upon five production sub-sets:
- Sheet metal construction: folding, creasing, edging, forming & finishing
- Oxy-acetylene techniques such as brazing, solver soldering, and fusion welding
- Electric arc welding techniques such as MMAW and GMAW
- Machining construction activities such as boring, cutting, bending and lathe work.

**Additional Information**
- The patience to practice and learn practical hands on skills
- The capability to work individually displaying self management skills
- The personal discipline to follow OHS regulations of every situation

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.
Materials Design & Technology - Textiles

Year: 11    Code: G1MDTT; G2MDTT

Minimum Entry Requirement
- Minimum C grade for English in Year 10
- Interest in textiles and clothing & design
- A background in Year 9 Fabrics/Year 10 Fashion would be advantageous

Curriculum Focus
This year course is broken into 2 Units, which are designed to enable students to explore the fashion industry and to develop skills in using tools and equipment in textiles.

Course Content
G1MDTT
Students design and make a product for themselves using recyclable products. Design

G2MDTT
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.

Materials Design & Technology - Wood

Year: 11    Code: G1MDTW; G2MDTW

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

Curriculum Focus
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.

Course Content
G1MDTW
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.

G2MDTW
Students learn additional safe woodworking practices and comprehensive static machinery techniques. They apply this knowledge to make one major set piece of furniture for themselves. Students are introduced to furniture design procedures to manufacture their own furniture item in the workshops.

Additional Information
- 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

COMPULSORY
OHS & PPE (Personal Protective Equipment) student requirements are:
- Clear safety glasses (AS 1336 or above)
- Safety bap work boots that cover ankles (AS2210 or above)
- Drill cotton industrial trousers and long sleeve shirt
- Restrain long hair and no jewellery
Media Production & Analysis

Year: 11  Code: G1MPA; G2MPA

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

Curriculum Focus
Digital technologies have had an impact on all Australian lives and with new technologies the role of the audience has shifted from a passive consumer to a more active participant. Students will interact and have the opportunity to use technologies that allow them to engage with current media and to adapt to evolving media platforms.

The production of media work enables students to demonstrate their understanding of the key concepts of media languages, representation, audience, production, skills and processes as well as express their creativity and originality. When producing media work, students learn to make decisions about all aspects of production, including creative choices across pre-production, production and post-production phases.

Course Content
G1MPA Mass media
Within this broad focus, students reflect on their own use of the media, common representations, including the examination of characters, stars and stereotypes and the way media is constructed and produced.

G2MPA Point of view
In this unit, students will be introduced to the concept and learn how a point of view can be constructed. They will analyse media work and construct a point of view in their own productions.

Additional Information
• Ability to work in a team for a common purpose
• Ability to work independently on tasks
• Interest in television, mass print and popular culture
Outdoor Education

Year: 11

Code: G1OED; G2OED

Minimum Entry Requirement
- Ability to swim 200m in open water

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

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

Course Content
Each of the General Outdoor Education units cover core content which includes;

Outdoor Experiences
- Expedition planning
- Skills and Practices: roping, camping, canoeing, navigation, bushwalking, abseiling, sea kayaking and caving

Self and Others
- Personal skills, decision making, journal writing
- Group development stages, skills for developing an effective group
- Leadership: styles, briefing

Environmental Awareness
- Living and non-living features of environments
- Weather
- Respecting and being comfortable in nature
- Environmental management
- Leave no trace

G1OED
In this unit, students will apply their skills and understandings to the contexts of snorkelling, bushwalking and camping.

G2OED
In this unit, students will apply their skills and understandings to the contexts of canoeing, abseiling and roping and will building on their knowledge related to camping.

Additional Information
There are two expeditions in year 11, each two days long, and students must attend these. The first involves canoeing and navigation with a cost of $30. The second excursion involves a three day expedition involving canoeing or bushwalking and roping with a maximum cost of $80.

Students are expected to purchase a school rash vest to be worn for the canoeing and snorkelling lessons.
Physical Education Studies

Year: 11  Code: G1PES; G2PES

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

Curriculum Focus
The course involves a balance of theory and practical components. The students will develop the knowledge and understanding of the body systems, biomechanical principles and their involvement in physical performance as well as mental skills that assist with improved performance as a team member or as an individual.

Course Content
G1PES
The theoretical components of this course represent 50% of the unit and covers the following:
- Body systems
- Role of biomechanical principles
- Components of fitness
- Classification of motor skills
- Strategies and skills
- Phases of skill learning

The practical components will be:
- Softball
- Soccer

G2PES
The theoretical components of this course represent 50% of the unit and covers the following:
- Developing physical skills and tactics
- Training principles
- Body Systems
- Biomechanical principles of force and motion
- Energy Systems
- Role of mental skills in performance

The practical components will be:
- Athletics
- Badminton

Visual Arts

Year: 11  Code: G1VAR ; G2VAR

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

Curriculum Focus
One studio project based on foundation work, teacher expertise and resources available.

Course Content
G1VAR
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.

G2VAR
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.

Additional Information
- Strong drawing skills required
Workplace Learning
(Authority Developed)

Year: 11

Code: ADWPL Units 1 & 2

Minimum Entry Requirement
• C Grade for English in Year 10
• Satisfactory Year 10 Report
• Demonstrated self-management skills

Course Content
Workplace Learning is an endorsed program that is offered at John Tonkin College. To complete this program a student works in one or more real workplace/s to develop a set of transferable workplace skills. The student must record the number of hours completed and tasks undertaken in the workplace in their Workplace Learning Logbook. The student must also provide evidence of their knowledge and understanding by completing the Workplace Learning Skills Journal after each 55 hours completed in the workplace.

This can take place in a paid or unpaid workplace environment.

Minimum Commencement Requirements
This is an excellent opportunity for
• Students where possible, to be enrolled in a school subject or Certificate course associated with the industry area in which they anticipate completing Workplace Learning
• Students must demonstrate appropriate behaviour at school (dress, attendance and attitude) prior to work placement
• Successful completion of a work readiness program. This may be completed in Year 10 as part of their careers program or students can enrol in G1/G2CAE mentor

Delivery method
• 15% - classroom delivery completing documentation and, Logbook and Journal
• 85% - on the job in the workplace

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 or TAFE in the workplace and to follow career pathways while gaining hands on experience.
Vocational Education & Training (VET)

What is VET?
Vocational Education and Training encompasses all courses where a student is working towards completing qualifications or units of competence that are recognised nationally. Achievement of a full qualification results in a student being awarded a Certificate I, II, III, IV or Diploma. Students who complete VET courses gain credit towards their WACE through the completion of units of competency which are then converted to unit equivalents.

Why study a VET Course as part of the WACE?
The new 2016 WACE requirements stipulate that students must enrol in four or more ATAR courses or must complete a Certificate II or higher during years 11 and 12. Students studying General courses must complete a Certificate 2 or higher to achieve the WACE. VET qualifications provide enhanced opportunities for further training and employment.

Auspice Courses
John Tonkin College offers a range of qualifications in the form of Certificate II and III that are delivered by our qualified staff. Students apply for these courses through the normal enrolment process. These courses are all run at JTC and are accommodated within the normal school timetable.

Types of Auspice courses Offered
The following courses will be offered under Auspice at John Tonkin College in 2016 subject to sufficient numbers:

- Certificate II Tourism Year 11 - 1 year course
- Certificate III Tourism Year 12 - 1 year course continuing students only
- Certificate II Information Digital Media and Technology – 2 year course
- Certificate III Information Digital Media and Technology – Computer Technician (CTC)/Cisco – 2 year course
- Certificate II Visual Arts – Photo Imaging – 2 year course
- Certificate II Outdoor Recreation – 2 year course
- Certificate II Sports Coaching – 2 Year course
- Certificate II Boating Services – 2 year course
- Certificate II Business – 2 year course
- Certificate II Applied Language (Japanese) – 2 Years
- Certificate II in Music—2 year course

Profile Courses
Students can apply for Profile courses which are delivered by State Training Providers (STP’s or commonly referred to as TAFE) such as Challenger Institute of Technology or at Registered Training Organisations (RTO’s) such as YMCA or CET (College of Electrical Training). They are undertaken by students as a component of their studies alongside of school based courses.
Location of Profile Courses
Students may be required to travel to different training locations on the days of their course. Some courses may be delivered at the Mandurah Education Training Campus (MET) but many are delivered in various locations including Rockingham, Kwinana, Beaconsfield, Jandakot, and even Perth. Students are responsible for making their way to these locations.

The Trade Training Centre at Coodanup Community College will be offering Certificate III Building & Construction—Painting and Certificate II Building & Construction—Plumbing in 2016. Places in these certificates are limited, and will be available to JTC students as profile courses.

Applying for VET Profile Courses
Applications for Profile courses are highly competitive as the STP’s/RTO’s take students from many schools in the Peel Region. As a minimum, students must be achieving a “C” grade in Maths and English in semester one. A strong attendance record at school and positive comments by teachers on semester one reports are also essential.

Students will be asked to complete an Expression of Interest form so that we can contact you when the courses have been released in late Term Two. The full application process can then be completed which includes sending the Application Form and a copy of your semester one report to the relevant STP/RTO.

The STP/RTO selection process will be completed in late term four and the school will then notify students with the result of their application. At this stage, changes can then be made to timetables if necessary.

Types of Profile courses Offered
JTC students have typically been able to access Certificates courses in the following areas:

- Aeronautics
- Animal Studies
- 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)
- Electrotechnology
- Engineering
- Floristry
- Hairdressing
- Health Services
- Horticulture
- Hospitality
- Information technology
- Laboratory Skills
- Maritime Fishing
- Primary Industries Landscaping
- Process Plant Operations
- Retail, Make-up and Skin Care
- Security Operations
- Transport and Distribution

A brief description has been provided on each of these areas overleaf.
Profile Course Brief Descriptions:

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

**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.

**Fishing Operations** - This qualification will provide you with the practical skills and knowledge to work as a deckhand on commercial fishing vessels. You will learn to understand shipboard orders, follow safe work practices, and respond to emergency situations. You will also learn skills in marine communication and equipment, fishing operations, vessel maintenance and seafood processing.

**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.

**Primary Industries - Landscaping** - This qualification provides the practical skills and knowledge to establish and maintain landscapes. It is the starting point to develop a foundation of knowledge and skills that can be built on in higher level courses. The course provides a wide range of practical skills and supporting knowledge to equip students for employment under supervision in the landscape sector of the horticultural industry. Training is provided in the areas of hard landscaping, pests, diseases and weeds, plant knowledge, horticultural machinery use, chemical use and horticultural safety.

**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.

**Health Services** - This course will provide you with the practical skills and knowledge to assist health staff in the provision of services to clients patients within a health care setting. You will learn about team work and effective communication, infection control processes and procedures and basic medical terminology. You will also learn skills to assist with clients and provide support to nursing team in an acute care environment.
Vocational Education & Training (VET) continued

VET Application Deadlines

Term 2
• VET Expression of Interest form completed and submitted during the course selection process.

Term 3
Week 3
• Students who completed an Expression of Interest form will be contacted and asked to complete Full Application Form for Profile course.

Week 6 - 28th August
• Application Forms plus a copy of students’ School Reports forwarded to STP's for selection process to begin.

Term 4
Week 4 - Tuesday 4th November
• Students notified about results of applications.
• Successful students will require an appointment with JTC Administration to renegotiate their timetable.

Week 7 - 24-28th November
• Challenger Information Sessions - Students and parents are expected to attend the appropriate session.
JTC Certificate Courses

Year 11 Course  (2 Year Course)
Certificate II in APPLIED LANGUAGE STUDIES (Japanese) 22149VIC

Minimum Entry Requirements / Prerequisites
Recommended to have a minimum “C” grade in English.
An interest in Japanese language and culture.

Curriculum Focus
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.

Course Content
Students will complete the following 4 Units of Competence:

66008  Conduct basic oral communication for social purpose in a language other than English (Japanese)
66009  Conduct basic workplace oral communication in a language other than English (Japanese)
66010  Read and write basic documents for social purposes in a language other than English (Japanese)
66011  Read and write basic workplace documents in a language other than English (Japanese)

Additional Information
On successful completion of this qualification students will receive a nationally-accredited Certificate II in Applied Language (Japanese). This course provides both preferred subject and preferred pathway for entry to higher training. Employment Opportunities are enhance when this qualification is combined with Business, Tourism, Hospitality or other studies.

Cost: $75
### Minimum Entry Requirements / Prerequisites
Recommended to have a minimum “C” grade in English.  
MUST be a competent swimmer

### Curriculum Focus
This qualification undertaken over two years provides a pathway for students into a career in the boating industry or one of many associated roles. This course allows students to transfer between other Engineering Training Package courses such as metals Engineering, Heavy Duty Fitting and Fabrication making it a versatile qualification for further studies. Successful completion of this Certificate could lead to a career in the Marine Tourism Industry, Fishing Industry, Marine Fabrication, Water Police, Marine Engineering (Mechanic) or Marina Management.

### Course Content
**Students will complete the following Units of Competence**

#### Year 11
- MEM13014A  Apply principles of OH & S in the workplace
- MEM18001C  Use hand tools
- MEM18002B  Use power tools hand held operations
- MEM50003B  Follow work procedures to maintain the marine environment
- MEM50010B  Respond to boating emergencies and incidents
- MEM50008B  Carry out trip preparation and planning
- MEM50002B  Work safely on marine craft

#### Year 12
- MEM14004A  Plan to undertake a routine task
- MEM15024A  Apply quality procedures
- MEM50009B  Safely operate a mechanically powered recreational boat
- MEM16006A  Organise and communicate information
- MEM50001B  Classify recreational boating technologies and features
- MEM16007A  Work with others in a manufacturing engineering of related environment

### Additional Information
Students will be involved in water based activities on a regular basis and being a competent swimmer is a pre-requisite. The use of public transport to access the Marine and Maritime boatshed in Dawesville is required.

**Cost:** $300
Minimum Entry Requirements / Prerequisites
Recommended to have a minimum “C” grade in English.
Be computer literate or willing to develop computer skills.

Curriculum Focus
This course is designed for students who are seeking to gain an understanding of business fundamentals with an interest in gaining entry level employment in administrative or customer service roles. Students will gain the necessary skills, knowledge and confidence to work effectively in an organisational environment which requires co-operation and team work, adherence to organisational goals and values and skills to work within a clearly prescribed framework. These skills are knowledge are also transferable to many other areas of study or employment.

Course Content
Students will complete the following 12 competencies
- BSBCMM201A  Communicate in the workplace
- BSBWHS201A  Contribute to health and safety of self and others
- BSBIND201A  Work effectively in a business environment
- BSBITU201A  Produce simple word processed document
- BSBITU202A  Create and use spread sheets
- BSBITU203A  Communicate electronically
- BSBWOR204A  Use business technology
- BSBCUS201B  Deliver a service to customers
- BSBWOR203B  Work effectively with others
- FNSFLT201A  Develop and use a personal budget
- BSBITU101A  Operate a personal computer
- BSBITU302B  Create electronic presentations

Additional Information
Units completed in this course can be credited towards further study in Business and Information Technology at TAFE.

Cost: $75
Minimum Entry Requirements / Prerequisites
C Grades in Year 10 English
Students must have a keen interest in developing information technology skills

Curriculum Focus
Over two years the students acquire a wide range of skills with corresponding knowledge in software applications used in industry to AQTF Cert II level.

Course Content
The course covers a wide range of application software used in business and industry including word processing, spread sheets, databases, graphics and audio manipulation. In addition Work Health Safety as applied to the use of information technology is a key topic. Students will complete the following 13 Units of Competence over the two years of the course;

Year 11
BSBOHS201A Participate in OHS processes
BSBSUS201A Participate in environmentally sustainable work practices
ICAWEB201A Use social media tools for collaboration and engagement
ICAICT201A Use computer operating systems and hardware
ICAICT202A Work and communicate effectively in an IT environment
ICAICT204A Operate a digital media technology package

Year 12
CASAS206A Detect and protect from spam and destructive software
CUFPOS201A Perform basic vision and sound editing
CUFDIG303A Produce and prepare photo images
CUFDIG201A Maintain Interactive Content
ICAICT211A Identify and use basic current industry-specific technologies
ICAICT205A Design basic organisational documents using computing packages
ICPMM321C Capture a digital image

Additional Information
Skills and knowledge covered in this course will provide a transferable skill set that can be used in the wider world of the workplace and provide a basis for lifelong learning. Certificate II in Information Digital Media & Technology is at entry level into industry where application skill and knowledge are required.

Cost: $345
Year 11 Course  (2 Year Course)
Certificate III in INFORMATION DIGITAL MEDIA & TECHNOLOGY
ICA30105

Minimum Entry Requirements / Prerequisites
C grade minimum for Year 10 English
C grade minimum for Year 10 Mathematics
Students should have a keen interest in developing skills in creation, using, diagnostics and troubleshooting of both hardware and software to industry level.

Curriculum Focus
Over two years students acquire skills and knowledge in Information Technology to AQTF Certificate III level specifically in hardware, software, operating systems and networking. The focus in Year 11 is hardware, software and operating systems.

Course Content
This course covers working aspects related to working in the IT industry such as WHS and working with clients. Its focus is related to the core aspects of working as a technician covering basic entry requirements for both hardware and networking. Students build computers in Year 11 and use these as their test-bed for further exploration and practice. In Year 12 students build networks and administer server technology. Students will complete the following 17 Units of Competence over the two years of the course;

- BSBSUS301A Implement and monitor environmentally sustainable work practices (core)
- BSBWHS304A Participate effectively in WHS communication and consultative processes (core)
- ICAICT202A Work and communicate effectively in an IT environment (core)
- ICAICT301A Create user documentation (core)
- ICAICT302A Install and optimise operating system software (core)
- ICASAS301A Run standard diagnostic tests (core)
- ICASAS304A Provide basic system administration
- ICASAS303A R1 Care for computer hardware
- ICASAS305A R1 Provide IT advice to clients
- ICASAS306A R1 Maintain equipment and software
- ICANWK305A Install and manage network protocols
- ICASAS307A Install, configure and secure a small office home office network
- ICANWK301A Provide network systems administration
- ICANWK302A Determine and action network problems
- ICANWK304A Administer network peripherals

Additional Information
Skills and knowledge covered in this course will provide a transferable skill set that can be used in the wider world of the workplace and provide a basis for lifelong learning skill set. Certificate III in Information Digital Media & Technology provides students with a high level skill set desirable for entry into industry or as a stepping stone to further study.

Cost: $90
**Year 11 Course (2 Year Course)**
**Certificate II in MUSIC CUS20109**

<table>
<thead>
<tr>
<th>Minimum Entry Requirements/Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum C grade in Music in Year 10</td>
</tr>
<tr>
<td>Ability to sing</td>
</tr>
<tr>
<td>Ability to read and write using music notation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Curriculum Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>On successful completion of this qualification, students will receive a nationally-accredited Certificate II in Music. This course is both a preferred pathway and preferred subject for entry to higher training at TAFE studying for the Certificate III in Music.</td>
</tr>
<tr>
<td>Successful completion of this qualification provides the opportunity to become a performer or composer at local community level.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>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. The course reflects the role of individuals who perform a range of mainly routine tasks in the music industry, work under direct supervision and use limited practical skills and fundamental operational knowledge in a defined context.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Units of Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBHIS201A Participate in OHS processes</td>
</tr>
<tr>
<td>BSBWOR203A Work effectively with others</td>
</tr>
<tr>
<td>CUFIND201A Develop and apply creative arts industry knowledge</td>
</tr>
</tbody>
</table>

**3 Specialist Units**
- CUESOU07B Apply a general knowledge of audio work activities (Audio Sound)
- CUSMELT201A Develop and apply musical ideas and listening skills (Music Literary)
- CUSMPF201A Play and sing simple musical pieces (Music Performance)

**2 Elective Units**
- BSBITU201A Produce simple word processed documents (ICT)
- ICPMM296A Create and test a CD-ROM/DVD (Digital Content & Imaging)

<table>
<thead>
<tr>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
</tr>
</tbody>
</table>

**Cost:** $220
**Minimum Entry Requirements/Prerequisites**
Must be able to swim 200 metres.
Enjoy participating and assisting with outdoor recreational activities.

**Curriculum Focus**
The course covers a variety of specific outdoor recreational activities and also covers skills such as first aid, which are relevant to all activities. There is a balance of practical and written work.

**Course Content**
Students complete five core Units of Competence
- HLTFA301C  Provide First Aid
- SISXIND101A  Follow Occupational Health & Safety Practices
- SISOODR201A  Assisting in conducting Outdoor Recreational Activities
- SISOOPS201A  Minimising environmental impact
- SISXIND101A  Work effectively in Sport and Recreation environments

Students complete ten electives or Units of Competence
- SISOBWG201A  Demonstrate seakayaking and perform deep water rescues
- SISONAV201  Demonstrate navigation skills in a controlled environment
- SISOCE202A  Perform deep water rescues and demonstrate simple canoeing skills
- SISOABA201A  Demonstrate abseiling skills on artificial surfaces
- SISOABN202A  Demonstrate abseiling skills on natural surfaces
- SISOOPS202A  Use and maintain an Overnight site
- SISXEMR201A  Respond to emergency situations

**Additional Information**
Students must be prepared to participate in Bushwalking, Canoeing and Navigation Excursions with a cost of $25. Two day Abseiling and Caving trip in the South West with a cost of $80. Attendance at camps and excursion is necessary for Certificate completion.

**Cost:** $125
Year 11 Course  (2 Year Course)
Certificate II in SPORTS
COACHING SIS20513

Minimum Entry Requirements / Prerequisites
Recommended to have a minimum “C” grade in English.
Be computer literate or willing to develop computer skills.
Enjoy participating in and delivering sport and recreation sessions

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

Course Content
Students will complete the following 13 Units of Competence

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWOR202A</td>
<td>Organise and complete daily work activities</td>
</tr>
<tr>
<td>HLTAID003</td>
<td>Provide First Aid</td>
</tr>
<tr>
<td>SISSSCO101</td>
<td>Develop and update knowledge of coaching practices</td>
</tr>
<tr>
<td>SISSSCO202</td>
<td>Coach beginner or novice participants to develop fundamental motor skills</td>
</tr>
<tr>
<td>SISSSDE201</td>
<td>Communicate effectively with others in a sport environment</td>
</tr>
<tr>
<td>SISXCAI102A</td>
<td>Assist in preparing and conducting sport and recreation sessions</td>
</tr>
<tr>
<td>SISXIND211</td>
<td>Develop and update sport, fitness and recreation industry knowledge</td>
</tr>
<tr>
<td>SISXWHIS101</td>
<td>Follow work health and safety policies</td>
</tr>
</tbody>
</table>

Elective units

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SISSSPT303A</td>
<td>Conduct basic warm up and cool down programs</td>
</tr>
<tr>
<td>SISSSOF202</td>
<td>Officiate games or competitions</td>
</tr>
<tr>
<td>SISXTOU201A</td>
<td>Perform the intermediate skills of Touch</td>
</tr>
<tr>
<td>SISSNTB204A</td>
<td>Teach foundation netball skills</td>
</tr>
<tr>
<td>SISSBSB201A</td>
<td>Teach fundamental basketball skills</td>
</tr>
</tbody>
</table>

Additional Information
Units completed in this course can provide credit towards further study in Sport and recreation at TAFE.

Costs: $205
### Minimum Entry Requirements / Prerequisites
Recommended to have a minimum “C” grade in English.
Be computer literate or willing to develop computer skills.

### Curriculum Focus
The course is designed for interested students who are eager to learn more about both personal travel and the tourism industry. Students will undertake studies that explore destinations within Australia, developing nations, and also developed countries. Relevant skills required to be a successful, informed tourist will be taught. Additionally, students will investigate career pathways within the tourism industry, and learn required skills to work in the industry.

### Course Content
Students will complete the following Units of Competence:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SITTIND201</td>
<td>Source and use information on the tourism and travel industry</td>
</tr>
<tr>
<td>SITXCOM201</td>
<td>Show social and cultural sensitivity</td>
</tr>
<tr>
<td>SITXWH5101</td>
<td>Participate in safe work practices</td>
</tr>
<tr>
<td>SITXCCS202</td>
<td>Interact with customers</td>
</tr>
<tr>
<td>SITXWH5301</td>
<td>Identify hazards, assess and control risks</td>
</tr>
<tr>
<td>SITGTDE304</td>
<td>Prepare and present tour commentaries</td>
</tr>
<tr>
<td>BSBSUS201A</td>
<td>Participate in environmentally sustainable work practices</td>
</tr>
<tr>
<td>SITTSSL302</td>
<td>Provide advice on Australian destinations</td>
</tr>
<tr>
<td>SITTTSSL202</td>
<td>Access and interpret product information</td>
</tr>
<tr>
<td>SITXFSA101</td>
<td>Use hygienic practices for food safety</td>
</tr>
<tr>
<td>SITHFAB204</td>
<td>Prepare and serve espresso coffee</td>
</tr>
</tbody>
</table>

### Additional Information
Units completed in this course can provide credit towards further study in Certificate III Tourism when in Year 12 at John Tonkin College. The pathway continues to Challenger Institute, and potentially Murdoch University, where students may undertake a Bachelor of Tourism.

**Cost:** $130
JTC Certificate Courses

Year 11 Course  (2 Year Course)
Certificate II in VISUAL ARTS
(PHOTOGRAPHY FOCUS) CUV20111

Minimum Entry Requirements/Prerequisites
Recommended to have a minimum “C” grade in English.
Be computer literate or willing to develop computer skills

Curriculum Focus
This course offers students the opportunity to attain the ‘Certificate II in Visual Arts’ with a focus on Photo Imaging. This is an ideal course for the student who is creative and has an interest in, or is keen the learn Photography. Students who complete the course will leave with an excellent foundation set of skills and knowledge for post Year 12 studies in any of the ‘Creative Arts’ Courses at the Central Institute of Technology (Central TAFE) in Perth, at Certificate III or higher.

Students will gain invaluable skills in Photography, Digital Imaging, colour management, and photographic design via a broad range of exciting and challenging project related topics.

Students who study this course will develop and compile portfolios of practical photographic work and at the conclusion of the course be involved in the preparation and exhibition of their images at a public exhibition.

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

* Students who successfully complete this certificate and their Year 12 studies are guaranteed an enrolment position at Perth Central Institute of Technology, to continue studies in any of their ‘Creative Arts’ courses

Course Content
Students will complete nine Units of Competency. All units must be completed successfully to achieve the certificate qualification.

BSBOHS201A  Participate in OHS Processes
CUVACD101A  Develop drawing skills
CUVDIG201A  Develop digital imaging skills
BSBDES201A  Follow a design process
CUVPRP201A  Make simple creative work
CUVRES201A  Source and use information relevant to own arts practice
CUVDIG301A  Produce digital images
CUVPRP203A  Store creative work
CUVPRP303A  Select and prepare works for exhibition

Additional Information
Students need to be prepared to undertake additional class related work in their own time, including photography, research and other course related homework, of approximately 2-3 hours per week.

Ideally students need to have sound basic computer skills and having some skills in Photoshop is an advantage but it is not essential. Students and Parents must be aware that maintaining a better than 80% attendance is a requirement of the RTO (Registered Training Provider) Central Institute of Technology in order for the minimum number of course nominal hours to be achieved.

On successful completion of this qualification, students will receive a nationally-accredited Certificate II in Visual Arts

Course Cost : $211
Careers and Education Websites

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

Curtin University
www.curtin.edu.au

Edith Cowan University www.ecu.edu.au/future-students/school-leavers/our-courses

University of Western Australia
www.uwa.edu.au

University of Notre Dame
www.nd.edu.au

Murdoch University
www.murdoch.edu.au

Tertiary Institutions Services Centre
www.tisc.edu.au

Western Australian Government - Helping you find information and services in WA including education and jobs in Government. (go to 'Education and Training')
www.wa.gov.au

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

My Future (Career Research)
www.myfuture.edu.au

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

Career research
www.careersonline.com.au

Australia wide job search
www.jobsearch.gov.au

Apprenticeships and Traineeships
www.trainingwa.wa.gov.au

Australian Defence Force Academy
www.defencejobs.gov.au

Centrelink
www.centrelink.gov.au

Vacancies Australia wide
www.seek.com.au

pathways at Certificate IV level, beyond year 12.
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, Year12 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

Prerequisite purposes, however, mathematics prerequisites differ across university courses.
‘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 2015 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 year 11 and 12. This is included courtesy of the Secondary Pathways and Transitions, Department of Education.

**Typically….**

<table>
<thead>
<tr>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11 &amp; Year 12</th>
<th>Post School Destination</th>
</tr>
</thead>
<tbody>
<tr>
<td>High As Average</td>
<td>High A Average</td>
<td>Units 1-4 ATAR Courses</td>
<td>University</td>
</tr>
<tr>
<td>Low A or B Average</td>
<td>Low A or B</td>
<td>Units 1-4 General Courses</td>
<td>Training WA Apprenticeship</td>
</tr>
<tr>
<td>Low B or C Average</td>
<td>Low B or C</td>
<td>Units 1-4 Foundation</td>
<td>Training WA Traineeships</td>
</tr>
</tbody>
</table>
For a student to achieve a WACE in 2016 students 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 the 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)*

CAE  Career and Enterprise  
CFCC  Children, Family and the Community  
DAN  Dance  
DRA  Drama  
ENG  English  
HEA  Health Studies  
MPA  Media Production and Analysis  
HIM  Modern History  
AR  Visual Arts  
WPL  Workplace Learning

**List B**

*(Mathematics/Science/Technology)*

AIT  Applied Information Technology  
BCN  Building & Construction  
AET  Automotive Engineering and Technology  
BIO  Biological Sciences  
CHE  Chemistry  
DES  Design  
FST  Food Science and Technology  
HBY  Human Biological Science  
ISC  Integrated Science

**Please note:**

*It is very important when selecting a course that attention is paid to Minimum Entry Requirements.*
University Admission 2017
Admission Requirements for School Leavers (2016 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 School Curriculum and Standards Authority,
- 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. Information about prerequisite or recommended courses is available from the University websites.

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 2016. 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.wa.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.
Please note:

Year 12 courses are organised alphabetically. Any course with a G3/4 indicates a General level course, whilst A3/4 indicates an ATAR level course. Typically, these units would be a continuation of the Year 11 pathway. For further clarification, please refer to the New WACE 2016-2017 page at the beginning of the Year 11 section.

**Applied Information Technology**

**Year:** 12  
**Code:** G3AIT ; G4AIT

**Minimum Entry Requirement**
- C grade for G3/G3AIT

**Other Necessary Skills**
- Interest in computing and software applications

**Curriculum Focus**
The G3AIT unit provides students with the knowledge and understanding of Information Technology, its use today, the skills involved and the implications of its use or misuse. Similarly, G4AIT provides students with the knowledge and understanding of Information Technology, its use today, the skills involved and the implications of its use or misuse.

**Course Content**
**G3AIT: Media, Information and Communication Technologies**
Students use a variety of applications to create visual and audio communications. Students investigate trends in digital media and the implications of the transmission and use of these technologies. Students will be exposed to design techniques and investigate how media and marketing successfully use these techniques to increase market share.

**G4AIT: Digital Technologies in Business**
The focus of this semester’s content is on the Information technology skills, principles and practices associated with communications in industry and business. Included in this semester’s work is investigation into the networking technologies that are used by business.

**Additional Information**
Skills and knowledge covered in this course will provide a transferable skill set that can be used in the wider world of the workplace and provide a basis for lifelong learning.

**Automotive Engineering & Technology**

**Year:** 12  
**Code:** G3AET ; G4AET

**Minimum Entry Requirement**
- C grade for English in Year 11
- C grade for G1/G2AET

**Curriculum Focus**
In this course students will continue to develop their knowledge of the automotive industry with instruction on rules & regulations, materials, design, managing production as well as the social, economic and environmental implications and consequences. In semester two, students will further develop an understanding of automotive mechanics including the principles, maintenance, repair and systems involved.

**Course Content**
**G3AET Automotive Industry**
In this unit, students develop an understanding of automotive vehicles as complex inventions used to meet the needs of both the individual and society. They realise a whole industry has evolved around automotive vehicles and the manner in which we service, repair, maintain, refinish, customise and make use of other emerging techniques

**G4AET Automotive Mechanics**
In this unit, students further develop an understanding of internal combustion engines, including new and emerging types of engines. Opportunities are provided to further extend their knowledge and skills by investigating computer-assisted technologies that are used to service, repair and maintain automotive vehicle engines. Students focus on the socio-economic impact of engine technology on society, careers, occupations and the environment.

**Additional Information**
This course is suited to any student who is interested in a career pathway in the automotive industry or having the ability to maintain and service their own vehicle.
Biological Sciences

Year: 12  Code: A3BIO; A4BIO

Minimum Entry Requirement:
*Minimum C grade in A1/A2BIO

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

Students will also investigate system change and continuity in response to changing external conditions and pathogens. They investigate homeostasis and the transmission and impact of infectious disease; and they consider the factors that encourage or reduce the spread of infectious disease at the population level.

Course Content
A3BIO
- Cellular processes and mechanisms that ensure the continuity of life, and how these processes contribute to unity and diversity within a species
- The biochemical and cellular systems and processes involved in the transmission of genetic material to the next generation of cells and to offspring
- Patterns of inheritance
- Processes and mechanisms that explain how life on Earth has persisted, changed and diversified over the last 3.5 billion years
- How models and theories have developed over time
- Design, conduct, evaluate and communicate investigations into heredity, gene technology applications, and population gene pool changes

A4BIO
- Mechanisms by which plants and animals use homeostasis to control their internal environment in a changing external environment
- Ways in which infection, transmission and spread of disease occur in vector-borne diseases
- Changes in the global distribution of vector-borne diseases
- Design, conduct, evaluate and communicate investigations into organisms’ responses to changing environmental conditions and infectious diseases

Additional Information
The cognitive complexity of the syllabus content increases from Year 11 to Year 12

Building & Construction

Year: 12  Code: G3BCN; G3BCN

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
- C grade for G1/G2BCN

Curriculum Focus
This year twelve course of study develops students’ knowledge and practical skills in building technologies in one of the biggest industries in Western Australia. In achieving the course outcomes, students learn and practice building processes and technologies, principles of design, planning and project management. This course leads to employment options, further vocational education and industry training.

Course Content
G3BCN
In this unit students will develop skills and knowledge based upon the following principle themes;
- Carpentry and woodworking such as joints, model projects, timber framing, formwork and cladding
- Masonry work such as bricklaying, limestone block-laying, concreting, paving, plaster board fixing, rendering, and ceramic tiling.

G4BCN
In this unit students will develop skills and knowledge based upon the following principle themes;
- Metalworking such as electric welding, beading, model projects, and construction ironworking
- Team based construction activities such as patios, pergolas, sheds, ramps, steps, picnic tables, outdoor furniture, storage systems, workbenches, garden beds, paths and walls, etc.

Additional Information
The cognitive complexity of the syllabus content increases from Year 11 to Year 12

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
Career & Enterprise

Year: 12  
Code: G3CAE; G4CAE

Minimum Entry Requirement
• Successful completion of Year 11 English

Curriculum Focus
The Career and Enterprise General course engages students in learning about developing their career in a constantly changing digital and globalized world. Careers are now considered to be about work, learning and life, individuals need to be proactive, enterprising career managers who engage in lifelong learning.

The course reflects the importance of career development knowledge, understanding and skills in securing, creating and sustaining work. Work, including unpaid voluntary work, is fundamentally important in defining the way we live, relate to others and in determining the opportunities we have throughout life. The course recognizes that work both reflects and shapes the culture and values of our society.

Workplaces have different structures which impact on their practices and processes and how they operate. Each workplace organization is unique and governs workplace settings and work patterns.

Course Content
The Year 12 syllabus is divided into two units which are delivered as a pair. The notional time for the pair of units is 110 class contact hours.

G3CAE
This unit is about a proactive approach to securing and maintaining work and it involves self management, using work search tools and techniques, developing career competencies and accessing learning opportunities.

G4CAE
This unit explores issues associated with career management, workplaces and influences and trends in times of change. Change can be analysed and the information used to inform strategies associated with self-management, career building and personal and professional learning experiences.

Work, training and learning experiences provide opportunities to extend students knowledge and skills in antipicipation and responding to change and maintaining an edge. These experiences are documented in career portfolios, using an increasing range of information technology skills.

Course content falls into the following areas;
• Learning to learn
• Work skills
• Entrepreneurial behaviours
• Career Development and management
• The nature of work
• Gaining and keeping work

Chemistry

Year: 12  
Code: 3ACHE; A4CHE

Minimum Entry Requirement:
• Minimum C grade in A1/A2CHE

Curriculum Focus
The focus for this unit is chemical processes. Students explore The Year 12 Chemistry course is divided into two units which are delivered as a pair. The students will focus on the idea of reversibility of reaction is vital in a variety of chemical systems at different scales, ranging from the processes that release carbon dioxide into our atmosphere to the reactions of ions within individual cells in our bodies. They will also focus on organic chemistry and the processes of chemical synthesis by which useful substances are produced for the benefit of society. Students will investigate the relationship between the structure, properties and chemical reactions of different organic functional groups and the vast diversity of organic compounds. They will develop their understanding of the process of chemical synthesis to form useful substances and products and the need to consider a range of factors in the design of these processes

Course Content
A3CHE
• The characteristics of equilibrium systems, and how they are affected by changes to temperature, concentration and pressure
• The difference between the strength and concentration of acids, and relate this to the principles of chemical equilibrium
• How redox reactions, galvanic and electrolytic cells are modelled in terms of electron transfer
• How models and theories have developed over time and the ways in which chemical knowledge interacts with social and economic considerations in a range of contexts
• To use science inquiry skills to design, conduct, evaluate and communicate investigations into the properties of acids and bases, redox reactions and electrochemical cells, including volumetric analysis
• Evaluate, with reference to empirical evidence, claims about equilibrium systems and justify evaluations
• Communicate, predict and explain chemical phenomena using qualitative and quantitative representations in appropriate modes and genres

A4CHE
• How the presence of functional groups and the molecular structure of organic compounds are related to their properties
• Understand addition, condensation and oxidation reactions, and predict the products of these reaction
• How knowledge of chemical systems is used to design synthesis processes

Additional Information
Due to the Math content, students need to satisfy the minimum entry requirements needed to enrol in a Year 12 ATAR Maths course.
Children, Family & Community - Caring for Others

Year: 12  Code: G3CFCC; G4CFCC

Minimum Entry Requirement
• C grade for English in Year 11

Curriculum Focus
In this course students will investigate family relationships through the study of parenting styles and child rearing practices. They will social issues and trends relating to families in Australia.

Course Content
In this unit students will study:
G3CFCC
• 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

In this unit students will study:
G4CFCC
• 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

Additional Information
• Well developed interpersonal skills
• Genuine interest in children
• Ability to work independently and meet deadlines
• Ability to function well in a team setting

Design - Photography

Year: 12  Code: G3DESP; G4DESP

Minimum Entry Requirement:
• Minimum of C grade in Design Photography Unit 1 & 2
• Good time management and organisational skills are important.

Scope of the Curriculum:
This course is an extension and continuation work that was commenced in units 1 and 2. Students who elect to continue their studies in Design – Photography in year 12 will have the opportunity to further develop their knowledge and skills in Design.

Course Content
G3DESP Product Design
The focus of this unit is product design. Students learn that the commercial world is comprised of companies, requiring consumer products, services and brands for a particular audience.

Students will undertake a variety of exciting and challenging projects including –
• Studio Still Life
• Self-Portraiture
• Poster Design
• One from the List 1

G4DESP Cultural Design
Students learn that society is made up of different groups of people who share diverse values, attitudes, beliefs, behaviours and needs, and that different forms of visual communication transmit these values and beliefs.

Students will undertake a variety of exciting and challenging projects including –
• Studio photography - Portraiture
• Stereotypes
• One from the List 2
Design - Technical Graphics

**Year:** 12  
**Code:** G3DEST; G4DEST

**Minimum Entry Requirement**
- C grade for G1/G2DEST
- C Grade in Year 11 English

**Curriculum Focus**
Technical Graphics uses conventions of technical drawing and computer-aided design to create mainly three-dimensional design subjects, usually of an industrial nature. Students will be equipped with knowledge of fundamental visual communication skills that can prepare them for careers in Engineering, Architecture, Industrial Design and Manufacturing.

**Course Content**

**G3DEST**
The focus of this unit is product design. Students will undertake several design challenges using ICT covering areas such as promotional product design, ergonomic product design and product styling, for example
- the characteristics of elements and principles of design, and their application in design
- how to interpret a design brief, develop and document design ideas and then communicate them visually. These essential skills are developed through use of appropriate ICT graphical tools following industry-standard drawing conventions

**G4DEST**
The focus of this unit is cultural design. Students will undertake design challenges using ICT covering aspects such as architectural design of a public building or sculpture; dimensional design such as a tourist souvenir; or, product design of cultural articles designing with materials appropriate to place and culture, for example
- an understanding of fundamental design communication theories with appreciation of how design needs to fit an audience and stakeholders while adhering to the accepted ethics of design
- appropriate production processes of design ideas. Students may undertake model-making using computer-controlled laser-cut materials

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**Drama**

**Year:** 12  
**Code:** A3DRA; A4DRA

**Minimum Entry Requirement**
- Successful completion of Drama in A1/A2DRA

**Curriculum Focus**
The focus for unit 1 is to reinterprpt dramatic text, context, forms and styles for contemporary audiences through applying theoretical and practitioner approaches. In Unit 2, students show their understanding of how a range of practical and theoretical approaches.

**Course Content**

**A3DRA** Re-interpretation for Contemporary Audiences
- Re-interpretation
- Improvisation
- Monologue
- Theoretical approaches (Arturd)
- Production roles

**A4DRA** Contemporary and Devised Drama
- Improvisation
- Movement
- Voice
- Monologues
- Original scripting

**Additional Information**
Students may have opportunities to participate in school and community arts events
English

Year: 12  
Code: G3ENG; G4ENG

Minimum Entry Requirement:
• Minimum C grade for G1/G2ENG in Year 11

Curriculum Focus
The English General course focuses on refining the skills and knowledge needed by students to become competent, confident and engaged users of English in everyday, workplace and community contexts.

The course develops students’ language, literacy and literary skills to enable them to communicate successfully for both imaginative and practical purposes. Students learn how the interaction of structure, language, audience and context helps to shape how the audience makes meaning.

Course Content
G3ENG
Students explore different viewpoints presented in a range of texts and contexts and examine attitudes, text structures and language features to understand a text’s meaning and purpose. They examine context, purpose and audience in different language modes and types of texts, and consider how perspectives and values are presented in texts to influence specific audiences develop and justify their own interpretations when responding to texts.

G4ENG
Unit 4 focuses on community, local or global issues and ideas presented in texts and on developing students’ reasoned responses to them. Students explore how ideas, attitudes and values are presented by synthesising information from a range of sources to develop independent perspectives. They will analyse the ways in which authors influence and position audiences by investigating differing perspectives and developing reasoned responses to these in a range of text forms for a variety of audiences. Students are challenged to consider intended purpose and audience response when creating their own persuasive, analytical, imaginative, and interpretive texts.

Additional Information
• Critical reading practices
• Ability to write for a range of purposes and audience

English

Year: 12  
Code: A3ENG; A4ENG

Minimum Entry Requirement
• Minimum C grade in A1/A2Eng in Year 11

Curriculum Focus
The English ATAR course focuses on developing students’ analytical, creative, and critical thinking and communication skills in all language modes. It encourages students to critically engage with texts from their contemporary world, with texts from the past and with texts from Australian and other cultures. Such engagement helps students develop a sense of themselves, their world and their place in it.

The English ATAR course is designed to develop students’ facility with all types of texts and language modes and to foster an appreciation of the value of English for lifelong learning.

Course Content
A3ENG
Students explore themes, issues, ideas and concepts through a comparison of texts. They analyse and compare the relationships between language, genre and contexts, comparing texts across different genres and modes. Students recognise and analyse the conventions of genre in texts and consider how those conventions may assist interpretation. Students compare and evaluate the effect of different media, forms and modes on the structure of texts and how audiences respond to them. Understanding of these concepts is demonstrated through the creation of imaginative, interpretive, persuasive and analytical responses.

A4ENG
Students examine different interpretations and perspectives to develop further their knowledge and analysis of purpose and style. They challenge perspectives, values and attitudes in texts, developing and testing their own interpretations through debate and argument. Through close study of texts, students explore relationships between content and structure, voice and perspectives and the text and context. This provides the opportunity for students to extend their experience of language and of texts and demonstrate understanding through the creation of imaginative, interpretive, persuasive and analytical responses.

Additional Information
• Critical reading practices
• Ability to write for a range of purposes and audience
English Literature

Year: 12

Code: A3LIT; A4LIT

Minimum Entry Requirement:
• Minimum C grade in A1/A2LIT in Year 11

Curriculum Focus
The Literature ATAR course focuses on the study of literary texts and developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language; evaluate perspectives and evidence; and challenge ideas and interpretations. The Literature ATAR course explores how literary texts construct representations, shape perceptions of the world and enable us to enter other worlds of the imagination. In this subject, students actively participate in the dialogue of literary analysis and the creation of imaginative and analytical texts in a range of modes, media and forms.

Students enjoy and respond creatively and critically to literary texts drawn from the past and present and from Australian and other cultures. They reflect on what these texts offer them as individuals, as members of Australian society and as world citizens.

Students establish and articulate their views through creative response and logical argument. They reflect on qualities of literary texts, appreciate the power of language and inquire into the relationships between texts, authors, readers, audiences and contexts as they explore ideas, concepts, attitudes and values.

Course Content
A3LIT
This course develops students’ knowledge and understanding of the relationship between language, culture and identity in literary texts. Students inquire into the power of language to represent ideas, events and people, comparing these across a range of texts, contexts, modes and forms. Through critical analysis and evaluation, the values and attitudes represented in and through texts and their impact on the reader are examined. Throughout the unit, students create analytical and imaginative responses that are characterised by a confident, engaging style and informed observation.

A4LIT
Unit 4 develops students’ appreciation of the significance of literary study through close critical analysis of literary texts drawn from a range of forms, genres and styles. Students reflect upon the creative use of language, and the structural and stylistic features that shape meaning and influence response. The unit focuses on the dynamic nature of literary interpretation and considers the insights texts offer, their use of literary conventions and aesthetic appeal.

Food, Science & Technology

Year: 12

Code: G3FST; G3FST

Minimum Entry Requirement
• Minimum C grade in G1/G2FST

Curriculum Focus
Students develop their interest and skills through design production and management food related tasks. They explore innovations in food and changing consumer demands.

Course Content
G3FST
This in unit, students will;
• Research Societal, lifestyle and economic issues that influence food choices
• Design food products and processing systems
• Following occupational health and safety requirements
• Implement safe food handling practices
• Use a variety of ingredients to produce quality food
• Use a variety of processing techniques to produce quality food

G4FST
In this unit, students will;
• Food preservation techniques and processes
• Using the hazard analysis critical control point system
• Examine influences on the well-being of individuals that arise from lifestyle and cultural traditions
• Dietary planning principles to adapt recipes for special groups

Additional Information
Interest in food preparation and a willingness to undertake theoretical work. Delivery is equal time allocated to practical and theory lessons.
Health Studies

Year: 12  
Code: A3HEA; A4HEA

Minimum Entry Requirement:
- Minimum C grade in A1/A2HEA
- Minimum B grade in A1/A2ENG

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

Curriculum Focus
The Health Studies General course focuses on the study of health and its impact on quality of life. Students undertaking the course will develop knowledge and skills required to promote individual and community health.

Using an inquiry process, students draw on their knowledge of health concepts and investigate health issues that interest them, whilst developing research skills they will be able to apply to a range of health issues or concerns.

Course Content

A3HEA
This unit focuses on building students’ knowledge and understandings of what determines peoples health and how health promotion can improve their own and others health. Students develop their understanding of health promotion and are introduced to key health literacy skills. Students expand on their understanding of the impact of beliefs on health behaviour and continue to develop personal and interpersonal skills which support health. They will also learn Inquiry skills and then apply them to help understand patterns and trends in health concerns.

A4HEA
This unit focuses on how health determinants impact personal and community health. Students look at how community development, the importance of participation and empowerment used to improve health. Students learn about Australia’s National Health Priority Areas (NHPAs) and preventive strategies to reduce risk and contribute to better health. The use of social marketing in health is explored and how this can enhance or negatively impact health. Students continue to refine inquiry skills as they address relevant issues and produce insightful and well-researched reports.

Additional Information
- This course requires you to work independently at times, completing research and assessment tasks
- The ability to work in teams as a productive member and some public speaking to small groups of people (up to 6). As a part of Unit 4 you will be conducting a Health Expo as a class
Human Biological Science

Year: 12  
Code: A3HBY; A4HBY

Minimum Entry Requirement:
• Minimum C grade in A1/A2HBY

Curriculum Focus
This course explores the nervous and endocrine systems and the mechanisms that help maintain the systems of the body to function within normal range, and the body’s immune responses to invading pathogens. It also explores the variations in humans in their changing environment and evolutionary trends in hominids.

Course Content
A3HBY Homeostasis and Disease
• Endocrine system – major glands and associated hormones
• Central and peripheral nervous system – structure and function of the divisions of the nervous system
• The nervous and endocrine systems working together to co-ordinate functions of all body
• Homeostasis
• Response to infection

A4HBY Human Variation & Evolution
• Mutation
• Gene pools
• The mechanisms underpinning the theory of evolution by natural selection
• Evidence for evolution - biotechnological techniques, comparative studies of DNA (genomic and mitochondrial) and fossil records
• Hominid evolutionary trends
• Determining relatedness and possible evolutionary pathways for hominids

Additional Information
• The cognitive complexity of the syllabus content increases from Year 11 to Year 12

Human Biological Science

Year: 12  
Code: GTHBY

Minimum Entry Requirement:
• C grade for G1/2HBY

Curriculum Focus
This course explores bones, muscles, nerves and hormones and how they maintain the body to act in a coordinated manner. Students investigate the musculoskeletal, nervous and endocrine systems through dissections and practical examination of reflexes, vision, hearing and skin sensitivity. This course also explores the causes and spread of disease and how humans respond to invading pathogens. Disease is caused by various pathogens that are transmitted between individuals and populations in many different ways. Prevention of transmission of disease can be achieved by adopting good hygiene practices at a personal, domestic and workplace level. The body responds naturally to disease in several ways. These actions of the body can be assisted by the use of medications, such as antibiotics, and the use of vaccines

Course Content
G3THBY Coordination
This unit explores bones, muscles, nerves and hormones and how they maintain the body to act in a coordinated manner.
• Skeletal system - the support and movement of the body is facilitated by the structure and function of the bones and joints in the skeletal system
• Muscular system - locomotion and balance is facilitated by the structure and actions of the skeletal muscles
• Nervous system enables us to respond to external changes. Information from receptors passes along nerves to the brain where the brain coordinates the response
• Structure of the eye, ear and receptors in the skin
• The nervous system and the musculoskeletal system interact to provide coordinated actions of the body for walking and balance
• Endocrine system - many processes within the body are coordinated by hormones, which are secreted by glands and are transported to their target organs in the blood

G4THBY Infectious Disease
• Disease - infectious disease is caused by invasion of a pathogen, and can be transmitted from one host to another
• The transmission and spread of infectious disease
• Preventing the transmission of disease includes strategies of quarantine, immunisation and disruption of pathogen life cycle
• Hygiene practices by individuals in work places
• Vaccines and immunology
• Bodies defence mechanisms to prevent disease
• Modern medicines which assist in reducing the rate of infection
Integrated Science

Year: 12  
Code: G3ISC; G4ISC

Minimum Entry Requirement
• Minimum C grade in G1/G2ISC

Curriculum Focus
The General Integrated Science course is a course grounded in the belief that science is, in essence, a practical activity. It emphasises formulating and testing hypotheses and the critical importance of evidence in forming conclusions. This course enables students to investigate science issues in the context of the world around them, and encourages student collaboration and cooperation with community members employed in scientific pursuits.

Practical experiences are an essential part of the General Integrated Science course. Investigations and experimentation will be incorporated into the delivery of the course to further develop the students’ skills in planning, conducting, representing data in meaningful ways; and communicating findings to specific audiences using ICT and multimodal formats.

The General Integrated Science course is inclusive and aims to be attractive to students with a wide variety of backgrounds, interests and career aspirations.

Course Content
G3ISC
In this unit students integrate ideas relating to the processes involved in the movement of energy and matter in ecosystems. They investigate and describe a number of diverse ecosystems, exploring the range of living and non-living components, to understand the dynamics, diversity and interrelationships of these systems.

The emphasis of this unit is on biological and Earth systems focusing on the following topics:
• interrelationships between Earth systems
• structure and function of biological systems
• ecosystems and sustainability
• species continuity and change

G4ISC
In this unit, students will also explore the properties of chemical substances that determine their use, and the techniques involved in separating mixtures and solutions. They will investigate forces acting upon an object and the effects of kinetic, potential and heat energy on object.

The emphasis of this unit is on physical and chemical systems, focusing on the following topics:
• chemical reactions
• mixtures and solutions
• motion and forces

Marine & Maritime Studies

Year: 12  
Code: G3MMS; G4MMS

Minimum Entry Requirement
• Minimum C grade in G1/G2MMS
• Able to swim 200m open water

Curriculum Focus
The course covers oceanography concepts and research into the sustainable management of natural resources for conservation and commercialism. There is also a focus on maritime archaeology.

The course will provide students with a solid foundation of skills and knowledge for a wide range of vocational or recreational pathways in boating (commercial and recreational), vessel design and construction (Maritime Engineering), resource management, maritime archeology and marine science.

Course Content
G3MMS
• WA Department of Transport Recreational Skippers Ticket
• Boat Handling and Safety
• Rock Lobster Study

G4MMS
• Yachting Australia National Powerboat Handling Certificate Course
• Maritime engineering and vessel maintenance
• Maritime careers study

Additional Information
Recreational Skippers Ticket
National Powerboat Handling Certificate
JTC rash vest

![Students in wetsuits preparing for a marine and maritime studies activity.](image-url)
Materials Design & Technology - Metals

Year: 12  
Code: G3MDTM; G4MDTM

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 in Year 11 English
- C grade in G1/G2MDTM

**Curriculum Focus**
This course of study develops students’ knowledge and practical skills in metalworking; a vital vocational technology within many of Australia's industries. In achieving the course outcomes, students learn and practice a mixture of material skills, principles of design, planning and project management. This course leads to employment options, further vocational education and industry training.

**Course Content**

**G3MDTM**
In this unit students will use a variety of industry standard tools and equipment to further develop their skills and knowledge using these production sub-sets:
- Sheet metal construction: folding, creasing, edging, forming and finishing
- Oxy-acetylene techniques such as brazing, silver soldering, and fusion welding
- Electric arc welding techniques such as MMAW and GMAW

**G4MDTM**
In this unit students will use a variety of industry standard tools and equipment to further develop their skills and knowledge using these production sub-sets:
- Fabrication techniques: shaping, forming, joining and finishing
- Machining construction activities such as boring, cutting, bending, and lathe-work

Materials Design & Technology - Textiles

Year: 12  
Code: G3MDTT; G4MDTT

**Minimum Entry Requirement**
- Minimum C grade for G1/G2MDTT

**Curriculum Focus**
The materials design Technology Textiles course is a practical course which enables student to explore, embellish and manipulate textiles when constructing garments and accessories. In this unit students will undertake several design challenges which will develop their cognitive skills such as problem solving, creative design strategies and different ways of communicating their ideas.

**Course Content**

**G3MDTT**
- Students will learn about the construction and characteristics of fabrics to enable them to construct a variety of hems
- Through practical construction of garments and accessories students will develop knowledge of commercial patterns

**G4MDTT**
- Portfolio work will enhance their drawing and skills and organisational techniques
- Experiments with recycling clothing will develop an understanding of developing designs in an environmentally and socially sustainable manner using the elements and principals of design

**Additional Information**
- A willingness to develop their creative skills
- The willingness to experiment using a variety of tools to demonstrate the completion of a variety of products
Materials Design & Technology - Wood

Year: 12  Code: G3MDTW; G4MDTW

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 G1/G2MDTW

Curriculum Focus
The Materials Design and Technology General course aims to prepare all students for a future in a technological and material world by providing the foundation for lifelong learning about how products are designed and how materials are developed and used. This course can prepare students for careers in manufacturing and a variety of Trade Certificate courses requiring 'hands on' skills.

Course Content
G3MDTW
In this unit students learn about manufacturing and production skills and techniques including:
• creative thinking strategies and how to work on design projects within specified constraints
• knowledge about the classification and properties of a variety of materials and make appropriate materials selection for design needs
• knowledge about manufacturing and production skills and techniques, developing the skills and techniques appropriate to the materials being used, and gain practice in planning and managing processes through the production of design project.

G4MDTW
In this unit students learn about the nature of designing for a client, target audience or market including:
• knowledge about safe working practices, contemporary manufacturing techniques, risk management and ongoing evaluation processes
• Use of ICT* in planning, designing and communicating their use of material in production processes

Additional Information
Students need to have willingness to develop their creative skills and to experiment using a variety of tools to demonstrate the completion of variety of products.
Mathematics Applications

Year: 12
Code: A3MAA

Minimum Entry Requirement:
• Minimum C grade in A1/A2MAA

Scope of the Curriculum:
Mathematics Applications focuses on the use of mathematics to solve problems in contexts that involve financial modeling, geometric and trigonometric analysis, graphical and network analysis, and growth and decay in sequences. It provides opportunities for students to develop systematic strategies based on the statistical investigation process for answering questions that involve analysing univariate and bivariate data, including time series data.

Course Content
A3MAA
• Bivariate data analysis – introduces methods for identifying, analysing and describing associations between pairs of variables, including the use of least squares regression lines
• Growth and decay in sequences – students model and investigate patterns of growth and decay in a wide range of practical situations
• Graphs and networks – students use the language of graphs to investigate everyday situations such as rail or social networks

A4MAA
• Time series analysis – students analyse data using a statistical investigation process
• Loans, investments and annuities – students are provided with the skills to solve practical problems associated with taking out or refinancing a mortgage and making investments
• Networks and decision mathematics - uses networks to model and aid decision making in practical situations.

Mathematics Methods

Year: 12
Code: A3MAM; A4MAM

Minimum Entry Requirement:
• Minimum C grade in A1/A2MAM

Curriculum Focus
The major focus of this course is calculus and statistics. Calculus is essential for developing an understanding of the physical world because many of the laws of science are relationships involving rates of change. Statistics is used to describe and analyse phenomena involving uncertainty and variation. This course provides a foundation for further studies in disciplines in which mathematics and statistics have important roles. It is also advantageous for further studies in the health and social sciences. This course is designed for students whose future pathways may involve mathematics and statistics and their applications in a range of disciplines at the tertiary level.

Course Content
A3MAM
• Further differentiation and applications - introducing the derivatives of exponential and trigonometric functions and their applications, as well as some basic differentiation techniques and the concept of a second derivative, its meaning and applications
• Integrals - introduction of integration as a process that reverses differentiation and also calculates areas. The fundamental theorem of calculus as a link between differentiation and integration is emphasised
• Discrete random variables - introduction of statistical inference, where the goal is to estimate an unknown parameter associated with a population

A4MAM
• The logarithmic function – the function and its graph are introduced and the derivative is investigated
• Continuous random variables and the normal distribution are introduced and their applications are examined. Probabilities associated with continuous distributions are calculated using definite integrals
• Interval estimates for proportions – introduction of statistical inference, where the goal is to estimate an unknown parameter associated with a population
Mathematics Essential General

Year: 12  
**Code:** G3MAE; G4MAE

**Minimum Entry Requirement:**
- Minimum C grade in G1/G2MAE

**Scope of the Curriculum:**
The Mathematics Essential General course focuses on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives. It provides students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning and community settings.

Students will apply the statistical investigation process to real-world tasks
- clarify the problem and pose one or more questions that can be answered with data
- design and implement a plan to collect or obtain appropriate data
- select and apply appropriate graphical or numerical techniques to analyse the data
- interpret the results of this analysis and relate the interpretation to the original question

**Course Content**

**G3MAE**
- Measurement
- Scales, plans and models
- Graphs in practical situations
- Data Collection

**G4MAE**
- Probability and relative frequencies
- Earth geometry and time zones
- Loans and compound interest

**Additional Information**
Assessment for these units will consist of:
Practical Applications: 45%
Externally Set Task: 15%
Response: 40%

Mathematics Specialist

Year: 12  
**Code:** A3MAS; A4MAS

**Minimum Entry Requirement:**
- Minimum C grade in A1/A2MAS

**Curriculum Focus**
This course provides opportunities to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. The topics include functions and calculus and build on and deepen the ideas presented in the Mathematics Methods ATAR course, as well as demonstrate their application in many areas. This course also expands understanding and knowledge of statistics and introduces the topics of vectors, complex numbers and matrices

**Course Content**

**A3MAS**
- Complex numbers – the use of complex numbers is extended to the polar form, roots of complex numbers and factorisation of polynomials
- Functions and sketching graphs – the composition of two functions, sketching simple rational functions including the absolute value of a function
- Vectors in three dimensions – including vector and Cartesian equations, systems of linear equations and vector calculus

**A4MAS**
- Integration and applications of integration – including various integration techniques, areas between curves and volumes of revolution
- Rates of change and differential equations – implicit differentiation, chain rule and first order differential equations, modelling motion
- Statistical inference – sample means and confidence intervals from a range of distributions and sample sizes

**Additional Information**
The Mathematics Specialist ATAR course should not be taken as a stand-alone course and must be completed in conjunction with Mathematics Methods.
Media Production & Analysis (General)

Year: 12  
Code: G3MPA; G4MPA

Minimum Entry Requirement:
• Minimum C grade in G1/G2MPA

Curriculum Focus
The Media Production and Analysis General course aims to prepare all students for a future in a digital and interconnected world by providing the skills, knowledge and understandings to tell their own stories and interpret others’ stories. Students learn the languages of media communication and how a story is constructed using representations. Students are encouraged to explore, experiment and interpret their world, reflecting and analysing contemporary life while understanding that this is done under social, cultural and institutional constraints. Students as users and creators of media products, consider the important role of audiences and their context.

Course Context
G3MPA
Within this broad focus, students will expand their understanding of media languages, learning how codes and conventions are used to construct entertainment media

G4MPA
Students will consider different types of representations and how they relate to the construction of reality within media world

Additional Information
• Ability to work in a team for a common purpose
• Ability to work independently on tasks
• Interest in television, mass print and popular culture

Media Production & Analysis

Year: 12  
Code: A3MPA; A4MPA

Minimum Entry Requirement:
• Minimum C grade in A1/A2MPA

Curriculum Focus
The Media Production and Analysis ATAR course aims to prepare all students for a future in a digital and interconnected world by providing the skills, knowledge and understandings to tell their own stories and interpret others’ stories. Students learn the languages of media communication and how a story is constructed using representations. Students are encouraged to explore, experiment and interpret their world, reflecting and analysing contemporary life while understanding that this is done under social, cultural and institutional constraints. Students as users and creators of media products, consider the important role of audiences and their context.

Course Context
A3MPA
In this unit students will analyse, view, listen to and interact with contemporary and traditional examples of media art, identifying techniques and themes, meanings that are created and audiences’ interpretations. They consider the representation of values and technological developments that influence perceptions of art within media

A4MPA
The focus for this unit is power and persuasion. Through this broad focus, students extend their understanding of persuasive media, examining the way the media is able to reflect, challenge and shape values and attitudes. They critically analyse, view, listen to, and interact with a range of media work, considering the purposes and values of producers and audiences.

Additional Information
• Ability to work in a team for a common purpose
• Ability to work independently on tasks
• Interest in television, mass print and popular culture
Modern History

Year: 12  
Code: A3HIM; A4HIM

Minimum Entry Requirement
• Minimum C grade in A1/A2HIM

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

Modern history enhances students’ curiosity and imagination and their appreciation of larger themes, individuals, movements, events and ideas that have shaped the contemporary world. Students are introduced to the complexities of evidence, its expanding quantity, range and form; characteristics of modern historical representation; and the skills that are required to investigate controversial issues

Course Content
A3HIM – Modern nations in the 20th century
This unit examines the ‘nation’ as the principal form of political organisation in the modern world; the crises that confronted nations in the 20th century; their responses to these crises, and the different paths they have taken to fulfil their goals

A4HIM The modern world since 1945
This unit focuses on the distinctive features of the modern world that emerged in the period 1945–2001. It aims to build students’ understanding of the contemporary world – that is, why we are here at this point in time

Additional Information
Ability to work independently on assigned tasks
Ability to present an argument
Analytical skills
Research and writing skills
Internet and ICT skills

Outdoor Education

Year: 12  
Code: G3OED; G4OED

Minimum Entry Requirement:
• Minimum C grade in G1/G2OED
• Competent swimmer - able to swim 200m in open water

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

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

Course Content
Each of the Outdoor Education units continue to cover core content which includes;

Outdoor Experiences
• Expedition planning
• Skills and Practices: roping, camping, canoeing, navigation, bushwalking, abseiling, sea kayaking and caving
• Safety: Risk Management, Emergency considerations and response.

Self and Others
• Personal skills, decision making, journal writing
• Group development stages, skills for developing an effective group
• Leadership: styles, briefing

Environmental Awareness
• Living and non-living features of environments
• Weather
• Respecting and being comfortable in nature
• Environmental management
• Leave no trace

G3OED
In this unit, students will apply their skills and understandings to the contexts of sea kayaking and navigation and will build on their knowledge.

G4OED
In this unit, students will apply their skills and understandings to the contexts of bushwalking, abseiling and caving.

Additional Information
• Three day bushwalking and caving expedition to South West of WA—cost $80
• Two day expedition—sea kayaking and navigation—cost $30
• Students are expected to purchase a rash vest to be worn for the seakayaking lessons
Outdoor Education

Year: 12  
Code: A3OED; A4OED

Minimum Entry Requirement
• Minimum C grade in A1/A2 OED
• Able to swim 200m in open water

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

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

Course Content
Units in this course are designed to be developmental, with students building their core skills and understandings. Each of the ATAR OED units cover core content, which includes:

Outdoor Experiences
• Expedition planning
• Skills and Practices: roping, camping, canoeing, navigation, bushwalking, abseiling, sea kayaking and caving
• Safety: Risk Management, Emergency considerations and response.

Self and Others
• Personal skills, decision making, journal writing
• Group development stages, skills for developing an effective group
• Leadership: styles, briefing

Environmental Awareness
• Living and non-living features of environments
• Weather
• Respecting and being comfortable in nature
• Environmental management
• Leave no trace

A3OED
• Sea Kayaking
• Navigation
• Mapping
• Environmental Conservation
• 6 day expedition to Shark Bay

A4OED
• Roping
• Facilitate OED experience for younger students

Physical Education Studies

Year: 12  
Code: G3PES; G4PES

Minimum Entry Requirement
• Minimum C grade in G1/G2PES
• Competent swimmer - able to swim 100m in open water

Curriculum Focus
This course involves both a theory and practical component. The focus of this course is for students to develop knowledge and understanding of body systems, energy systems, motor learning and biomechanical principles impact and improve participation and performance in physical activity. Students will also develop knowledge of training principles, nutrition, strategies, tactics and goal setting concepts to enhance their own performance in physical activity.

Course Content
G3PES
The theory component of this course represents 50% of the unit and covers the following:
• Develop and apply movement skills and strategies
• Roles and responsibilities of a coach
• Leadership styles
• Characteristics of skeletal muscle tissue
• Force production and absorption
• Contribution of energy systems
• Injury prevention

The practical components of this course will represent 50% of this unit and covers the following:
• Volleyball
• Basketball

G4PES
The theory component of this course represents 50% of the unit and covers the following:
• Develop and apply strategic plans and tactics
• Coaching Strategies
• Types of feedback
• Relationship between musculoskeletal system and movement
• Performance analysis
• Nutrition
• Training principles

The practical components of this course will represent 50% of this unit and covers the following:
• Touch Rugby
• AFL
• Coaching
Physics

Year: 12  
Code: A3PHY; A4PHY

Minimum Entry Requirement
• Minimum C grade in A1/A2 BPHY

Curriculum Focus
The Year 12 Physics course is divided into two units which are delivered as a pair. In Unit 3 students will study gravity and electromagnetism and in Unit 4 they will study revolutions in modern physics. They identify real world problems, develop research questions to plan, conduct and evaluate investigations. Their problem solving techniques include combinations of concepts and principles associated with things like navigation devices, large scale power generation, nanotechnology and fibre optics.

Course Content
A3PHY
In Unit 3, students develop a deeper understanding of motion and its causes by using Newton’s Laws of Motion and the gravitational field model to analyse motion on inclined planes, the motion of projectiles, and satellite motion. They investigate electromagnetic interactions and apply this knowledge to understand the operation of direct current motors, direct current (DC) and alternating current (AC) generators, transformers, and AC power distribution systems. Students also investigate the production of electromagnetic waves.

A4PHY
In Unit 4, students examine observations of relative motion, light and matter that could not be explained by existing theories, and investigate how the shortcomings of existing theories led to the development of the special theory of relativity and the quantum theory of light and matter. Students evaluate the contribution of the quantum theory of light to the development of the quantum theory of the atom, and examine the Standard Model of particle physics and the Big Bang theory.

Additional Information
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.

Visual Arts

Year: 12  
Code: G3VAR; G4VAR

Minimum Entry Requirement
• Minimum C grade in 1A/BVAR or portfolio presentation

Curriculum Focus
The focus for G3VAR and G4VAR are Inspirations and Investigations. Students through discussion, exploration, investigation and experimentation will develop skills in recording observations, developing ideas through visual inquiry creating artworks through the medium of media using a range of techniques and processes whilst refining their reflection and decision-making skills.

Course Content
G3VAR
The unit could include activity from the following studio areas.
• Ceramics
• Painting
• Sculpture
• Textiles
• Fashion design
• Graphic design

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

G4VAR
The unit could include activity from the following studio areas;
• Ceramics
• Painting
• Sculpture
• Textiles
• Fashion design
• Graphic design

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

(Authority Developed)

Year: 12  
Code: ADWPL Units 3 & 4

Minimum Entry Requirement

• C Grade in English
• Satisfactory completion of ADWPL Units 1 & 2
• Demonstrated self-management skills

Course Content

Workplace Learning is an endorsed program that is offered at John Tonkin College. To complete this program a student works in one or more real workplace/s to develop a set of transferable workplace skills. The student must record the number of hours completed and tasks undertaken in the workplace in their Workplace Learning Logbook. The student must also provide evidence of their knowledge and understanding by completing the Workplace Learning Skills Journal. Every 55 hours completed in the workplace equates to 1 unit.

This can take place in a paid or unpaid workplace environment.

Minimum Commencement Requirements

This is an excellent opportunity for;

• Students where possible, be enrolled in a school subject or Certificate course associated with the industry area in which they anticipate completing Workplace Learning
• Students must demonstrate appropriate behaviour at school (dress, attendance and attitude) prior to work placement
• Successful completion of a work readiness program.

Delivery method

• 15% - classroom delivery completing documentation and, Logbook and Journal
• 85% - on the job in the workplace

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 or TAFE in the workplace and to follow career pathways while gaining hands on experience.
At John Tonkin College we believe that communication between the College and parents is vital to ensure that students are supported to meet their academic and personal potential.

Throughout the year the College will contact parents for a variety of reasons, including verification of absences, invitations to special events, notification of parents evenings, feedback about student performance and to help resolve issues that may arise.

Parents should also feel comfortable to contact the College. We are happy to assist with your enquiries and to direct you to the people who can help you. If you have any concerns or questions, please do not hesitate to ask for assistance.

**TINDALE CAMPUS**

**Front office hours:** Monday to Friday – 8.00am to 4.00pm

**Address:**
John Tonkin College  
35 Gibla Street  
MANDURAH WA 6210  
Phone: 9535 3800  
Fax: 9535 9266

**MANDURAH EDUCATION AND CAMPUS (MET)**

**Front office hours:** Monday to Friday – 8.15am to 4.15pm

**Address:**
John Tonkin College  
Education Drive  
MANDURAH WA 6210  
Phone: 9583 7373  
Fax: 9581 9299

**JOHN TONKIN COLLEGE POSTAL ADDRESS - ALL CAMPUSES**

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PO Box 684  
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