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Students in Years 7-10 participate in a range of compulsory subjects and programs which provide the foundation for secondary education. In years 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.

Classes in Years 8-10 are mixed ability with the exception of the Specialist Surf Science Program and the Year 10 Academic Extension program.

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

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<th>Learning Area</th>
<th>Yr 7</th>
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**Years 7-9  Literacy and Numeracy Program**

Students participate in weekly sessions which extend and challenge students’ development in these areas through explicit teaching of skills. These skills are transferable across all learning areas.

**Years 7-10  Mindmatters Program**

MindMatters 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. MindMatters is a framework that aims to promote mental health, prevent problems and enable early intervention.

**Years 8-10  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 and 8  Skills for Success 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.
Additional Subjects in Years 7 and 8

Students in Year 7 and 8 experience a range of other subjects to develop an understanding of the breadth of curriculum offerings available to them. These include Art, Drama, Design and Technology, Home Economics, Japanese, Music and Digital Technology.

Year 10  Career Development Program

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, career research, employability skill development, knowledge of the world of ‘work’ and course selection for Year 11.
Year 10 Academic Extension Program

The Year 10 Academic Extension Program (AEP) is designed to offer students a motivational educational experience to develop their academic and vocational skills and knowledge within a supportive, enriched environment.

The program offers a comprehensive Year 10 curriculum, with opportunities to work in extended contexts through a range of curriculum electives.

Students who demonstrate high academic ability and potential for future enrolment in Year 11 and 12 ATAR (University Pathway) who are not enrolled in the Specialist Surf Science program will be considered for the AEP Program. Students must be able to demonstrate a strong record of academic performance, good self-management skills and a commitment to their studies.

Year 9 Electives

In Year 9, students will experience six elective subjects, with three being in semester one and the other three in semester two. Students will complete an Elective Preference Form to indicate their desired subjects. Every effort is made to give students their preferred subjects, however this cannot be guaranteed.

Year 10 Electives

In Year 10, students will generally experience four electives with two being in semester one and two in semester two. Some Year 10 electives are year-long programs and this will change how many subjects students complete over the course of the year. Every effort is made to give students their preferred subjects, however this cannot be guaranteed.
Year 9 Elective Course Descriptions

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.

Fabrics
Explore the world of fashion and design and learn how to make items including mobile phone covers, tote bag and basic garments.

Childcare
Discover the miracle of development leading to the wonders of birth. Learn and interact with young children and watch them learn through play as they grow.

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

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.

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.

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.

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.

Masterchef (High Cost)
This course includes healthy food choices and nutrition, knife/cutting skills, menu planning and costing, food preparation and presentation. Students will showcase their skills at school and community functions.

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.

Outdoor Education (High Cost)
Students will participate in a range of outdoor and physical activities including 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.

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.
Year 10 Elective Course Descriptions

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.

Tourism
Students will explore the local, national and international travel and tourism industry. They 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.

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

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

Dance
Whether you are a beginner or a strong performer, this course will lead to studying Dance at Course and Certificate level in both performance and backstage roles. You will develop dance skills in a variety of different styles and explore choreography and production design.

Music
This course continues the musical journey. 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.

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**
This course is designed to allow students to further understand the role of digital technologies and communication in our daily lives. Media is a practical course where students are encouraged to tell their own stories and interpret other points of view to explore how meaning is made and broadcast throughout society.

**World Table Tour** *(High Cost)*
Students will study countries and cultures around the world through the foods they eat. Each week a different dish will be prepared from fifteen countries.

**Design and Technology**

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

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

**Bronze Duke of Edinburgh**

**Award (High Cost)**
**Whole Year Program**
This program involves conservation projects, adventure camps, personal development and community service. Please see the full information on page 11.

**Certificate I in Visual Arts and Contemporary Craft Whole Year Program** *(High Cost)*
*(Photography/Art)*
This course offers students the opportunity to develop basic knowledge and skills to prepare for work in the visual arts, craft and broader creative industries. The program of work will run over two semesters (one semester in Visual Arts and one semester in Photography) Students will undertake a combination of practical and theoretical course components, develop invaluable skills in digital imaging, photography, art and design. The units studied as part of this Vocational Education and Training program are recognised Australia wide by all TrainingWA institutions and industry bodies.

**Certificate II in Applied Languages – Japanese Whole Year Program** *(High Cost)*
This qualification will provide students with the practical skills and knowledge required to gain fluency communicating in Japanese at beginner’s level. No prior knowledge is necessary.
Thank you for your interest in the Year 8 Specialist Surf Science Program being offered by John Tonkin College in 2015.

This Department of Education Approved Specialist Program is designed for academically able, highly motivated students 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 will be 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 8-10 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 Year 8 program will articulate into Year 9 Specialist Surf Science Program in 2016 and Year 10 in 2017.

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.

Students will develop their understanding of their own strengths and abilities, and will be encouraged to value the contribution...
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.

Each student will be allocated a personal IPad to develop their technology skills and enhance their learning. This state of the art technology initiative will enable students to access technology tools in classroom and ‘field’ scenarios ensuring leading edge technology supports learning across the program.

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

Continuation in the Surf Science program from one year to the next is not guaranteed. Students in the program are regularly reviewed and withdrawal is considered where a student does not meet the required academic standards and commitment to all aspects of the program.
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 2015 and Bush Ranger Cadets is an elective in Year 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.

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

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

Contact for the Duke of Edinburgh Award/Bush Ranger Program:
Tiffany McLean: 0413 148 624
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-education.

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 Barbera
Ph: 9583 7333 Fax: 9583 7337
Email: CareerEnterpriseCentre@det.wa.edu.au
Web: www.cec.wa.edu.au
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 WACE points.

Why study a VET Course as part of the WACE?
The new 2016 WACE requirements (see page ??) stipulate that students must enrol in four or more ATAR courses or must complete a Certificate II or higher during years 11 and 12. 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 I, 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.

Types of Auspice courses Offered
The following Auspice courses will be offered at John Tonkin College in 2015 subject to sufficient numbers:

- Certificate I in Creative Industries – Music Vocals/Instrumentals - Year 11 - 1 year course
- Certificate II in Creative Industries – Music Vocals/Instrumentals - Year 12 continuing students only
- Certificate II Tourism – Year 11 - 1 year course
- Certificate III Tourism – Year 12 - 1 year course continuing students only
- Certificate I Information Technology – Year 10
- 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 III Media Games Development – 2 year course
- Certificate I Visual Arts – Photo Imaging – Year 10
- Certificate III Visual Arts – Photo Imaging – 2 year course
- Certificate II Outdoor Pursuits – 2 year course
- Certificate II Sports Coaching – 2 Year course
- Certificate II Community Services – Food focus – 1 year course
- Certificate II Boating Services – 2 year course
- Certificate II Allied Health – 2 year course
- Certificate II Business – 2 year course
- Certificate III Engineering – 2 Years

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 CET which is the College of Electrical Training.
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.

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

A brief description has been provided on each of these areas on page 15.
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 - 29th 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.

The following stand-alone courses are being offered by John Tonkin College in 2015 subject to numbers:

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

VET and Endorsed programs delivered by John Tonkin College:

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

**Certificate II in APPLIED LANGUAGE STUDIES (Japanese)**

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

**Delivery:**
This course is delivered over one (1) year.

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

**Training and Employment Outcomes:**
On successful completion of this qualification, students will receive a nationally-accredited Certificate II in Applied Language Studies (Japanese). This course provides both a preferred subject and a preferred pathway for entry to higher training through TrainingWA. Employment opportunities are enhanced when this qualification is combined with Business, Tourism, Hospitality or other studies.

**Certificate II in BUSINESS BSB20101**

**Qualification Outline:**
This qualification is designed to reflect the role of employees who perform a range of clerical operations in the business sector with the need to apply discretion and judgement and some multi skill.

**Special Requirements:**
Students must have developed literacy and numeracy Skills for entry.

**Training and Employment Outcomes:**
On successful completion of this qualification, students will receive their Certificate II in Business.

**Further Study options include:**
- BSB41307 Certificate IV in Business (Marketing)
- BSB40107 Certificate IV in Business
- BSB51207 Diploma of Business (Marketing)
- BSB51207 Diploma of Business (Marketing)
- BSB50107 Diploma of Business Management

On completion of these dual qualifications students have a much wider range of skills to offer prospective employers.

Successful completion of the Certificate II in Business provides students with the practical skills and knowledge to undertake a range of administrative and clerical tasks in an office environment, including customer service, computing and record keeping.
Certificate II in BOATING SERVICES

Qualification Outline:
This qualification provides a pathway for students into a career in the boating industry or one of many associated roles. This course is run over two years and 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.

Costs:
Approximate Cost - $320.00

Units of Competency Include:
- Apply Principles of occupational health and safety at work
- Apply quality procedures
- Organise and communicate information
- Work with others in a manufacturing, engineering or related environment
- Work safely on marine craft
- Classify recreational boating technologies and features
- Recreation Skipper’s Ticket

Training and Employment Outcomes:
Successful completion of this certificate could lead to a career in the Marine Tourism Industry, Fishing Industry, Marine Fabrication, Water Police, Marine Engineering (mechanic), Marina Management

Certificate II in COMMUNITY SERVICES (Food Focus)

Qualification Outline:
This qualification provides a pathway for students into a career in Community Services, focusing on serving food to the community in a safe and hygienic manner. This qualification could lead to careers in child care, disability services, medical care, aged care and in-home assistance for the infirm and disabled.

Selection of this certificate involves a package including English and Workplace Learning (Career and Enterprise and Workplace Learning). Food Science and Technology and Children Family and the Community would be a compliment this course.

Special Requirements:
- Minimum C grade English in Year 10

Costs:
Approximate Year 11 cost - $200.00 - which includes all resources, equipment etc.

Training and Employment Outcomes:
On successful completion of this qualification, students will receive a nationally-accredited Certificate II in Community Services (Food Focus). Graduates are eligible for advanced standing in qualifications such as Certificate III in Childcare, Certificate III Teachers Assistant and Certificate III Disability Services.

Potential employment opportunities include child care assistant, teacher assistant, working in a hospital/medical facility, disability group homes or aged care.
Certificate I in CREATIVE INDUSTRIES
CUF10107

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

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

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

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

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

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

Certificate II in MUSIC FOUNDATION

This course is offered to Year 12 students who satisfy entry requirements of previous instrumental music experience and ability to read music.

Certificate I in CREATIVE INDUSTRIES (Dance)
CRIND1 CUE03
Year 12 Only

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

Special Requirements and Costs:
• Minimum C grade in English in Year 11

Costs:
Approximate Year 12 cost - $140.00

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

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

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

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

Qualification Outline:
This qualification aims to teach the basic skills needed to gain employment in an Engineering office. The Certificate III will look at industries of Civil, Structural, Mechanical and Electrical Engineering. Skills such as mathematics, drafting and design, selecting, assembling, setting up and maintaining simple equipment and systems will be covered.

Delivery:
This course will be completed over two years.

Special Requirements:
- Strong mathematical skills are required
  Students should be enrolled in Mathematics - Applications as a minimum
- Students will need to supply Personal Protective Equipment

Costs:
Approximate Year 11 cost $200

Training and Employment Outcomes:
This course is a preferred pathway for the Diploma of Engineering -Technical at Challenger Institute. This leads to employment in areas such as draftsperson - computer aided drafting, engineering associate, technical officer, tool designer.

Certificate II in INFORMATION DIGITAL MEDIA & TECHNOLOGY ICA20111

Qualification Outline:
This qualification is designed to reflect the role of employees who perform a range of tasks in the industry sector and may involve some multi-skilling. Eight core units and six elective units are to be completed to gain this qualification.

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

Special Requirements:
- Minimum C grade in English in Year 10

Costs:
Approximate Year 11 cost - $60.00.

Training and Employment Outcomes:
Further training: ICA30111 Certificate III in Information Digital Media Technology (C858) – Triple Qualification: CT07 Certificate III in Information Digital Media Technology (Applications), CT08 Certificate III in Information Technology (Networking) and CT09 Certificate III in Information Digital Media Technology (Support).

On successful completion of the nationally accredited Certificate II in Information Digital Media Technology ICA20111, graduates will have the entry level skills required by employees who perform a range of tasks in the IT industry sector and who may be involved in some multi-skilling.
Certificate III in INFORMATION DIGITAL MEDIA & TECHNOLOGY (Support Stream) - (Computer Technicians Course) ICA30111

Qualification Outline:
This course gives students the opportunity to gain an internationally recognised computer technician qualification - CISCO IT Essentials. Students study the curriculum online, as a series of units and lessons, packed with colourful multimedia information. Practical hands-on lab work is also done in the classroom. For each topic there is an exam; students must gain 70% or higher to pass. Content covered includes: All aspects of computer construction and maintenance to industry level in Year 11. In Year 12 students engage in project based learning with a blend of hands on and theory.

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

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

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

Training and Employment Outcomes:
Successful completion of the nationally-accredited Certificate III in Information Digital Media and Technology leads to careers in personal computer assembly, sales, repairs and maintenance and provides a pathway to further study and/or training in this industry area: C860 Certificate IV in Information Technology Support, C862 Certificate IV in Information Technology Networking.

Certificate II in OUTDOOR RECREATION SIS20210

Duration: 2 years (Year 11 and 12)
Pre- requisite: Ability to swim 200 metres
Future Study Options: Certificate III and IV of Outdoor Recreation.

Students develop skills in:
- Canoeing - including stroke techniques and deep water rescues
- Bushwalking - including expeditions on the Bibbulmun track and the Cape to Cape track
- Navigation - including two orienteering courses over the two years.
- Camping
- Sea kayaking
- Abseiling - both natural and unnatural surfaces
- Caving - during an expedition in the south west of W A

Skills that apply to all outdoor activities are developed over the course. These skills include:
- First aid
- Caring for the environment
- Safe practices
- Working well with others in the outdoors.
Certificate III in MEDIA (Interactive Games Development)  
CUF30107

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

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

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

Special Requirements:
- Minimum C grade in English in Year 10

Costs:
Approximate Year 11 cost - $60.00.

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

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

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

Certificate II in SPORTS COACHING  
SIS20510

Qualification Outline:
This qualification provides the skills and knowledge for an individual to be competent in assisting senior coaches in the planning and implementation of instruction for a range of sports. Work may be undertaken as part of a team and would be performed under supervision.

Learners wishing to undertake this qualification should be current or past participants in the respective sport specialisation chosen as part of this qualification.

Training and Employment Outcomes:
The following is an indicative job role for this qualification:
- assistant coach
- junior coach

Special Requirements
There are no entry requirements for this qualification.
Certificate III in VISUAL ARTS & CONTEMPORARY CRAFT (Photo Imaging Focus)  
CUV30111

Available to year 11 students only

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

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

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

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

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

Units studied:
4 core units and 8 electives (Total 12 units)

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

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

Training and Employment Outcomes:
On successful completion of this qualification, students will receive a nationally accredited Certificate III in Visual Arts & Contemporary Craft.

Following the completion of this, students may wish to continue on a Tourism Pathway. Completion of a Certificate III Tourism (Operations) at John Tonkin College in Year 12 will allow students to undertake a Certificate IV/Diploma of Tourism at Challenger Institute of Technology.

Further, terrific opportunities exist within this pathway by entering as a second year undergraduate student at Murdoch University, studying a Bachelor of Tourism.

Certificate III in TOURISM (Operations)

This course is offered to Year 12s who have successfully completed the Certificate II in Tourism in Year 11.

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

Training and Employment Outcomes:
On successful completion of this qualification, students will receive a nationally accredited Certificate III in Visual Arts & Contemporary Craft.

Delivery:
Completion of this Certificate III program creates opportunities for students to enrol in further training in related pathways at Certificate IV level, beyond year 12.
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
# 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 described 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 2015 - 2016 Courses in Year 11 and 12

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

Pathway One

**ATAR** - students choose five ATAR courses with the aim of achieving a university placement

Pathway Two

**General** - students choose five General courses and enrol in a Certificate 11 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 of 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 8 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 11 or higher Vocational Education and Training course.
Minimum Entry Requirement
2015 - 2016

• ‘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 Years 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 'A' Average NAPLAN Band 9, 10</td>
<td>High 'A' Average</td>
<td>Units 1 - 4 ATAR Courses</td>
<td>University</td>
</tr>
<tr>
<td>Low 'A'o r 'B' Average NAPLAN Band 7, 8</td>
<td>Low 'A'o r 'B' Average</td>
<td>Units 1 - 4 General Courses</td>
<td>TrainingWA, Apprenticeship, ECU, ND</td>
</tr>
<tr>
<td>Low 'B'o r 'C' Average NAPLAN Band 6, 7</td>
<td>Low 'B'o r 'C' Average</td>
<td>Units 1 - 4 Foundation Courses</td>
<td>TrainingWA, Traineeships, Employment</td>
</tr>
</tbody>
</table>
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

Please note:

- It is very important when selecting a course that attention is paid to Minimum Entry Requirements. See page 26 for further information.

<table>
<thead>
<tr>
<th>List A (arts/languages/social sciences)</th>
<th>List B (mathematics/science/technology)</th>
</tr>
</thead>
<tbody>
<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</td>
</tr>
<tr>
<td>HEA  Health Studies</td>
<td>EES  Earth and Environmental Science</td>
</tr>
<tr>
<td>LIT  Literature</td>
<td>FST  Food Science and Technology</td>
</tr>
<tr>
<td>MPA  Media Production and Analysis</td>
<td>HBS  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</td>
</tr>
<tr>
<td></td>
<td>MAT  Mathematics (and Foundation Mathematics)</td>
</tr>
<tr>
<td></td>
<td>MAA  Mathematics: Applications</td>
</tr>
<tr>
<td></td>
<td>MAE  Mathematics: Essential</td>
</tr>
<tr>
<td></td>
<td>MAM  Mathematics: Methods</td>
</tr>
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<td></td>
<td>MAS  Mathematics: Specialist</td>
</tr>
<tr>
<td></td>
<td>OED  Outdoor Education</td>
</tr>
<tr>
<td></td>
<td>PES  Physical Education Studies</td>
</tr>
<tr>
<td></td>
<td>PHY  Physics</td>
</tr>
</tbody>
</table>

WACE - Breadth of Study List (2016 onwards)
### Applied Information Technology

**Year:** 11  
**Code:** G1AIT ; G2AIT  
**Type:** General

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**Minimum Entry Requirement:**

- C grade for English in Year 10

**Other Necessary Skills:**

- Interest in computing and software applications

**Unit 1 Content:**

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

**Unit 2 Content:**

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

### Automotive Engineering & Technology

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

**Year:** 11  
**Code:** G1AET ; G2AET  
**Type:** General

-------------------------------

**Minimum Entry Requirement:**

- C grade for English in Year 10  
- C grade for Mathematics in Year 10  
- Demonstrated self management skills

**Other Necessary Skills:**

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

**Scope of the Curriculum:**

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

**Unit 1 Content:**

- Automotive mechanics  
- Impact of the automotive industry developments in the automotive industry

**Unit 2 Content:**

- Automotive mechanics  
- Impact of the automotive industry  
- Developments in the automotive industry

**COMPULSORY**

PPE **Personal Protective Equipment**

It is the responsibility of the student to purchase the following PPE:

- Apply appropriate occupational safety and health practices and procedures  
- Wear clear lens safety glasses  
- Wear steel cap safety boots  
- Wear overalls or industrial trousers and long-sleeved shirt  
- Restrain long hair and no jewellery
Biological Sciences

Year: 11    Code: A1BIO ; A2BIO
Type: ATAR

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

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

Unit 1 Content:
Includes the following main areas of study:
- Biological classification as a hierarchical system of grouping organisms
- Role of organisms in the ecosystem
- Energy flow and dissipation in food chains, webs and pyramids
- Matter cycles through abiotic and biotic components of the ecosystem
- The carbon cycle
- Nitrogen cycle
- Requirements of living organisms
- Cell structure and function
- Structural, physiological and behavioural adaptations of plants and animals

Unit 2 Content:
Includes the following areas of study:
- Organisms in communities and their impact on populations and ecosystems
- Reproduction, both asexual and sexual and the function of mitosis and meiosis
- Strategies for the survival of offspring e.g. seed dispersal, parental care, number of offspring
- Life cycles e.g. flowering plants, mammals, parasites
- Genetics

Building & Construction

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

Year: 11    Code: G1BCN/G2BCN
Type: General

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

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

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

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

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

Year: 11  Code: G1CAE ; G2CAE
Type: General

Minimum Entry Requirements:

• C Grade for English in Year 10
• Satisfactory Year 10 Report

Scope of the Curriculum:

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.

Unit 1 Content

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.

Unit 2 Content

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.

Organisation of content:

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
Chemistry

Year: 11  Code: A1CHE ; A2CHE  Type: ATAR

Minimum Entry Requirement:

- B grade for Science Inquiry Skills in Year 10
- B grade for Chemical Science in Year 10
- B grade for Numbers and Algebra in Year 10

Other Necessary Skills:

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

Scope of the Curriculum:

The focus for this unit is chemistry in and around the home.

Unit 1 Content:

Includes the following main areas of study:

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

Unit 2 Content:

Includes the following main areas of study:

- Reactions, equations and stoichiometry (chemical calculations)
- Acids and bases
- Oxidation and reduction
- Organic chemistry

Children, Family & Community
- Caring for Others
- Infant & Child Focus

Year: 11  Code: G1CFCC ; G2CFCC  Type: Non-ATAR

Minimum Entry Requirement:

- C grade for English in Year 10

Other Necessary Skills:

- Well developed interpersonal skills
- Genuine interest in children
- Ability to work independently and meet deadlines

Scope of the Curriculum:

The focus of this unit is on the parent and young child.

Unit 1 Content:

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

Unit 2 Content:

- Family types and child rearing practices
- Resources and services available to assist families and their children
- Appraisal of products used in the home environment e.g. toys
- Play and its connection to child development and growth
**Drama**

**Year:** 11  
**Code:** G1DRA ; G2DRA  
**Type:** General

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

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

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

**Unit 1 Content:**
- Improvisation  
- Movement  
- Voice  
- Greek Myths  
- Performing  
- Production roles

**Unit 2 Content:**
- Improvisation  
- Movement  
- Voice  
- YOH festival  
- Performing  
- Production roles

**Drama**

**Year:** 11  
**Code:** A1DRA ; A2DRA  
**Type:** ATAR

**Minimum Entry Requirement:**
- A/B grade in any Drama Unit  
- A/B grade for English in Year 10

**Other Necessary Skills:**
- Must be able to perform in front of an audience

**Scope of the Curriculum:**
Acting in representational and non-realist forms

**Unit 1 Content:**
- Improvisation  
- Movement  
- Voice  
- Characterisation  
- Monologues  
- Realism  
- Performing  
- Production roles

**Unit 2 Content:**
- Improvisation  
- Movement  
- Voice  
- Characterisation  
- Shakespeare  
- Absurdism  
- Performing  
- Production roles

**Dance**

**Year:** 11  
**Code:** G1DAN ; G2DAN  
**Type:** General

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

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

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

**Unit 1 Content:**
- Modern and Contemporary Dance  
- History of dance  
- Choreography  
- Physical anatomy involved in dance
Design - Photography

Year: 11   Code: G1DESP; G2DESP
Type: General

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

Other Necessary Skills:
• It is desirable that students have had some experience with digital photography in Years 7 - 10 and have developed basic computer skills relevant to digital photography
• Good time management and organisational skills are important
• The course is suited to those who are highly motivated and have a keen interest in photography and design

Scope of the Curriculum:
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.

Unit 1 Content:
• 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

Unit 2 Content:
• Studio photography - Portraiture
• Field photography activities
• Using shutter speeds to capture motion
• Exploring personal design concepts
• Graphic Arts concepts and design

Design - Technical Graphics

Year: 11   Code: G1DEST; G2DEST
Type: General

Minimum Entry Requirement:
• C grade for English and Mathematics

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

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

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

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

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

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

**Year:** 11  
**Code:** G1ENG ; G2ENG  
**Type:** General

### 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

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

### Scope of the Curriculum:
The English General course focuses on consolidating and refining the skills and knowledge needed by students to become competent, confident and engaged users of English in everyday, community, social, further education, training and workplace contexts.

### Unit 1 Content:
Unit 1 focuses on students comprehending and responding to the ideas and information presented in texts.

Students:
- employ a variety of strategies to assist comprehension
- read, view and listen to texts to connect, interpret and visualise ideas
- learn to interact with others in a range of contexts, including everyday, community, social, further education, training and workplace contexts
- communicate ideas and information clearly and correctly in a range of contexts
- apply their understanding of language through the creation of texts for different purposes.

### Unit 2 Content:
Unit 2 focuses on interpreting ideas and arguments in a range of texts and contexts.

Students:
- analyse text structures and language features and identify the ideas, arguments and values expressed
- consider the purposes and possible audiences of texts
- integrate relevant information and ideas from texts to develop their own interpretations
- learn to interact effectively in a range of contexts
- create texts using persuasive, visual and literary techniques to engage audiences in a range of modes and media.

## Literature

**Year:** 11  
**Code:** G1LIT ; G2LIT  
**Type:** General

### 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

### Other Necessary Skills:
- 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

### Scope of the Curriculum:
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.

### Unit 1 and Unit 2 Content:
- Students are asked to read poetry, prose fiction, drama and multimodal literary texts and to consider what makes a text, ‘literary’.
- Students learn that certain conventions that texts use allow us to group texts into genres.
- Students learn the strategies used to help make meaning of what is read, such as recurring themes, narratives, structures and conventions.
- Students 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 differently in different texts.
- Students will consider how subjects like family, war, love or community are represented differently in different texts.
- Students will consider their own 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.
English

Year: 11  Code: A1ENG ; A2ENG
Type: ATAR

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

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

Scope of the Curriculum:
The ATAR English 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.

Unit 1 Content:
• Students explore how meaning is communicated through the relationships between language, text, purpose, context and audience
• Students consider how language, structure and conventions operate in a variety of imaginative, interpretive and persuasive texts
• The similarities and differences between texts and how visual elements combine with spoken and written elements to create meaning
• Respond to texts in a variety of ways, creating their own texts, and reflecting on their own learning

Unit 2 Content:
• Analyse the representation of ideas, attitudes and voices in texts to consider how texts represent the world and human experience
• Analysis of how language and structural choices shape perspectives in and for a range of contexts is central to this unit
• Students consider the interplay of imaginative, interpretive, persuasive and analytical elements in a range of texts and present their own analyses
• Students are encouraged to reflect on their language choices and consider why they have represented ideas in particular ways.

Literature

Year: 11  Code: A1LIT ; A2LIT
Type: ATAR

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

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

Scope of the Curriculum:
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.

Unit 1 Content:
• Students analyse the relationships between language, text, contexts, individual points of view and the reader’s response
• Develop knowledge and understanding of different literary conventions and storytelling traditions and their relationships with audiences
• A range of literary forms is considered: prose fiction, poetry and drama
• Through the creation of analytical responses, students frame consistent arguments that are substantiated by relevant evidence
• In the creation of imaginative texts, students explore and experiment with aspects of style and form.

Unit 2 Content
• Drawing on a range of language and literary experiences, students consider the relationships between texts, genres, authors, readers, audiences and context
• 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
• Students create analytical responses that are evidence-based and convincing.
Earth and Environmental Science

Year: 11  Code: G1EES ; G2EES
Type: General

Minimum Entry Requirement:
• C Grade in Year 10 Science
• Interest in the sustainability of the environment

Scope of the Curriculum:
The Earth and Environmental Science General course aims to develop students’ interest in earth and environmental science and their appreciation of how this knowledge can be used to understand contemporary issues. This course will develop an understanding of the importance of Earth resources for sustaining and enhancing quality of life.

Unit 1 Content:
• the role of plate tectonics in the surface structure of the Earth. Examine the evidence for plate tectonics and the occurrence of volcanoes and earthquakes
• the properties of minerals and to distinguishing between igneous, sedimentary and metamorphic rocks based on their textural and mineralogical differences
• Fieldwork is an important part of this unit

Unit 2 Content:
• Examine local ecosystems and the effects of change on Earth’s spheres, and the biogeochemical cycles that link them
• Students use science inquiry skills to explore features of local ecosystems. Fieldwork is an important part of this unit
• Environments which can be studied include beaches, parklands, catchments, waterways, lakes, forests and bushlands, farmland and gardens

Food Science & Technology - Hospitality

Year: 11  Code: G1FSTH ; G2FSTH
Type: General

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

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

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

Unit 1 Content:
• Nature of food
• Food as a commodity
• Properties of food
• Nutrition
• Processing food
• The Technology Process
• Skills with food
• Food Practices and Processing
• Food in Society

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

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

Unit 2 Content:
• Nature of food
• Food as a commodity
• Properties of food
• Nutrition
• Processing food
• The Technology Process
• Skills with food
• Food Practices and Processing
• Food in Society

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

Students may also choose the Product Development Unit 1BFSTP to study concurrently.
Geography

Year: 11  Code: A1GEO ; A2GEO  Type: ATAR

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

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

Scope of the Curriculum:

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

Content Unit 1:
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.

Content Unit 2:
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.
Health

Year: 11  Code: G1HEA ; G2HEA
Type: General

Minimum Entry Requirement:

- C grade for Health in Year 10
- C grade for English in Year 10

Unit 1 Content:

The focus for this unit is an introduction to health.

- Basic concepts, models and frameworks used in determining health, characteristics necessary for good health, and explaining the relationships between beliefs, attitudes, values and health behaviour are introduced.
- Opportunities to identify individual responsibility for health and actions necessary for better health are provided. The selection of healthcare services and products to meet personal health needs are investigated and evaluated.
- Self-management skills needed to positively influence health, taking into account personal beliefs, attitudes and values are developed.
- Communication skills and strategies for effective relationships are explored. Basic inquiry skills are developed and used to investigate and report on health issues.

Unit 2 Content:

The focus for this unit is personal health.

- Personal health influences, factors that enable and reinforce health behaviours and approaches to improving health are explored.
- Students assess risks to personal health and plan actions to improve health.
- Current state and commonwealth responsibilities for health and the roles of Medicare and private health insurance are examined.
- Factors influencing the formation of beliefs, attitudes and values towards personal health behaviour are reviewed.
- The impact of peers and values on decision making and assertive, passive and aggressive communication styles are explored.
- Inquiry skills such as choosing reliable sources of health information and effective data collection techniques are further developed.

Health Studies

Year: 11  Code: A1HEA ; A2HEA
Type: ATAR

Minimum Entry Requirement:

- B grade for Health in Year 10
- B grade for English in Year 10

Other Necessary Skills:

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

Unit 1 Content:

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

Unit 2 Content:

The focus for this unit is technology, the environment and its impact on community health. This unit explores the community and how attitudes, resources, changing technology, services and environmental factors influence consumption patterns, work routines, recreation and leisure activities and the dynamics of social networks and relationships. The concept of community development is introduced and the importance of participation and empowerment in strengthening communities is described. Students will undertake a process of health inquiry to address issues relevant to technology and the environment and its impact on health.
Human Biological Science

Minimum Entry Requirement:

• C grade for Biological Sciences in Year 10

Unit 1 Content:

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

Unit 2 Content:

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

Human Biological Science

Minimum Entry Requirement:

• B grade for Biological Sciences in Year 10
• C grade for Science Inquiry Skills

Scope of the Curriculum:

The focus for this unit is **functioning humans**.

Unit 1 Content:

Includes the following main areas of study:

• Cells, metabolism and regulation
• Body systems - respiratory, circulatory, digestive, excretory
• Genetics and inheritance
• Variation and evolution

Unit 2 Content:

Includes the following main areas of study:

• Cells, metabolism and regulation - extending 2AHBS to include DNA structure and function
• Body systems - reproduction and development
• Human diversity and change - mutations, pedigrees and Human Genome Project
• Variation and evolution

Marine & Maritime Studies

Minimum Entry Requirement:

• Competent swimmer - able to swim 200m
• Demonstrated self management skills

Other Necessary Skills:

• Love of water and not afraid of getting wet
• Enjoys boating, both power and sail
• Love of outdoors

Scope of the Curriculum:

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

Unit 1 Content:

The focus of unit 1A is **marine environments and maritime operations**.

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

Unit 2 Content:

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

Year: 11    Code: G1MDTM ; G2 MDTM
Type: General

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

Minimum Entry Requirement:

- C grade for English in Year 10
- C grade for Mathematics in Year 10

Other Necessary Skills:

- Discipline to bring the required Personal Protective Equipment & Clothing to every workshop session
- Demonstrated self management skills

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

Unit 1 Content:

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

- **Materials** - nature of metal materials and their properties.
- **Design** - design fundamentals and designing skills
- **Use of technology** - metal working skills and techniques, safety and production management

Unit 2 Content:

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

- **Materials** - nature of metal materials and their properties.
- **Design** - design fundamentals and designing skills
- **Use of technology** - metal working skills and techniques, safety and production management

**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
**Materials Design & Technology - Textiles**

**Year:** 11  
**Code:** G1MDTT ; G2MDTT  
**Type:** General

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

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

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

**Unit 1 Content:**
The focus for this unit is production fundamentals. Students will learn about the principles of design in textiles, and will develop understandings of the construction of fibres and fabrics. They will also learn how to use a sewing machine safely and will apply their knowledge to construct items of clothing and/or soft furnishings/ or accessories.

**Unit 2 Content:**
The focus for this unit is design fundamentals. Students will be given the opportunity to apply the basic principles of design and their knowledge of the construction processes acquired in 1AMDTT.

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

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**Materials Design & Technology - Wood**

**Year:** 11  
**Code:** G1MDTW ; G2MDTW  
**Type:** General

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

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

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

**Unit 1 Content:**
Students are gradually introduced to safe woodworking practices, hand tools and workshop machinery use. They increasingly learn and build up a repertoire of essential skills and techniques. Students apply this knowledge to make two major set pieces of furniture for themselves.

**Unit 2 Content:**
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.

**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
Essential Mathematics

Year: 11  Code: GEMAE
Type: General

Minimum Entry Requirement:
• D/C for Mathematics in Year 10
• Pass Year 10 Numeracy Test or achieve Band 8 or higher in Year 9 Naplan

Scope of the Curriculum:
Essential Mathematics focuses on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives. Essential Mathematics provides students with the mathematical knowledge, skills and understanding to solve problems in real contexts, in a range of workplace, personal, further learning and community settings. This subject offers students the opportunity to prepare for post-school options of employment and further training.

Unit 1 Content:
• Calculations, percentages and rates
• Measurement
• Algebra
• Graphs

Unit 2 Content:
• Representing and comparing data
• Percentages
• Rates and ratios
• Time and motion

Mathematics Applications

Year: 11  Code: ATMAA
Type: ATAR

Minimum Entry Requirement:
• B/C for Mathematics in Year 10

Scope of the Curriculum:
Mathematics Applications is designed for those students who want to extend their mathematical skills beyond Year 10 level but whose future studies or employment pathways do not require knowledge of calculus. The subject is designed for students who have a wide range of educational and employment aspirations, including continuing their studies at university or TAFE.

Unit 1 Content:
• Consumer arithmetic
• Algebra and matrices
• Shape and measurement

Unit 2 Content:
• Univariate data analysis and the statistical investigation process
• Applications of Trigonometry
• Linear equations and their graphs
Mathematical Methods

**Year:** 11  **Code:** ATMAM  **Type:** ATAR

**Minimum Entry Requirement:**
- B for Mathematics in Year 10

**Scope of the Curriculum:**

The major themes of Mathematical Methods are calculus and statistics. They include as necessary prerequisites studies of algebra, functions and their graphs, and probability. They are developed systematically, with increasing levels of sophistication and complexity.

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. For these reasons this subject 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.

In summary, the subject Mathematical Methods is designed for students whose future pathways may involve mathematics and statistics and their applications in a range of disciplines at the tertiary level.

**Unit 1 Content:**
- Functions and graphs
- Trigonometric functions
- Counting and probability

**Unit 2 Content:**
- Exponential functions
- Arithmetic and geometric sequences and series
- Introduction to differential calculus

Specialist Mathematics

**Year:** 11  **Code:** ATMAS  **Type:** ATAR

**Minimum Entry Requirement:**
- B for Mathematics in Year 10

Specialist Mathematics has been designed to be taken in conjunction with Mathematical Methods.

**Scope of the Curriculum:**

The subject contains topics in functions, calculus, probability and statistics that build on and deepen the ideas presented in Mathematical Methods and demonstrate their application in many areas. Vectors, complex numbers and matrices are introduced. Specialist Mathematics is designed for students with a strong interest in mathematics, including those intending to study mathematics, statistics, all sciences and associated fields, economics or engineering at university.

**Unit 1 Content:**
- Combinatorics
- Vectors in the plane
- Geometry

**Unit 2 Content:**
- Trigonometry
- Matrices
- Real and complex numbers
Media Production and Analysis

Year: 11  Code: G1MPA ; G2MPA
Type: General

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

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

Scope of the Curriculum:
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 as users and creators of media products, consider the important role of audiences and their context. Digital technologies have had an impact on and extended, the capacity that the media play in all Australian lives.

Unit 1 Content: 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.

Unit 2 Content: 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.

Media Production and Analysis

Year: 11  Code: A1MPA ; A2MPA
Type: ATAR

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

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

Scope of the Curriculum:
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.

Unit 1 Content: 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.

Unit 2 Content: 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.
Modern History

Year: 11  Code: A1HIM ; A2HIM
Type: ATAR

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

Other Necessary Skills:
• Ability to work independently on assigned tasks
• Ability to present an argument
• Analytical skills
• Research and writing skills
• Internet and ICT skills

Scope of the Curriculum:
The Modern History ATAR course begins with a study of key developments that have helped to define the modern world, with special attention given to important ideas and their consequences. This provides a context for a study of movements for change in the 20th century that have challenged the authority of the nation-state, the principal form of political organisation in the modern world. Students then investigate crises that confronted nation-states in the 20th century, the responses to these crises and the different paths nations have taken in the modern world. The course concludes with a study of the distinctive features of world order that have emerged since World War II and that are central to an understanding of the present. Students are introduced to the complexities associated with the changing nature of evidence, its expanding quantity, range and form; the distinctive characteristics of modern historical representation; and the skills that are required to investigate controversial issues that have a powerful contemporary resonance. Students develop increasingly sophisticated historiographical skills and historical understanding in their analysis of significant events and close study of the nature of modern societies.

Unit 1 Content:
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.

Unit 2 Content:
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.

Modern History

Year: 11  Code: G1NIM ; G2HIM
Type: General

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

Other Necessary Skills:
• Ability to present an argument
• Analytical skills
• Research and writing skills
• Internet and ICT skills

Scope of the Curriculum:
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.

Unit 1 Content:
People, Place and Time

This unit allows students to become aware of the broad sweep of history and our place within the historical narrative.

Unit 2 Content: 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.
Outdoor Education

Year: 11  
Code: G1OED ; G2OED  
Type: General

This course is only available to Students who are not completing Certificate II in Outdoor Recreation.

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

Other Necessary Skills:
- Interest in the environment

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

Unit 1 Content:
- Canoeing
- Navigation
- Camping skills
- Journal writing
- Expedition planning
- Weather theory
- Self-management in the outdoors

Unit 2 Content:
- Roping
- Bushwalking
- Leadership
- Camping skills
- Features & characteristics of the environment
- Responding to an emergency situation
- Journal writing

Outdoor Education

Year: 11  
Code: A1OED ; A2OED  
Type: ATAR

Minimum Entry Requirement:
- Competent swimmer who loves getting wet - able to swim 200m in open water
- B grade for English in Year 10
- B grade for Science in Year 10
- Willingness to participate in expeditions/practical activities
- Demonstrated self management skills

Other Necessary Skills:
- Interest in the environment

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

Unit 1 Content:
- Canoeing
- Navigation
- Camping skills
- Journal writing
- Expedition planning
- Weather theory
- Self-management in the outdoors

Unit 2 Content:
- Roping
- Abseiling
- Leadership
- Camping skills
- Features & characteristics of the environment
- Responding to an emergency situation
- Journal writing
- Sea kayaking
- Bush walking
- Caving
Physical Education Studies

Year: 11  |  Code: G1PES ; G2PES
Type: General

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

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

Unit 1 Content:
The theoretical components of this course represent 50% of the unit and cover:
- Body systems
- Components of fitness
- Strategies and tactics
- Consideration of local sporting amenities
- Phases of skill learning

The practical components will be:
- Softball
- Soccer

Unit 2 Content:
The theoretical components of this course represent 50% of the unit and cover:
- Biomechanical principles of force and motion
- Muscle structure
- Training principles
- Links between values, attitudes and identity
- Systematic observation of sport performance
- Coaching principles

The practical components will be:
- Athletics
- Badminton

Physics

Year: 11  |  Code: A1PHY ; A2PHY
Type: ATAR

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

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

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

Unit 1 Content:
Includes the following main areas of study:
- Motion and forces
- Nuclear physics

Unit 2 Content:
Includes the following main areas of study:
- Heating and Cooling
- Electrical Fundamentals
State Emergency Service

Year: 11   Code: SES
Type: Endorsed

Minimum Entry Requirement:
- A desire to develop Leadership Skills
- A desire to contribute to the community

Scope of the Curriculum:
Work with the Mandurah State Emergency Services Branch to achieve recognised qualifications in emergency management.

Unit Content:
- First Aid and Emergency care
- General Rescue Skills
- Leadership and Instructional Skills
- Natural Hazards management

Visual Arts

Year: 11   Code: G1VAR ; G2VAR
Type: General

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

Other Necessary Skills:
- Strong drawing skills

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

Unit 1 Content:
The focus of this unit is *Experiences*. Students develop artworks primarily concerned with experiences of the self and observations of the immediate environment. The Unit could include activity from the following studio areas.
- Ceramics
- Painting
- Sculpture
- Graphic design
- Textiles
- Fashion design

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

Unit 2 Content:
The focus of this unit is *Explorations*. Students explore ways to express personal beliefs, opinions and feelings. The Unit could include activity from the following studio areas:
- Ceramics
- Painting
- Sculpture
- Graphic design
- Textiles
- Fashion design

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

Year: 11  Code: ADWPL  Type: Endorsed

Minimum Entry Requirement:

- C Grade for English in Year 10
- Satisfactory Year 10 Report
- Demonstrated self-management skills

Unit 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.

Minimum Commencement Requirements:

- Students where possible, must 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 Work Studies program or students can enrol in CAE 1 and/or 2

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 in the workplace and to follow career pathways while gaining hands on experience.
The Western Australian Certificate of Education (WACE) is awarded to secondary school students who satisfy its requirements.

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

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

| **Breadth of study** | - Complete a minimum of 20 course units or the equivalent. Up to 10 unit equivalents may comprise endorsed programs, including VET credit transfer (stand alone units)
|                      | - The 20 course units must include at least:
|                      |   - four course units from English, Literature and/or English as an Additional Language/Dialect, studied during Year 11 and Year 12 (at least two of these units must be completed in Year 12)
|                      |   - one pair of course units from each of List A and List B completed in Year 12 |
| **Achievement Standard Requirement** | - Achieve a C grade or better across the best 16 course units of which at least 8 must be completed in Year 12
|          | - Endorsed programs and/or VET credit transfer (stand alone) can reduce the required number of course units by up to 6 units |
| **English language competence** | - Students must achieve a C grade or better in any Stage 1 or higher course unit from English, Literature and/or English as an Additional Language/Dialect (except 1A and 1B for English as an Additional Language/Dialect)
|          | - For students who have not achieved a C grade in one of their English, Literature and/or English as an Additional Language/Dialect course units, schools will need to compare a selection of the student’s work with the work samples to verify the student has demonstrated the required standard |
| **Examinations** | All students studying a course at Stage 3 in the final year of senior secondary schooling (Year 12) are required to sit an examination at the appropriate stage of that course, unless exempt
|          | Practical and performance examinations are conducted in addition to written examinations for some courses
|          | Full time students who are enrolled to complete, in the current year, at least 220 nominal hours of VET (leading to the completion of at least one qualification or approved skill set) and are enrolled in 3 or fewer Stage 3 pairs of units are eligible to apply for an exemption from sitting the examinations
|          | Examinations for stage 2 pairs of units will be **optional** for year 12 students in 2014 and 2015.
|          | Students enrolled to complete a School Apprenticeship Link program, Aboriginal School Based Traineeship, School Based Traineeship, School Based Apprenticeship or Pre-Apprenticeship are eligible to apply for an exemption from sitting examinations |
Courses in Year 12 - 2015

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

- The units in courses are sequenced to reflect increasing depth and complexity. Preliminary (P) and stage one units (1A, 1B, 1C, 1D) are less complex than stage two units (2A, 2B, 2C, 2D). Stage three units are the most complex and rigorous.
Minimum Entry Requirement
Year 12 - 2015

• ‘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 Years 11 and 12. This is included courtesy of the Secondary Pathways and Transitions, Department of Education.

Typically....

<table>
<thead>
<tr>
<th>Yr 9</th>
<th>Yr 10</th>
<th>Yr 11 &amp; 12</th>
<th>Post School Destination</th>
</tr>
</thead>
<tbody>
<tr>
<td>High ‘A’ Average</td>
<td>High ‘A’ Average</td>
<td>Stage 2/3 Units</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>Stage 1/2 Units</td>
<td>TrainingWA, Apprenticeship,</td>
</tr>
<tr>
<td>NAPLAN Band 7, 8</td>
<td></td>
<td></td>
<td>ECU, ND</td>
</tr>
<tr>
<td>Low ‘B’ or ‘C’ Average</td>
<td>Low ‘B’ or ‘C’ Average</td>
<td>Stage 1/ VET Courses</td>
<td>TrainingWA, Traineeships,</td>
</tr>
<tr>
<td>NAPLAN Band 6, 7</td>
<td></td>
<td></td>
<td>Employment</td>
</tr>
</tbody>
</table>
For a student to achieve a WACE in 2015 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  
- CFC  Children, Family and the Community  
- DAN  Dance  
- DRA  Drama  
- ENG  English  
- HEA  Health Studies  
- MPA  Media Production and Analysis  
- HIM  Modern History  
- VAR  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  
- HBS  Human Biological Science  
- ISC  Integrated Science  
- MMS  Marine and Maritime Studies  
- MDT  Materials Design and Technology  
- MAT  Mathematics  
- MAS  Mathematics Specialist  
- OED  Outdoor Education  
- PES  Physical Education  
- PHY  Physics

**Please note:**

- It is very important when selecting a course that attention is paid to Minimum Entry Requirements. See page 52 for further information.
University Entry

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

Australian Tertiary Admission Rank (ATAR)

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

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

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

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

Who gets an ATAR?

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

How do students find out their ATAR?

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

What are the advantages of the ATAR?

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

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

Unacceptable Course Combinations in calculating an ATAR Score

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

- Biological Sciences with Human Biological Science
- Chemistry with Integrated Science
- Chinese: Background Speakers with Chinese: Second Language
- English with English as an Additional Language/Dialect
- English with Literature
- English as an Additional Language/Dialect with Literature
- Indonesian: Background Speakers with Indonesian: Second Language
- Indonesian: Background Speakers with Malay: Background Speakers
- Japanese: Background Speakers with Japanese: Second Language
- Malay: Background Speakers with Indonesian: Second Language
- Physics with Integrated Science
University Admission 2016
Admission Requirements for School Leavers (2015 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. Generally, a scaled mark of 50 or more in stage 3 of a WACE course is required for prerequisite purposes, however, mathematics prerequisites differ across university courses.

Detailed information regarding prerequisites is available from the individual universities.

Portfolio Pathway

Edith Cowan University offers an additional pathway for entry by school leaver students. Detailed information about the requirements for the Portfolio Entry Pathway to ECU may be obtained from Student Recruitment on 134 328 or www.reachyourpotential.com.au.

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

University Application Procedures

Information about applying to the universities will be sent to Year 12 students at their schools in August 2015. Application will be via TISC’s website. The closing date for applications is normally the end of September. Offers of admission are made by the universities in the second half of January and in early February. Any further information about application procedures may be obtained from TISC.

Applications need to be made through TISC when the applicant is:
- an Australian citizen,
- a New Zealand citizen,
- approved/granted Australian permanent resident status.

International students do not fit these categories and will need to apply directly to the International Office at the relevant university. Full details regarding individual university entrance requirements and processes are available from the TISC website: http://www.tisc.edu.au.

Disclaimer: The universities reserve the right to change the content and/or method of presentation and/or the method of assessment of any unit of study, to withdraw any unit of study or program which they offer, to impose limitations on enrolment in any unit or program, and/or vary arrangements for any program. Enquiries regarding university admission requirements should be directed to the individual university concerned. TISC and the participating universities cannot accept liability for any incorrect advice received from sources other than TISC, the universities or the universities' officially appointed agents.
JTC WACE Course Information Year 12

Applied Information Technology

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

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

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

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

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

**Minimum Entry Requirement:**
- Successful C grade in 1CAIT2

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

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

Automotive Engineering & Technology

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

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

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

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

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

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

**Minimum Entry Requirement:**
- Minimum C grade in 1CAET2

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

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

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

Year: 12  Code: 3ABIO  Type: ATAR

Minimum Entry Requirement:
• Minimum C grade in 2ABIO

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

Building & Construction

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

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

Minimum Entry Requirement:
• C grade for English and Mathematics

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

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

Year: 12  Code: 3BBIO  Type: ATAR

Minimum Entry Requirement:
• Minimum C grade in 3ABIO

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

Year: 12  Code: 1DBCN2  Type: Non-ATAR

Minimum Entry Requirement:
• Minimum C grade in 1CBCN2

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

Scope of the Curriculum:
The focus of this unit is structures of the construction industry. Students gain further understanding of the use of common materials, concepts in space and computation, basic drawing/drafting, and an understanding of processes in contexts drawn from building, projects.

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:** 1CCAE2  
**Type:** Non-ATAR

**Minimum Entry Requirement:**  
- Successful completion of year 11 English

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

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

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

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

Chemistry

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

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

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

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

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

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

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

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

**Minimum Entry Requirement:**  
- Minimum C grade in 3ACHE

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

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

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

Further multi-step stoichiometric calculations build on knowledge already gained in previous units and extend their skills in empirical formulae and volumetric analysis of redox and acid/base reactions.
JTC WACE Course Information Year 12 continued

Children, Family & Community - Caring for Others

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

Minimum Entry Requirement:
• C grade for English in Year 11

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

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

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

Design - Photography

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

Minimum Entry Requirement:
• C grade for English in Year 11

Note: This is a beginners photography unit

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

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

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

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

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

Minimum Entry Requirement:
• Successful completion with a C grade or higher in 1ADESP2

Other Necessary Skills:
• Students wishing to study this course must be able to demonstrate that they have acquired skills covered in Unit 1ADESP2

Scope of the Curriculum:
The course continues to build on the learning that took place in Unit 1. Students will explore and learn more complex camera, design techniques and photo editing techniques. Students will be introduced to studio photography.

Content:
• Studio Photography
• Field photography techniques
• User shutter speeds to capture motion
• Exploring personal design concepts
• Graphic arts concept and design
Design - Technical Graphics

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

Minimum Entry Requirement:
• C grade for 1A/BDEST

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

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

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Drama

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

Minimum Entry Requirement:
• Successful completion of Drama in Year 11 or B/C grade for English in Year 11

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

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

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

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

Minimum Entry Requirement:
• Successful completion of 1ADRA

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

Scope of the Curriculum:
Drama events and festivals.

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

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

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

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

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

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

Minimum Entry Requirement:
- Minimum C grade in 1CENG2

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

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

Year: 12  Code: 2CENG2  
Type: ATAR

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

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

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

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

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

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

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

Year: 12  Code: 3AENG  Type: ATAR

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

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

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

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

Minimum Entry Requirement:
• Successful C grade in 3AENG in Year 11

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

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

Food, Science & Technology - Hospitality

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

Minimum Entry Requirement:
• Minimum C grade in 1A/BFSTH

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

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

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

Year: 12  Code: 1DFSTH2  Type: Non-ATAR

Minimum Entry Requirement:
• Minimum C grade in 1CFSTH2

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

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

- Product Development

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

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

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

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

**Content:**
The use of market research to identify consumer needs and develop and evaluate innovative food products and services that respond to research findings.

**Year:** 12  **Code:** 1DFSTP2  **Type:** Non-ATAR

**Minimum Entry Requirement:**
- Minimum C grade in 1CFSTP2

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

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

Health Studies

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

**Minimum Entry Requirement:**
- Minimum C grade in 2A/2BHEA

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

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

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

**Minimum Entry Requirement:**
- Minimum C grade in 3AHEA

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

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

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

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

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

**Unit 1 Content:**  
Includes the following main areas of study:  
- Cells, metabolism and regulation  
- Body systems - respiratory, circulatory, digestive, excretory  
- Genetics and inheritance  
- Variation and evolution

**Year:** 12  
**Code:** 2BHBS  
**Type:** ATAR / NON ATAR

**Minimum Entry Requirement:**  
- Minimum C grade in 2AHBS

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

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

### Human Biological Science

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

**Minimum Entry Requirement:**  
- Minimum C grade in 2A/2BHBS or 2A/2BBIO in Year 11

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

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

**Minimum Entry Requirement:**  
- Minimum C grade in 3AHBS

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

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

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

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

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

**Year:** 12  **Code:** 1DISC2  
**Type:** Non-ATAR

**Minimum Entry Requirement:**
- Minimum C grade in 1CISC2

**Scope of the Curriculum:**
Students will develop their understanding of the scientific method by the examination of water as a resource and its importance to life on Earth through an integrated, scientific approach. Our water resources are under threat from pollution, over use and changing global climate. This unit increases students’ scientific understanding of the nature and practice of water use.

They will also further investigate the concept of energy and how this is also related to our water use.

Marine & Maritime Studies

**Year:** 12  **Code:** 1CMMS2  
**Type:** Non-ATAR

**Minimum Entry Requirement:**
- Minimum C grade in 1A/BMMS
- Competent swimmer - able to swim 200m open water
- If possible willing to undertake a $300 Open Scuba Dive Course
- Requires a medical pass for Open Water Dive Certificate

**Other Necessary Skills:**
- Demonstrated self management skills
- Love of water and not afraid of getting wet
- Enjoys boating, both power and sail
- Love of outdoors

**Scope of the Curriculum:**
The focus of this unit is community use of marine and maritime environments. Nautical concepts, seamanship skills and maritime engineering principles are further developed with a focus on sea and weather conditions and safe community use. The study of oceanography is introduced with investigations of coastal erosion and deposition, wind patterns and water cycles. Historical perspectives focus on mapping the local coastline and the cultural influence of visitors on the culture of local people. Maritime industries and careers are considered from a commercial and ecotourism perspective. Research skills are further developed focusing on planning and reporting on an investigation. The unit provides an opportunity for students to gain a scuba diving qualification, further develop their practical boating skills and a greater understanding of the diverse boating environments.

**Year:** 12  **Code:** 1DMMS2  
**Type:** Non-ATAR

**Minimum Entry Requirement:**
- Minimum C grade in 1CMMS2
- Competent swimmer - able to swim 200m open water

**Other Necessary Skills:**
- Demonstrated self management skills
- Love of water and not afraid of getting wet
- Enjoys boating, both power and sail
- Love of outdoors

**Scope of the Curriculum:**
The focus of this unit is responsible use of marine and maritime environments. Nautical concepts, seamanship skills and maritime engineering principles are further developed to enable safe use of the marine environment. Marine ecosystems are investigated with a focus on sustainability and the role of ecotourism. Details of skipper and crew qualifications on commercial craft are discussed. NPH Certificate offered at $20.00. Historical perspectives focus on the use of the local coastline by Indigenous and other peoples and the impact on vessel design. Research skills are further developed, focusing on using the scientific method to carry out an investigation. The unit provides an opportunity for students to consolidate practical boating and sailing skills.
**Materials Design & Technology - Metals**

**Year:** 12  
**Code:** 1CMDTM2  
**Type:** Non-ATAR

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

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

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

**Scope of the Curriculum:**
The focus for this unit is design techniques. It is for students who have many informal experiences interacting with a variety of items specifically designed to meet certain needs. Students are introduced to principles and practices of design, learning about fundamentals of design and concepts related to designing for individuals and markets, while considering beliefs and values. They learn to communicate various aspects of the design process within the structure of making what they design.

Throughout the process, students learn the origins, classifications, properties and suitability for purpose of materials. Students are introduced to a range of technology skills, generate ideas and realise these ideas through their design projects.

**Materials Design & Technology - Textiles**

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

**Minimum Entry Requirement:**
- Minimum C grade for Year 11 MDTT
- Interest in clothing and design

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

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

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

**Year:** 12  
**Code:** 1DMDTM2  
**Type:** Non-ATAR

**Minimum Entry Requirement:**
- Minimum C grade in 1CMDTM2

**Scope of the Curriculum:**
The focus for this unit is design for the consumer. It is for students who have many experiences interacting with products designed for the consumer market. They use a range of techniques in determining market needs and apply the fundamentals of design to produce products for the consumer market. Students learn to conceptualise and communicate their own ideas and various aspects of the design process within the structure of making what they design.

Throughout the process, students learn the origins, classifications, properties and suitability for purpose of materials. Students are introduced to a range of technology skills, generate ideas and realise these through their design projects. They work in a defined environment and learn to use a variety of relevant technologies safely and effectively.

Students, in consultation, with teachers select projects of interest to design and make products for the consumer market.

**COMPULSORY**
**PPE Personal Protective Equipment**

Students are required to:
- Apply appropriate occupational safety and health practices and procedures
- Wear safety glasses
- Wear safety boots
- Wear overalls or industrial trousers and long-sleeved shirt
- Restrain long hair and no jewellery

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

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

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

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

This unit asks students to use their creative talents by researching, designing, constructing and evaluating garments and accessories.
Materials Design & Technology - Wood

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

Minimum Entry Requirement:
• Minimum C grade in 1A/BMDTW

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

Scope of the Curriculum:
The focus for this unit is design techniques. It is for students who have many informal experiences interacting with a variety of items specifically designed to meet certain needs. Students are introduced to principles and practices of design, learning about fundamentals of design and concepts related to designing for individuals and markets, while considering beliefs and values. They learn to communicate various aspects of the design process within the structure of making what they design.

Throughout the process, students learn the origins, classifications, properties and suitability for purpose of materials. Students are introduced to a range of technology skills, generate ideas and realise these ideas through their design projects.

COMPULSORY
PPE Personal Protective Equipment
Students are required to:
• Apply appropriate occupational safety and health practices and procedures
• Wear safety glasses
• Wear safety boots
• Wear overalls or industrial trousers and long-sleeved shirt
• Restrain long hair and no jewellery
Mathematics

**Year:** 12  
**Code:** 1DMAT2  
**Type:** Non-ATAR

**Minimum Entry Requirement:**  
- Minimum C grade in 1B/CMAT

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

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Mathematics

**Year:** 12  
**Code:** 1EMAT2  
**Type:** Non-ATAR

**Minimum Entry Requirement:**  
- Minimum C grade in 1DMAT2

**Scope of the Curriculum:**  
In this unit, students use positive and negative numbers and numbers with powers for practical purposes. They calculate interest and repayments for loans. They draw graphs to represent real situations, and use them to describe how quantities are related. They use trigonometry to calculate measurements in right triangles, and calculate volume and surface area of shapes. They analyse networks. Students collect data from fair samples, display data in tables and graphs, calculate averages and describe spread of data, and compare datasets. They use mental strategies, written methods, calculators and computer technologies where appropriate.

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Mathematics

**Year:** 12  
**Code:** 2AMAT2  
**Type:** ATAR

**Minimum Entry Requirement:**  
- Minimum C grade in 1D/EMAT

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

---

Mathematics

**Year:** 12  
**Code:** 2BMAT2  
**Type:** ATAR

**Minimum Entry Requirement:**  
- Minimum C grade in 2AMAT2

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

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<th>Year: 12</th>
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**Scope of the Curriculum:**
In this unit, students calculate interest and repayments in order to make decisions about savings and loans, and they interpret information on financial statements that are part of everyday living. They study and apply quadratic relationships. They extend their knowledge of coordinate geometry, and represent information in networks and interpret network diagrams. Students calculate and interpret probabilities for events with more than one chance component. They analyse and compare datasets, determine trends in data and use trend lines for prediction. They use mental and written methods and technologies where appropriate.

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

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

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**Scope of the Curriculum:**
In this unit, students develop their knowledge of calculus concepts and their algebraic, graphing and calculus skills, and apply these in mathematical modelling. They use counting techniques and probability laws, and calculate and interpret probabilities for the binomial, uniform and normal random variables. They use mental and written methods and technologies where appropriate.
### Mathematics

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

**Minimum Entry Requirement:**  
- Minimum C grade in 3A/BMAT

**Scope of the Curriculum:**  
In this unit, students develop their knowledge of calculus concepts and their algebraic, graphing and calculus skills, and apply these in mathematical modelling. They use counting techniques and probability laws, and calculate and interpret probabilities for the binomial, uniform and normal random variables. They use mental and written methods and technologies where appropriate.

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

**Minimum Entry Requirement:**  
- Minimum C grade in 3CMAT

**Scope of the Curriculum:**  
In this unit, students develop their knowledge of calculus concepts and their algebraic, graphing and calculus skills, and apply these in mathematical modelling. They use counting techniques and probability laws, and calculate and interpret probabilities for the binomial, uniform and normal random variables. They use mental and written methods and technologies where appropriate.

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### Mathematics Specialist

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

**Minimum Entry Requirement:**  
- Minimum C grade in 3A/BMAS

**Scope of the Curriculum:**  
The focus for this unit is the abstract development of a range of sophisticated relationships. Spatial contexts are extended from two dimensions to three dimensions. This unit develops abstraction as an increasingly powerful way of expressing and analysing change and introduces exhaustion and contradiction as methods of proof to be explored.

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

**Minimum Entry Requirement:**  
- Minimum C grade in 3CMAS

**Scope of the Curriculum:**  
The focus for this unit is on the use of differential and integral calculus to understand a range of phenomena. By increasing familiarity with transformation and the use of matrices, students can extend their theoretical understanding of growth and decay models. This unit introduces mathematical induction to complete the suite of proof processes developed in mathematical reasoning to a satisfactory, pre-tertiary level.
Media Production & Analysis

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

**Minimum Entry Requirement:**
- Minimum C grade in 2A/BMPA

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

**Scope of the Curriculum:**
The focus for this unit is **media art forms**. Students develop an understanding of aesthetics by exploring meanings and values depicted in contemporary and traditional media art. They develop competence in expressing their own ideas in creative media art forms by experimenting with production technologies, codes and conventions.

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Modern History

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

**Minimum Entry Requirement:**
- Minimum C grade in English

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

**Scope of the Curriculum:**
The focus for this unit is **people, place and time**. The objective of this unit is to allow students to become aware of the broad sweep of history and our place within the historical narrative. They become aware of the values, beliefs and traditions within a society, the continuity between different societies and different time periods and the importance of individuals within a time period.

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Modern History

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

**Minimum Entry Requirement:**
- Minimum C grade in 3AMPA

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

**Scope of the Curriculum:**
The focus for this unit is **power and persuasion** in diverse fiction and non-fiction media forms ranging from the seductive nature of popular media forms to propaganda material. Students consider the purposes and values of producers and audiences and examine the role of the media in reflecting, challenging and shaping values, beliefs and ideologies. They create media productions that express their views and show a distinct flair or personal style.

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Modern History

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

**Minimum Entry Requirement:**
- Minimum C grade in 1AHIM2

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

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

Year: 12  Code: 3AHIM  Type: ATAR

Minimum Entry Requirement:
• Minimum C grade in 2A/BHIM

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

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

Outdoor Education

Year: 12  Code: 1COED2  Type: Non-ATAR

Minimum Entry Requirement:
• Minimum C grade in 1A/BOED or Year 10 HPE
• Competent swimmer - able to swim 200m in open water
• Willingness to participate in expeditions
• Demonstrated self management skills

Other Necessary Skills:
• Interest in the environment

The focus for this unit is building confidence in the outdoors. It encourages students to build self-confidence as they interact with the environment. They understand basic planning and organisational requirements. They develop camping, survival and navigation skills. Risk management principles, safe practice development and emergency response procedures are examined. Personal and interpersonal skills are developed to assist working with others and as a leader. Leadership experiences are provided. Their understanding of the environment with relationship to nature is developed and the concept of sustainability introduced.

Practical concepts:
• Sea Kayaking
• Navigation
• Bush Walking

Year: 12  Code: 1DOED2  Type: Non-ATAR

Minimum Entry Requirement:
• Minimum C grade in 1A/BOED
• Competent swimmer - able to swim 200m in open water
• Willingness to get cold/wet
• Demonstrated self management skills

Other Necessary Skills:
• Interest in the environment

Scope of the Curriculum:
The focus for this unit is outdoor leadership. It encourages students to continue to build self-confidence as they are encouraged to develop outdoor leadership skills. Planning and navigation skills, risk management and emergency response process are continued to be developed and extended. Personal and interpersonal skills used to assist in effective outdoor leadership are focused on and developed through experiences. Environmental awareness is increased through more study of parts of the natural environment, introduction to the concept of wilderness, and study of the impact of technology, urbanisation and changing lifestyles. Sustainability projects are examined and students are encouraged to engage with one of their choice.

Practical concepts:
• Abseiling
• Canoeing
• Caving
• Roping
### Outdoor Education

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

**Minimum Entry Requirement:**  
- Minimum C grade in 2A/BOED  
- Competent swimmer - able to swim 200m in open water  
- Willingness to participate in a 6 day Sea Trek Camp to Shark Bay at a cost of $300.00 approx  
- Demonstrated self management skills

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

**Scope of the Curriculum:**  
The focus for this unit is outdoor program development. This provides students with the opportunity to develop all aspects of a safe, purposeful outdoor program that works towards achieving predetermined goals. Experiential learning principles and other strategies to assist the development of personal and interpersonal skills in others are identified. Environmental interpretation skills are developed, including weather forecasting. Past and present relationships with the environment and the current state of the environment are explored.

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### Physical Education Studies

**Year:** 12  
**Code:** 1A/BPES  
**Type:** Non-ATAR

**Minimum Entry Requirement:**  
- Minimum C grade in 1A/BPES  
- Competent swimmer - able to swim 100m in open water

**Other Necessary Skills:**  
- Interest in sports  
- Demonstrated self management skills

**Scope of the Curriculum:**  
The focus for this unit is the process of building personal profiles. Within this broad focus, teachers select learning contexts that tap into their students’ interests and build upon their acquired understanding about participation in physical activity. Students are introduced to simple movement and conditioning, psychological and social concepts that provide a basis for assessing and enhancing their current participation. In selected physical activities, students are introduced to a ‘game sense’ approach to solve tactical problems. In building a profile for improvement, students use observation and qualitative methods to assess personal movement competency; undertake fitness, interpersonal and mental skills profiling and review their decisions and goals. They review participation preferences in relation to activities, roles and positions, reflecting on personal attitudes towards values associated with physical activity, and consider physical activity and sport from social, cultural and political perspectives. Their findings guide a plan for improvement.

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**Year:** 12  
**Code:** 1CPES2  
**Type:** Non-ATAR

**Minimum Entry Requirement:**  
- Minimum C grade in 1CPES2

**Other Necessary Skills:**  
- Interest in sports and coaching  
- Demonstrated self management skills

**Scope of the Curriculum:**  
The focus for this unit is extending personal profiles. Within this broad focus, teachers select learning contexts that enable students to extend the depth and breadth of their knowledge of participation patterns in physical activity. Selected learning contexts will enable students to make meaningful comparisons between themselves and others in terms of participation preferences (relating to positions, activities and roles), personal characteristics, competencies, attitudes and behaviours in physical activity, thereby enhancing their understanding both of themselves and others. In selected physical activities and in response to problems that are encountered, students assess their own and others’ movement competency and identify areas for improvement. This will include the implementation of skills, strategies and tactics. While taking on various roles and positions, they apply strategies for solution-focused decision-making, management of emotions, arousal and stress, team building and group development. Movement and conditioning and psychological and social concepts are used as a basis for developing understanding of the demands of roles and positions. Extending students’ personal profiles and undertaking comparative analysis with a peer, professional athlete, coach or official’s profile will guide a plan for improvement. Using observation, qualitative methods and selected measurements, students make comparisons between various aspects of their own and others’ participation profiles and plans. They use comparative observations and data to identify the scope to enhance profiles, prioritise areas for improvement and to gain insights into strategies that they adopt in seeking personal improvement.
Physics

Year: 12  Code: 3APHY
Type: ATAR

Minimum Entry Requirement:
• Minimum C grade in 2A/BPHY

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

Scope of the Curriculum:
The unit content is organised as motion and forces in a gravitational field and electricity and magnetism. Within motion and forces in a gravitational field, students explore the motion of objects in gravitational fields, including the motion of projectiles, orbiting satellites, planets and moons, and ways in which forces may affect the stability of extended objects. Within electricity and magnetism, they also learn about magnetic fields and how they interact with moving charges in situations involving current electricity, the motor effect and electromagnetic induction. They identify real world problems, develop research questions to plan, conduct and evaluate investigations. Their problem-solving techniques include combinations of concepts and principles.

Year: 12  Code: 3BPHY
Type: ATAR

Minimum Entry Requirement:
• Minimum C grade in 3APHY

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

Scope of the Curriculum:
The unit content is organised as particles, waves and quanta and motion and forces in electric and magnetic fields. Further study of mechanical and electromagnetic waves allows students to appreciate both classical and modern interpretations of the nature and behaviour of waves. They learn how waves are used in a variety of technologies, such as in musical instruments, communication systems or sensing systems. They encounter the scale of the observable entities in our Universe, and relate physical principles about waves to the study of the Universe and its parts. Extending their knowledge of atomic physics, they analyse spectra and explain a range of physical phenomena such as fluorescence and X-ray emission. They also learn about some aspects of modern physics such as relativity and cosmology.

Visual Arts

Year: 12  Code: 1CVAR2
Type: Non-ATAR

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

Other Necessary Skills:
• Strong drawing skills

Scope of the Curriculum:
The focus for this unit is inspirations. Students become aware that artists gain inspiration and generate ideas from diverse sources. Through discussion, exploration, investigation and experimentation, they develop skills in recording observations, developing ideas through visual inquiry and creating artworks using a range of techniques and processes.

Year: 12  Code: 1DVAR2
Type: Non-ATAR

Minimum Entry Requirement:
• Minimum C grade in 1CVAR2 or portfolio presentation

Other Necessary Skills:
• Strong drawing skills

Scope of the Curriculum:
The focus for this unit is investigations. Students investigate a variety of selected artists’ work to further develop their understanding of the creative process. They investigate styles of representation and explore the expressive potential of media, techniques and processes in the creation of their artworks, while refining their reflection and decision-making skills.
Workplace Learning

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

Minimum Entry Requirement:
- Minimum C grade for English in Year 11
- Willingness to carry-out preparatory work and enter the workplace to complete the work hours required

Scope of the Curriculum:
The unit is designed to consolidate structured workplace learning. Students prepare for, and are placed in, a new workplace. Skills are selected to complement the skills from Units 1AWPL/1BWPL. While in the work placement, students are assessed on work related skills by the workplace supervisor. Students reflect on the skills assessed.

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

Minimum Entry Requirement:
- Minimum C grade in 1CWPL
- Willingness to carry-out preparatory work and enter the workplace to complete the work hours required

Scope of the Curriculum:
The unit is designed to extend structured workplace learning. Students prepare for, and are placed in, a suitable workplace. Skills are selected to complement the skills from Units 1AWPL/1BWPL/1CWPL. While in the work placement students are assessed on work related skills by the workplace supervisor. Students reflect on the skills assessed.
For further information, or to make an enrolment enquiry please contact:

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Mandurah Education & Training Campus (MET) - 08 9583 7373