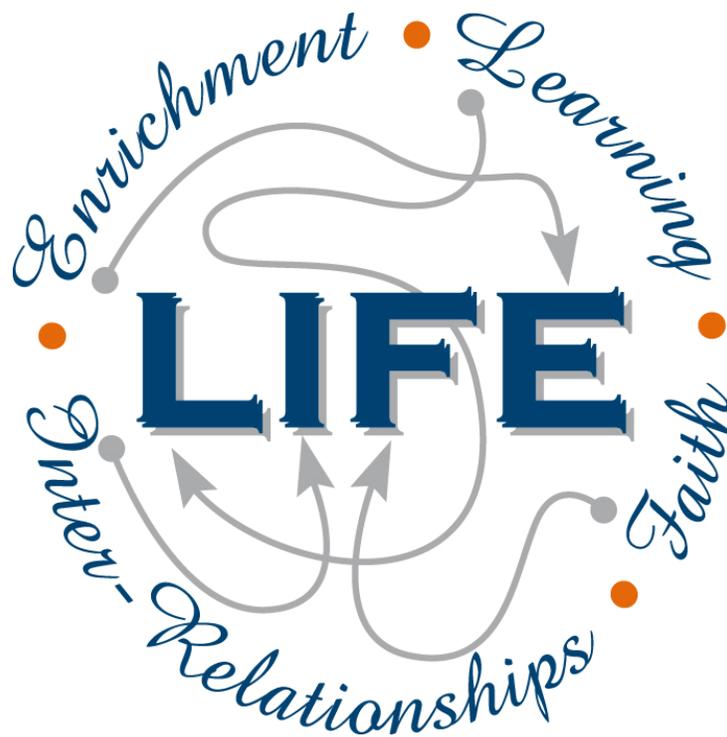


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# CURRICULUM INFORMATION HANDBOOK

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**YEAR 11 - 2013**

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# INTRODUCTION

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The College Mission statement emphasises the importance of students achieving their personal best and embracing their changing world with confidence and optimism. These are important attributes as students move through the Senior School years and look ahead to what will be a satisfying adult life in which they continue to develop, use and share their gifts.

Holy Cross College strives to provide a holistic education, and as students progress through Years 11 and 12 they will continue to engage in the LIFE Curriculum. The College will continue to encourage our students to be life-long learners who are curious and critical thinkers. Students will continue to engage in a range of faith experiences and will participate in 'Giving Life, the College's Christian Service Learning programme. As Senior School students they will have the opportunity to participate in a variety of Enrichment activities and to take on a range of leadership roles within the College community.

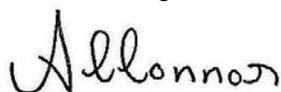
In 2012, Year 10 students commenced their journey through Senior School and are now at an important time of decision in their educational journey. During Semester 1 students participated in a Careers course to enable them to gain an awareness of their individual abilities, interests and values and the ways these are related to their career planning. As well as this they were able to learn about the range of options available to them in the world of work and further training. They are now ready to begin the important process of selecting courses for Year 11. This Curriculum Information Handbook is designed to help students and parents understand the curriculum options available in Year 11.

In selecting their Year 11 subjects it is important that students have some idea of the pathway they wish to pursue when they complete Year 12. They do not need to know the exact career they wish to follow, but they need to have some broad educational goals. These are often expressed in terms of further training at this stage - I want to go to TAFE or I want to go to university. It is also useful if the students have some ideas about the areas of study or further training which interests them. It is also important that students are informed about requirements of any courses they may wish to pursue in the future.

Holy Cross College will commence Senior School courses in Term 4 to maximise the time students are able to spend on Year 12 courses. In Term 4, 2012 students will commence their Year 11 Mathematics and English courses and in Term 1, 2013 they will commence the other four Year 11 courses. In Term 4, 2013 students will commence their Year 12 courses giving them a full four terms to complete the requirements of this very important final year.

All students in Senior School are expected to maintain Academic Good Standing. This will be achieved by completing all tasks, maintaining a C grade average and fulfilling the College's Enrolment Agreement. Whichever pathway students choose in Years 11 and 12, they need to realise there is no substitute for hard work. At the end of Year 12 they want to have a choice; what they do with that choice is up to them. What they do in Years 11 and 12 is what will give them the choice.

I look forward to working with students and parents in helping our first group of graduates to achieve their goals.



Ms Mandy Connor  
Principal

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# SECTION 1

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## GENERAL INFORMATION

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### SCHOOL LEAVING AGE

Legislation states that students are required to participate in education, training, employment or combinations of these options until the end of the year in which they turn 17. Students who wish to leave school before such time need to have one of the following alternatives in place prior to leaving school.

Alternatives to full time schooling include:

- Full-time TAFE course
- An apprenticeship or traineeship
- An approved course with a community based provider
- A combination programme involving part-time school/training and part-time work.

In some cases, Participation Co-ordinators, on behalf of the Minister for Education, will give permission for the student to be a full-time employee. The employment must be in the best long-term interest of the student for this pathway to be approved.

If your child is considering leaving school, please contact the Deputy Principal. Parents/carers are responsible for completing the necessary paperwork, available from:

[www.det.wa.edu.au/participation/ccm/portal](http://www.det.wa.edu.au/participation/ccm/portal)

### WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION (WACE)

The Western Australian Certificate of Education (WACE) is a qualification which all students will be aiming to achieve, whichever pathway that they are going to pursue. WACE is awarded to Senior Secondary school students who satisfy its requirements. It is a Senior Secondary certificate recognised nationally in the Australian Qualifications Framework (AQF). Generally, students complete two years of Senior Secondary study to achieve the WACE.

Students in Year 12 – 2013:

- Complete at least 10 full-year units
- Achieve an average of C grade or better in at least 16 units of full-year courses, 8 of which must be completed in Year 12
- Meet the requirement for English Language Competence
  - Generally a C grade in an English Course
  - Study an English Course in Year 11 and Year 12
- Complete exams - compulsory for all Stage 2 and 3 Courses of Study.
- Include at least 1 Course from List A and List B  
In Year 12, students must complete at least one course from List A (Art/Language/Social Science) and List B ( Mathematics/ Science/ Technology)

## CHRISTIAN SERVICE LEARNING

Service Learning is a response to the Gospel message to care for our neighbour. Each of us has a responsibility to give hope to others and in doing so, to contribute to making the world a better place. Through 'Giving Life', the College's Christian Service Learning programme, students will be challenged to enhance the opportunities of others to have 'life to the full'. Awareness of social justice issues and the principles of Christian Service will be developed through the College curriculum.

The College patron, Archbishop Oscar Romero stood up for the poor and for justice in the world. This teaching plays an integral part of the philosophy of Holy Cross College. Along with Romero the House Patrons of the four pillars of the LIFE Curriculum - Ursula Frayne, Frederic Ozanam, Irene McCormack and Rosendo Salvado - served those who were suffering and strived for justice for all. In the words of Frederic Ozanam "become better to do a little good." The community of Holy Cross College is responsible for carrying on the legacy of our patrons and sharing our gifts from God with others freely and without reward.

The State Government also recommends that all students in Western Australia who will graduate from 2010 onwards complete 20 hours of service to the community and these hours will be recorded on their West Australian Certificate of Education (WACE). Students who participate in 'Giving Life' will meet this recommendation. As part of their Religious Education programme, Year 10 students will also complete an Endorsed Unit from the School Curriculum and Standards Authority called Christian Service Learning.

Christian Service Learning is an educational activity that provides opportunities for students to integrate the principles of Catholic Social Teaching into practical experiences of service to others in society.

Students MUST complete 'Giving Life' in Years 11 and 12 in order to graduate from the College. To do this students MUST complete a minimum of 20 hours community service in Years 11 and 12 and another 20 hours of the time being given to learning and teaching in the College environment in order to graduate.

In Christian Service Learning students are active participants in their own learning. As they perform their service they produce evidence of learning. Observation and anecdotal record keeping is an important source of evidence of learning in this course. Journal entries, peer evaluations, and group discussions also help document this learning.

	Type of Service	WACE Points	Minimum hours to complete Christian Service
Year 10	Christian Service Learning	2	10 – school allocated time 10 – personal time
Year 11 & 12	Christian Service Learning	2	20

NOTE: Students receive four WACE points in Year 10 to 12; however they have the option to gain another two points for a total of six WACE points if they complete another 20 hours of community service in Year 12.

### FURTHER INFORMATION

Please contact Mrs Walmsley through the College Office if you require further information about the Christian Service Learning Programme.

## **CAREER INFORMATION**

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At different times throughout life a career journey will have different focuses. For students about to start Year 11 the focus is on occupations, post school education and training options and the school courses needed to get into these. Students are encouraged to have several different possibilities in mind, and should obtain information about all of them.

The student who looks ahead and thinks about which courses would best suit their ability, interests and potential career goals will be happier and more content. Knowing where to access the relevant information is also important.

Advisers - Ms Connor, Mr Wilson and Mr Murphy can provide up-to-date and accurate information about:

- Course selection
- University and TAFE courses
- Career pathways
- ONSITE (Workplace Learning and TAFE courses)
- Apprenticeships and traineeships
- Part-time school education options such as School Based Apprenticeships and Traineeships and the School Apprenticeship Link programme
- Post-school education and training options

## **HOLY CROSS COLLEGE CAREERS WEBSITE**

This website contains important information about work experience, the ONSITE programme, job profiles, education related information (including course selection), applying for jobs, events, traineeships and apprenticeships and links to other useful websites.

The Learning Resource Centre of the College has a Careers display with prospectuses for University and TAFE entry.

## **CAREER CENTRE**

The Career Centre located at Level 2, 166 Murray Street Perth is a modern, self-help library providing in-depth information about a broad range of occupations. Using their print resources and career computer programmes the staff can help you with career pathway planning and related queries. The Centre is open Monday – Friday from 8.30am – 4.30pm (Ph: 13 23 98 or 9224 6500).

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# SECTION 2

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## TAFE AND UNIVERSITY INFORMATION

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### TAFE BACKGROUND

TAFE colleges are the largest provider of vocational education and training in the State. TAFE works closely with industry to provide and formally recognise skills that today's employers are looking for.

There are over 400 qualifications available through TAFE at various levels in virtually all industry and course areas. They have been designed to fit together to provide seamless pathways between all levels of study and careers. Hence, students enter at the most appropriate level and continue until they reach their desired learning or job outcome. TAFE also aims to allow students to readily move between TAFE and employment, return to study at any time, or enable students to do both at the same time.

TAFE courses are flexibly designed and delivered to offer students the best combination of learning and practical experience. Classroom teaching is mixed with "hands-on" activities using contemporary equipment and applications to perform actual job tasks, employer and off-campus visits, work placements and various other opportunities and forms of delivery.

### TAFE CAMPUSES

The four metro TAFE colleges are:

#### TAFE College

Central Institute of Technology

Challenger Institute of Technology

West Coast Institute of Training

Polytechnic West

#### Main Campuses

Perth, Mt Lawley, East Perth, Nedlands, Subiaco and Leederville

Fremantle, Rockingham, Henderson & Kwinana

Joondalup

Armadale, Balga, Bentley, Carlisle, Midland and Thornlie

### QUALIFICATIONS EXPLAINED

Qualification	Duration
<b>Certificate I and II - job ready</b> Certificates I and II are entry level qualifications giving you basic employability skills. You learn the skills required by the industry area as a worker with limited responsibilities.	Commonly 6 months
<b>Certificate III - trade and intermediate service workers</b> With a Certificate III you may find employment at junior to intermediate levels in clerical, sales and service work. It is usually required for recognition as a tradesperson. Most apprenticeships and traineeships lead	Commonly 6 months

to a trade qualification at this level.

**Certificate IV - associate professionals and supervisors**

Commonly 12  
months

A Certificate IV gives you broad knowledge in your chosen industry and substantial depth in some areas. The qualification prepares you to take limited responsibility for others, usually in a supervisory role.

**Diploma and advanced diploma - professionals and managers**

Commonly  
6-12 months after  
Certificate IV

Diplomas and advanced diplomas prepare you to work autonomously and be involved in solving technical issues.

**RANGE OF QUALIFICATIONS**

- Arts and Entertainment
- Automotive
- Banking, Finance, Insurance and Property Services
- Building and Construction
- Business and Management
- Clothing Textiles, Footwear and Furnishing
- Community Services, Health and Education
- Computing and Information Technology
- Electrical, Electronic, Refrigeration and Air-conditioning
- Engineering and Mining
- Food Processing
- Hospitality, Travel and Tourism
- Languages
- Primary Industry
- Sales and Personal Services
- Science, Technology and Process Manufacturing
- Sports and Recreation
- Transport and Logistics

**TAFE TO UNIVERSITY**

Many TAFE qualifications lead straight into university qualifications. In some cases, by successfully completing a TAFE qualification, students can reduce the time it takes to get a degree. For example, students can start their studies at TAFE, complete a Certificate IV or diploma and apply for university entrance.

It is important to remember a TAFE qualification is not a guarantee that you will gain university admission. You will need to meet the minimum entrance requirements for your chosen field.

**Differences between TAFE and University Qualifications**

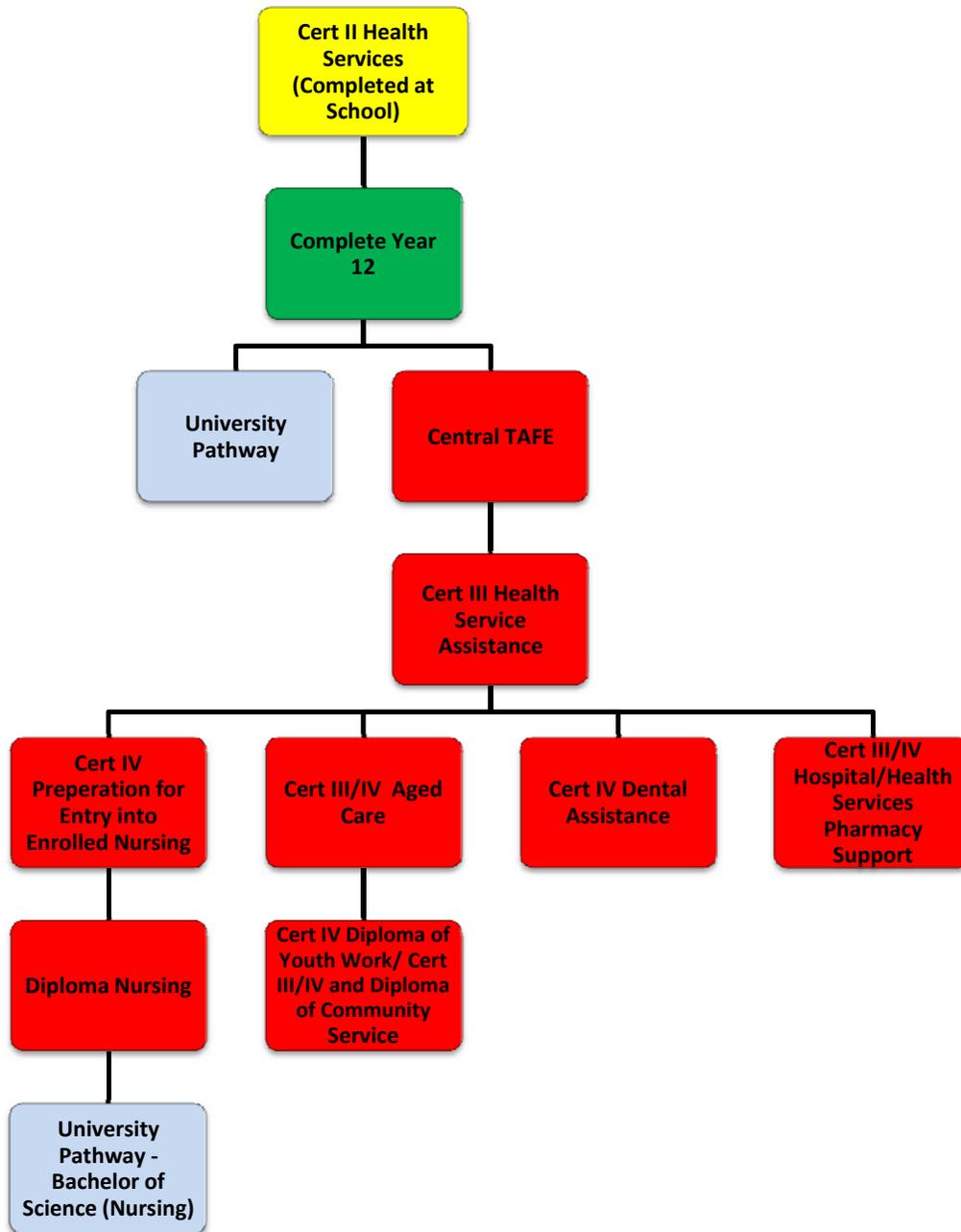
TAFE offers certificate, diploma and advanced diploma qualifications which can vary in length of study from six months to three years. Qualifications are practical and tailored to meet job requirements.

Universities offer degree qualifications which take three or more years and usually contain more theory than TAFE qualifications.

**TAFE QUALIFICATION PATHWAY**

TAFE qualifications are designed in a sequence so students can move from one qualification to the next such as a Certificate II to a Certificate III to a Certificate IV to a Diploma. Generally,

successfully completing one level provides you with the minimum entrance requirements for the next level. Start at the qualification level that suits your current knowledge and education level (not always the lowest level). You can progress through to higher level qualifications as your needs, skills and interests develop. An example is provided below.



## TAFE REQUIREMENTS

Entry into TAFE courses is increasingly competitive. Students hoping to study at TAFE need to ensure that they are achieving the highest grades possible.

TAFE selection process

### 1. Minimum Entrance Requirements:

Every TAFE qualification has a set of minimum entrance requirements which must be met before an application will be considered. The entrance requirements are the academic qualifications needed before applying for a fulltime TAFE qualification.

Minimum Entrance Requirements will either be:

- (a) Good results in communication and Mathematics skill levels or
- (b) A lower level qualification ( eg. to enrol in Certificate III Health Service Assistance if you need a Certificate II in Health Service Assistance)

### 2. Selection Criteria

If there are more people applying for a qualification than there are places, you will need to supply additional information to TAFE Admissions Services. This is because such courses are deemed competitive.

Competitive courses require applicants to meet the Minimum Entrance Requirements (see above) AND the selection criteria.

You can score selection criteria points for:

- Grades achieved at school
- Work experience/employment/workplace learning/volunteer work/community service.
- Qualification pathway – if you've already got a Certificate I, II or III etc.

Applicants are awarded points for each of the sections above with 100 points being the maximum possible score.

TAFE selection criteria are based on three main categories which add to a total of 100 points:

Qualification pathway – 29 points. Points are awarded for complete or partially completed VET credentials. More points are allocated for completed qualifications than incomplete and more points are available for qualifications completed in the same area of study as that applied for at TAFE.

Work experience/employment – 29 points. Points are allocated depending on the hours worked. Paid/unpaid work, full time/part time, work experience/Structured Workplace Learning, voluntary work, community service participation are all eligible to be included in this category. Evidence of this must be provided with application such as payslips, payment summary or a group certificate.

Secondary education/skill development – 42 points. Covers achievement in courses undertaken in Years 11 and 12. In some TAFE programmes a portfolio demonstrating evidence of skill development may be required. Generally, the higher the level of achievement (as indicated by grades and/or course scores), the more points are allocated.

## UNIVERSITY ADMISSION

Perth has five universities. They are:

Curtin University

Bentley

Edith Cowan University

Joondalup and Mt Lawley

Murdoch University	Murdoch
Notre Dame (Private)	Fremantle
University of Western Australia	Crawley

## **UNIVERSITY ADMISSION (TO ALL UNIVERSITIES EXCEPT NOTRE DAME)**

Admission to university is competitive with most courses having more applicants than places. To process applicants fairly, they will be ranked using the Australian Tertiary Admission Rank (ATAR).

To be considered for university admission as a school leaver applicant, normally you must:

- (a) demonstrate competence in English, and
- (b) obtain a sufficiently high ATAR for entry to a particular university and/or course, and (c) satisfy any prerequisites or special requirements for entry to particular courses, and (d) achieve the WACE

### (a) English Competence

For entry into to all universities except Notre Dame University students must achieve a scaled mark of 50 in their English course. These universities offer concessions for students who do not meet the English Competence Requirement. Please go to <http://tisc.edu.au/> for more information.

### (b) Australian Tertiary Admission Rank (ATAR)

The ATAR is derived from the Tertiary Entrance Aggregate (TEA). The ATAR ranges between zero and 99.95. It reports the student's rank relative to all other WA students of Year 12 school leaving age and takes into account the number of students with a Tertiary Entrance Aggregate (TEA), as well as the number of people of Year 12 school leaving age in the population of this state. An ATAR of 75.00 indicates that you have an overall rating equal to or better than 75% of the Year 12 school leaving age population in Western Australia.

NOTE: All course results will be scaled to ensure fairness to all students. As an incentive to do the more demanding Stage 3 courses, results for Stage 3 courses will be increased by up to 15 marks per course relative to the Stage 2 results, as part of the scaling process. In Mathematics marks are increased by 10, 20 or 30 depending on the subject chosen.

### (c) Prerequisites

Some university courses will require students to have studied particular courses at school. These are prerequisites and MUST be studied at a Stage 3 level prior to the end of Year 12 and a scaled mark of at least 50 must be achieved. Desirable courses will assist students once they are in university but do not impact on a student's eligibility in a course. Bridging courses are available in many courses.

Please go to [www.tisc.edu.au/static-fixed/guide/star-2015.pdf](http://www.tisc.edu.au/static-fixed/guide/star-2015.pdf)

### (d) WACE

All universities require students to have obtained their WACE as an entry requirement.

## **HOW IS THE TEA CALCULATED?**

The TEA will be calculated by adding the best four scaled scores for Stage 2 and Stage 3 courses. No course can be counted more than once.

In calculating the scaled score, equal weight is given to the final school score and the final examination score, except where courses are taken on a private basis.

For all universities, students may accumulate scaled scores which contribute to their ATAR over five consecutive years.

## TEA TO ATAR

Tertiary Institutions Service Centre (TISC) has constructed a table to convert a student's TEA to an ATAR. The table takes into account the number of students with a TEA and the number of people of Year 12 school leaving age in the state. This table is constructed annually. The average course mark needed is the student's moderated school mark, standardised exam mark combined with scaling applied. The table below has been constructed using 2011 data and can be used as a guide.

ATAR	TEA	AVERAGE COURSE MARK NEEDED
70	225.4	57
75	237.1	59
80	249.4	62
85	263.2	66
90	278.8	70
95	301.0	75
99	339.3	85
99.95	385	96

## COURSE CUT-OFFS

Universities publish their course cut-offs annually. A complete list of 2011 University course cut-offs can be found on the TISC website at:

[www.tisc.edu.au/static/statistics/cutoff-rank-index.tisc](http://www.tisc.edu.au/static/statistics/cutoff-rank-index.tisc)

### **Please note**

The cut-off ATAR score represents the minimum score that was required to enter the chosen university course in that year. These cut-offs may change every year and therefore should only be used as a guide.

CURTIN UNIVERSITY, EDTH COWAN UNIVERSITY, MURDOCH UNIVERSITY AND THE UNIVERSITY OF WESTERN AUSTRALIA

Students wishing to apply for courses at any of these four universities must do so through TISC.

NOTRE DAME AUSTRALIA

Students wishing to apply for entry to Notre Dame University apply directly to the university by sending in an application form. Notre Dame University considers a student's ATAR and will also request an interview and a personal statement as part of the application process. For further information go to [www.nd.edu.au](http://www.nd.edu.au) .

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# SECTION 3

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## SELECTING COURSES

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It is important that course selection is made on the basis of possible future careers. When making these choices, it is essential that they are realistic and in keeping with the student's academic ability, their interests, their commitment to school work and their ability to study independently.

Students who do not qualify for certain courses will not be permitted to study these in Year 11 unless there are extenuating circumstances.

Entry into a course requires all of the following:

### ACADEMIC ABILITY

#### ACHIEVEMENT OF PREREQUISITES

Achieving the prerequisite for a course is the first of three steps required for gaining entry into a Year 11 course. In order to achieve success in many upper school courses, students need to have demonstrated a high degree of academic ability and achievement in Year 10 subjects. Without this background, students invariably have difficulty with the Year 11 course content. It is essential to take careful note of Year 11 prerequisites. Each prerequisite indicates the minimum level of achievement required for success in a particular course and is determined on the basis of the professional opinion of the Senior Staff. A student's achievement of a prerequisite is based on the result achieved in his or her Year 10 Semester 1 Report.

If the student has not met the prerequisite by the end of Semester 1, then that student will, for now, need to choose another course for which the prerequisite has been met. The student should note any intended changes in the appropriate section on the course selection form.

Should the student's grade improve in Semester 2 to such an extent that the prerequisite is met, the student may then request to change to that course. Students who change courses or do not meet the prerequisite in Semester 1 cannot be guaranteed their course choice.

Students who have met prerequisites in Semester 1 but do not meet prerequisites in Semester 2 may be required to choose other courses in December.

### INTERESTS

The Course of Study choice system gives students the opportunity to pursue their particular interests at whatever level they are able to perform.

### FUTURE INTENTIONS

Whether planning to seek an apprenticeship or traineeship, employment or to continue with further studies (TAFE, tertiary or other) students should choose courses which will maximise their options for the future.

Students should also be aware that many TAFE qualifications can lead on to university entry with advanced standing (an ATAR is not the only avenue to university entrance).

## **IMPORTANT**

Students are not to select courses for which they have not met the prerequisites. Results from the Year 10 Semester 1 Report will be used as an indicator.

Students commencing Year 11 are beginning a journey that will take them beyond school to work or to one of a range of post school tertiary destinations. The courses that students choose during Years 11 and 12 will help to direct them toward one of these destinations, but more importantly, their commitment to these courses will be paramount in determining their success.

## **COURSES**

All courses offered in Years 11 and 12 are developed or endorsed by the School Curriculum and Standards Authority (SCSA).

### **YEAR 11 COURSES OF STUDY**

Students selecting Courses of Study are able to access all forms of post schooling destinations using the results from these Courses. Year 11 is treated as a separate year from Year 12.

- Each Course of Study consists of paired units (eg 2A and 2B).
- Generally, each unit represents a semester's work. The units are recorded concurrently - meaning that one result for both units will be given at the end of the year. These units could be considered as a year long course for the purpose of assessment.

All students who are enrolled in Stage 2 and/or 3 Courses are required to sit external exams at the end of Year 12.

Students wishing to gain entry to university are able to sit external examinations at the completion of Year 12. The result of the external examination (50%), together with the school assessment (50%) will contribute toward the Tertiary Entrance Aggregate (TEA) and Australian Tertiary Admission Rank (ATAR).

## **ASSESSMENT OF STUDENTS**

The final assessment of students is recorded by the SCSA. In Years 11 and 12, students will receive a grade and numeric score. For Year 11 Courses only the grade will be recorded by the SCSA.

## **HOW TO CHOOSE YEAR 11 COURSES**

Students in Year 11 must study a Religion & Life course, a Mathematics course and an English course. They can then select a further 3 courses. Students must also select two reserve courses in case the combination of courses 1 to 6 does not fit the timetable.

STEP 1 - Research what you would like to do when you leave school.

STEP 2 - Identify if TAFE or University is the required pathway.

STEP 3 - Determine if any pre-requisite Courses are required for Year 12.

STEP 4 - Choose the subjects for Year 11 that lead to the Year 12 Courses that you require.

STEP 5 - Meet with your Subject Selection Advisor during Weeks 3 – 5.

STEP 6 - Subject Selection Form to be submitted at the meeting with your Subject Selection Advisor by Tuesday, 21 August.

\* Students on a University pathway are strongly recommended to study Stage 3 Courses in Year 12 rather than Stage 2 Courses.

## TAFE OR WORKPLACE PATHWAY

Courses to choose:

1. Religion and Life 1AB
2. English 1AB
3. Mathematics 1BC or 2AB
4. Subject Selection (1) Course Units 1AB
5. Subject Selection (2) Course Units 1AB
6. Subject Selection (3) Course Units 1AB

Reserve Subject Selection 1: Course 1AB

Reserve Subject Selection 2: Course 1AB

NOTE: Students participating in the ONSITE Programme are only required to choose 2 Subject Selections as it is MANDATORY to select Workplace Learning 1AB

## UNIVERSITY PATHWAY

Courses to choose:

1. Religion and Life 1AB or 2AB
2. English 2AB
3. Mathematics 2AB/ 2CD or 3AB
4. Subject Selection (1) Course Units 2AB
5. Subject Selection (2) Course Units 2AB
6. Subject Selection (3) Course Units 2AB

Reserve Subject Selection 1: Course 2AB

Reserve Subject Selection 2: Course 2AB

NOTE: Students studying a University Pathway must study at least four Stage 2/3 Courses to access University. Holy Cross College recommends students study five Stage 2/3 Courses as a safety net, with their 6th subject selection choice possibly being a Stage 1AB Course. Students should be aiming to take Stage 3 units in Year 12; however, students who enrol in Stage 2 units in Year 12 can access University. Please note that Stage 3 units have a mark bonus awarded to them when scaled.

## SAMPLE PATHWAYS

### EXAMPLE 1 - UNIVERSITY ENTRY

Stage 3	Stage 3	Stage 3	Stage 3	Stage 3	Stage 1
Religion and Life 2AB/3AB History 2AB/3AB	English 2AB/3AB Physical Education Studies 1AB/1CD	Maths 2AB/3AB	Physics 2AB/3AB		

NOTE: Students with definite university aspirations should study Stage 2 courses in Year 11, which then lead to Stage 3 courses in Year 12.

### EXAMPLE 2 - TAFE/WORKFORCE ENTRY

(for students accepted into the ONSITE Programme)

Stage 1	Stage 1	Stage 1	Stage 1	Stage 1	Stage 1	Stage 1
Religion and Life 1AB/1CD	Physical Education Studies 1AB/1CD	English 1AB/1CD	Maths 1BC/1DE	Workplace Learning	Food Science 1AB/1CD	Science 1AB/1CD
1AB/1CD						

(ONSITE)

### EXAMPLE 3 - TAFE/WORKFORCE ENTRY

(for students not completing the ONSITE Programme)

Stage 1	Stage 1	Stage 1	Stage 1	Stage 1	Stage 1
Religion and Life 1AB/1CD	Physical Education Studies 1AB/1CD	English 1AB/1CD	Maths 1BC/1DE	Materials 1AB/1CD	Drama 1AB/1CD

Generally the following ranked combinations of four courses will produce the highest ATAR:

Highest ATAR	Stage 3	Stage 2
	4	0
	3	1
	2	2
	1	3
	0	4

## QUICK REFERENCE YEAR 11 2013 COURSES ON OFFER

Students must choose at least ONE list A and One List B Course

✓ Choose this level for University entrance

Course	Unit	Prerequisite	COS	VET	LIST
<b>RELIGIOUS EDUCATION</b>					
Religion and Life	1AB	None	✓		A
Religion and Life	2AB	C+ Religious Education and C+ English (General)	✓		A
<b>ENGLISH</b>					
English	1AB	C in English (Modified)	✓		A
English	2AB	C+ English	✓		A
<b>MATHEMATICS</b>					
Mathematics	1AB	C+ Mathematics (Modified)	✓		B
Mathematics	2AB	C+ Mathematics	✓		B
Mathematics	2CD	Mathematics	✓		B
Mathematics	3AB	B Mathematics	✓		B
Mathematics (Specialised)	3AB	A+ Mathematics	✓		B
<b>SCIENCE</b>					
Chemistry	2AB	B+ Science	✓		B
Human Biology	2AB	C+ Science	✓		B
Physics	2AB	B+ Science and B Mathematics	✓		B
<b>HUMANITIES</b>					
Geography	2AB	C+ Geography and C+ English	✓		A
History	2AB	C+ Geography/History and C+ English	✓		A
<b>THE ARTS</b>					
Drama	1AB	Desirable Satisfactory results in Year 8 to 10 Drama	✓		A
Drama	2AB	C+ English	✓		A
Music	1AB	Desirable Year 10 Music and experience in chosen instrument	✓		A
Media Production	1AB	Desirable Satisfactory results in Year 9 or 10 Media courses	✓		A
Visual Arts	1AB	Desirable Satisfactory achievement in Year 9 or 10	✓		A

Visual Arts

CAREERS					
Workplace Learning	1AB	Acceptance into ONSITE	✓	✓	A
HEALTH & PHYSICAL EDUCATION					
Physical Education Studies	1AB	None	✓		B
Physical Education Studies	2AB	C in Science	✓		B
Outdoor Education	1AB	None	✓		B
LANGUAGES OTHER THAN ENGLISH					
Italian	2AB	C+ in Year 10 Italian	✓		A
TECHNOLOGY & ENTERPRISE					
Accounting	2AB	C+ English and Mathematics	✓		B
Business Management & Enterprise	1AB	Desirable Satisfactory results in Year 8 – 10 Business courses	✓		B
Children, Family & the Community	1AB	Desirable Satisfactory results in Year 10 Child Development	✓		A
Food Science & Technology	1AB	Desirable Satisfactory results in Year 8 – 10 Food Technology courses	✓		B
Woodwork	1AB	Desirable Satisfactory results in Year 9 – 10 Woodwork courses	✓		B

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# SECTION 4

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## COURSE SELECTION

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### RELIGIOUS EDUCATION

Religion and Life 1AB

Religion and Life 2AB

All students enrolled in Year 11 and 12 in Catholic Schools in Western Australia must study a Religion and Life Course

### RELIGION AND LIFE 1AB

#### COURSE OUTLINE

The focus for unit 1A will be why religion? Students will explore experiences that lead people to look for meaning and purpose in their life and the types of questions people ask about life, its meaning and purpose. They will explore some of the reasons people give for why religion is important to them and what guidance and support it provides to people during their lives.

The focus for unit 1B is people and religion. This unit will explore the relationship between people and religion. It will consider the solutions or responses offered by religion to problems that exist in society, be these moral, ethical or social issues. The unit will explore important issues that all people experience in their lives. It will seek to describe these experiences, their causes and assess how religion addresses these issues. Students will research and analyse how religions express a concern for justice and social justice in the world.

#### CONTENT COVERED

- Why religion?
- The search for meaning
- The foundations of the major world religions
- The Catholic Church's response to major contemporary social issues
- People and religion
- Social Justice – a Catholic perspective
- How people are guided to follow a moral or ethical pathway in life

#### SKILLS OUTLINE

- Research skills
- How to construct questions that guide the gathering of information
- Conventions required for gathering and recording information
- Note-taking techniques
- Distinguishing fact and opinion
- Conventions for describing information concerning the nature and role of religion
- Techniques for summarising information
- Methods of citing text references and bibliographies

Suitability for TEA – No

## **RELIGION AND LIFE 2AB**

### **COURSE OUTLINE**

The focus for unit 2A will be the place of religion in society. In this unit students will study the place of religion in both past and present societies. Students will explore the impact and influences of religion on a contemporary society such as Australia. The unit will examine the response of people to religion, in particular how people understand the response of religion to their concerns, needs and questions.

The focus for unit 2B is religious identity and purpose. This unit will look in more detail at the influence of religion on the search for personal identity and purpose in life. It will explore how people understand experiences of spirituality and how their spirituality is affected at significant times and by events in their lives. The unit will investigate how religious identity is shaped and how religion forms the identity of followers. The unit will examine how religious identity has impacted on religious groups throughout history.

### **CONTENT COVERED**

- The impact of religion on contemporary Australia
- Catholic identity and history
- The place of religion in Australian society
- Religion in media, art, literature and contemporary technology
- The search for religious identity and purpose in life
- The nature of spiritual experiences
- The lives of key religious figures
- The role of religion in being socially responsible
- The nature of spiritual experiences
- The lives of key religious figures
- The role of religion in being socially responsible

### **SKILLS OUTLINE**

- Plan ways to gather and organise information for the purpose of understanding the interplay between religion and life
- Conduct an inquiry into the interplay between religion and life
- Process and synthesise information about the interplay between religion and life
- Apply and communicate findings about the interplay between religion and life

Suitability for TEA – Yes

## **ENGLISH**

English 1AB

English 2AB

### **ENGLISH 1AB**

This Course should be selected by students who are planning to pursue a TAFE entry pathway

#### **COURSE OUTLINE**

The focus for this course will be skill building and strengthening written and verbal communication skills. Students will develop their language in the context of future needs, post- school destinations and interests. Such contexts include: professional and employment skills, social issues and study of contemporary culture.

Students will further develop reading, oral, viewing and writing skills to meet their specific needs and achieve their goals. They will work with a variety of print and non-print literary, media and expository texts.

This unit is suitable for all students seeking to pursue studies or careers NOT requiring tertiary studies.

#### **CONTENT COVERED**

- Conventions:
  - Word usage, grammatical conventions and textual conventions
- Contextual understanding:
  - Context
  - Purpose
- Processes and strategies:
  - Accessing and generating ideas
  - Processing and organising ideas and information
  - Reflection and evaluation

#### **SKILLS OUTLINE**

- Reading
- Writing
- Viewing
- Listening and speaking

Suitability for TEA – No

### **ENGLISH 2AB**

This Course should be taken by students who plan to take the University pathway

#### **COURSE OUTLINE**

The focus for unit 2A will be on language and action. Students will develop their language skills by exploring issues of concern or controversy, past and present. They will examine 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 will 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.

The focus for unit 2B will be on language and the world. Students will examine the relationship between language and the world by exploring how language offers particular ideas and information about topics, events or people. They will listen, view and read critically, identifying and critiquing particular uses of language and representations within the texts and substantiating their views. They will shape language to produce texts that offer particular ideas and information about topics, events or people. Students will study literary, mass media and popular culture texts.

### **CONTENT COVERED**

- Conventions:
  - Word usage, grammatical conventions and textual conventions
- Contextual understanding:
  - Context
  - Purpose
  - Listening and speaking
- Processes and strategies:
  - Accessing and generating ideas
  - Processing and organising ideas and information
  - Reflection and evaluation

### **SKILLS OUTLINE**

- Reading
- Writing

Suitability for TEA – Yes

## **MATHEMATICS**

Mathematics 1BC

Mathematics 2AB

Mathematics 2CD

Mathematics 3AB

Mathematics Specialist 3AB

### **MATHEMATICS 1BC**

Mathematics 1BC will provide students with relevant preparation for post school situations in which Mathematics is needed.

### **COURSE OUTLINE**

The course has been specifically designed for students who will require preparation for a wide range of occupations within the community, or tertiary bound students who do not require Mathematics for their intended area of study.

### **CONTENT COVERED**

- Decimals, fractions, ratios and percentages
- Financial mathematics in the workplace
- Budgeting, banking and shopping
- Estimate and measure: length, area mass, volume
- Perimeter and area
- Translations, rotations, reflections
- Data collection
- Display and interpret data: tables and graphs
- Algebraic rules for number patterns
- Scale with maps
- Shapes in three dimensions
- Chance: likelihood
- Simple probability devices
- Time series data

### **SKILLS OUTLINE**

- Identify and organise information
- Develop systematic approaches
- Choose and use mathematical methods - mental, written and calculator
- Interpret solutions: check answers fit specifications of a problem; link solutions to contexts and reach conclusions
- Communicate methods, reasoning and results

Suitability for TEA – No

## **MATHEMATICS 2AB**

### **COURSE OUTLINE**

Mathematics 2AB is suitable for general tertiary entry, but it does not provide adequate preparation for tertiary courses in which knowledge of calculus, statistical inference or high level algebra would be useful. Mathematics 2AB will equip students with some useful mathematical tools to apply in practical situations. In these units students will cover work in Number and Algebra, Space and Measurement, and Chance and Data.

### **CONTENT COVERED**

- Ratios, rates and direct proportion
- Profit, loss, discount and commission
- Solving linear equations algebraically and graphically
- Exponential relationships
- Number patterns: investigate and generalise
- Coordinate geometry in two dimensions
- Pythagoras' theorem
- Trigonometry in right triangles
- Translations, rotations, reflections
- Data collection
- Display and interpret data
- Bivariate and time-series data
- Surface area and volume formulas directly and inversely
- Networks
- Everyday chance events
- Probabilities

### **SKILLS OUTLINE**

- Identify and organise information
- Develop systematic approaches
- Partition problems into sub-problems
- Identify simpler, related problems
- Choose and use mathematical methods - mental, written and calculator
- Interpret solutions: check answers fit specifications of a problem; link solutions to contexts and reach conclusions
- Communicate methods, reasoning and results

Suitable for Tertiary Entrance Aggregate    Yes

## **MATHEMATICS 2CD**

### **COURSE OUTLINE**

Mathematics 2CD will equip students with some useful mathematical tools to apply in practical situations. In these units students will cover work in Number and Algebra, Space and Measurement, and Chance and Data.

Mathematics 2CD is suitable for general tertiary entry, but will not provide adequate preparation for tertiary courses in which knowledge of calculus, statistical inference or high

level algebra would be useful if this pathway is ended on in Year 11. 2CD taken in Year 11 is followed by 3AB in Year 12 which does prepare students who will need calculus, statistical inference and algebra in their tertiary studies.

### **CONTENT COVERED**

- Interest: simple and compound
- Inflation and depreciation
- Quadratic relationships
- Coordinate geometry
- Network problems
- Probability laws
- Bivariate and time-series data
- Functions and their graphs: quadratics, cubics, exponentials and reciprocals
- Recursion
- Explore patterns and make conjectures
- Trigonometry in right and acute triangles
- Simulate chance events using technology
- Calculate and interpret probabilities that occur in two or three stages
- Random samples: collect and analyse

### **SKILLS OUTLINE**

- Identify and organise information
- Develop systematic approaches
- Partition problems into sub-problems
- Identify simpler, related problems
- Choose and use mathematical methods - mental, written and calculators
- Interpret solutions: check answers fit specifications of a problem; link solutions to contexts and reach conclusions
- Communicate methods, reasoning and results

Suitable for Tertiary Entrance Aggregate    Yes

### **MATHEMATICS 3AB**

#### **COURSE OUTLINE**

Mathematics 3AB will provide a stimulating and interesting introduction to the use of calculus as a powerful mathematical tool.

Mathematics 3AB will be of great value to students proceeding to tertiary studies in courses which make some use of Calculus, even if those students do not take Mathematics 3C and 3D in Year 12.

This option is suitable preparation for tertiary courses in biological, social or management science.

The Year 12 3CD course is suitable preparation for most university Science courses.

### **CONTENT COVERED**

- Functions and their graphs
- Features of graphs: intercepts, symmetry, asymptotes, maxima and minima

- Algebraic solutions of equations: quadratic, factored cubics, exponentials, reciprocals and inverse proportion
- Recursion in practical situations including finance
- Use trigonometry for the solution of triangles
- Counting techniques
- Differential and integral calculus of polynomial functions
- Optimisation problems using calculus
- Linear programming
- Project networks
- Deductive arguments using algebra and geometry
- Bivariate data

### **SKILLS OUTLINE**

- Identify and organise information
- Develop systematic approaches
- Choose and use mathematical methods - mental, written and calculators
- Interpret solutions: check answers fit specifications of a problem; link solutions to contexts and reach conclusions
- Argue to support or contest mathematical conclusions
- Communicate methods, reasoning and results

Suitable for Tertiary Entrance Aggregate    Yes

### **MATHEMATICS SPECIALIST 3AB**

#### **COURSE OUTLINE**

The Mathematics Specialist Course is designed for students who are mathematically very able and who will require a strong mathematical preparation for tertiary studies such as: mathematics, computing, engineering and the physical sciences.

Students selecting Mathematics Specialist 3AB course must also choose Mathematics 3AB.

#### **CONTENT COVERED**

- Vectors: Introduction to vector terminology, representation and methods based on coordinate geometry and trigonometry
- Vector methods extended to include
- vector representations of lines and the dot product
- Trigonometry: Using trigonometry to find distances and angles (in degrees and radians) in geometric figures in two and three dimensions
- Trigonometric functions: properties, graphs and equations
- Trigonometric proofs
- Arc length and radian measure
- Exponential, logarithmic power, reciprocal and absolute functions: graphs; the index and logarithmic laws; applications to growth and decay
- Natural exponentials: natural logarithm differentiation of natural exponentials and natural logarithms
- Function concepts: domain and range, composition, inverses, continuity, limits, rules of differentiation
- Mathematical Reasoning: conjectures from number patterns; establish laws and properties

- Polar coordinates
- Arithmetic with complex numbers

### **SKILLS OUTLINE**

- Identify and organise information
- Develop systematic approaches
- Choose and use mathematical methods - mental, written and calculators
- Interpret solutions: check answers fit specifications of a problem; link solutions to contexts and reach conclusions
- Argue to support or contest mathematical conclusions
- Communicate methods, reasoning and results

Suitable for Tertiary Entrance Aggregate    Yes

## SCIENCE

Chemistry 2AB  
Human Biological Science 2AB  
Physics 2AB

### CHEMISTRY 2AB

#### COURSE OUTLINE

The focus of Chemistry 2A will be chemistry in and around the home. It will enable students to understand the chemical information relating to materials and their uses in their surroundings. Students will use chemical concepts and language to better equip themselves to use chemical information appropriately and to make responsible decisions on the use of materials.

The focus of Chemistry 2B will be chemistry and the environment. Students will understand how chemistry plays a vital role in addressing environmental problems in their community. Students will examine the work of chemists and the responsibilities of all associated with the sustainable development of environments and the use and disposal of related products and by products.

#### CONTENT COVERED

- Classification of matter
- Kinetic theory
- Solutions
- Atomic structure and periodic table
- Chemical bonding
- Chemical reactions and equations
- Chemical calculations
- Energy in reactions
- Reaction rates
- Acids and bases
- Oxidation and reduction
- Organic chemistry
- Applied chemistry

#### SKILLS OUTLINE

- Plan experiments to investigate, illustrate and validate ideas about the chemical world
- Conduct experiments safely, making observations, collecting and recording data and presenting them in an organised and logical way
- Analyse data and draw appropriate conclusions based on evidence and their findings
- Evaluate investigation plans, processes and findings

Suitable for Tertiary Entrance Aggregate    Yes

## HUMAN BIOLOGICAL SCIENCE 2AB

### COURSE OUTLINE

The focus of Human Biological Science 2A will be functioning humans. This part of the course will examine how human structure and function supports cellular metabolism; how genetic variations in offspring can be predicted and how lifestyle choices impact body functioning.

The focus of Human Biological Science 2B will be human survival. This part of the course will provide opportunities to explore in more depth, the mechanisms of transmission of genetic materials to the next generation, the role of males and females in reproduction and how interactions between genetics and the environment influence early development.

### CONTENT COVERED

- Classification of matter
- Metabolism
- Transport
- Mitosis
- Respiratory system
- Circulatory system
- Digestive system
- Excretory system
- Variation and evolution
- Variation from meiosis
- Variation from fertilisation
- DNA
- Differentiation
- Reproductive systems
- Development
- Environmental factors
- Reproductive technologies
- Mutations
- Pedigrees
- Genetic testing
- Human Genome Project
- Variations and the environment

### SKILLS OUTLINE

- plan and conduct investigations
- analyse data, draw conclusions, evaluate investigation design and findings
- evaluate the impact of advancements in human biology on individuals and society
- communicate understandings of human biology

Suitable for Tertiary Entrance Aggregate    Yes

## PHYSICS 2AB

### COURSE OUTLINE

The focus of Physics 2A will be motion, forces and nuclear physics. Within motion and forces, students will explore motion in one dimension to solve both qualitative and quantitative problems. Through the study of nuclear physics, students will learn about atomic structure and subatomic particles to understand the emission of nuclear radiation and nuclear energy.

The focus of Physics 2B will be heating, cooling and electrical fundamentals. In learning about heating and cooling, students will gain insight into temperature measurement, conduction, convection and radiation to develop understandings about how energy is transferred through different types of materials. They will also examine the thermal properties of substances, including thermal expansion, specific heat capacity and latent heat.

With electrical fundamentals, students will learn to apply the concepts of charge and energy transfer to situations involving both electrostatics and current electricity. They will construct and study characteristics of electric circuits; learn how to work safely with electricity; and gain an understanding of the relationship between electricity and magnetism.

Throughout the course students will research real world problems, and will be given opportunities to plan and carry out investigative work. There will also be an emphasis on solving problems with strategies that deal with abstract concepts, principles and techniques.

### CONTENT COVERED

- Nuclear physics
- Heating and cooling
- Electrostatics
- Current electricity

### SKILLS OUTLINE

- Physical world to prepare an investigation plan
- Conduct experiments and investigations
- Analyse data and draw conclusions based on evidence
- Evaluate the accuracy and precision of experimental data and the effectiveness of their experimental design
- Communicate and apply physics skills and understandings in a range of contexts

Suitable for Tertiary Entrance Aggregate    Yes

## **HUMANITIES**

Geography 2AB  
Modern History 2AB

### **GEOGRAPHY 2AB**

#### **COURSE OUTLINE**

The focus of the first unit will be the geography of natural hazards and impact minimisation. The increasing incidence of hazards, together with their impact on standards of living, has prompted the active search for proposed solutions. Students will gain an understanding of how these hazards are perceived and managed at a local, regional and global level.

The focus of the second unit will be the geography of sustainable resource use. Natural resources provide the basis for economic growth in Australia. There is an unprecedented global demand for these resources. Future provision will require application of sustainable management practices to resource development and the surrounding environment.

#### **CONTENT COVERED**

- Geography of natural hazards and impact minimisation:
  - Geomorphic hazards, earthquakes, tsunamis, volcanic eruptions
- Geography of sustainable resource use:
  - One renewable resource activity from any region in Australia i.e. an agricultural, timber or fishing activity
  - One non-renewable resource activity from a mining context within any region in Australia ie a mineral or fossil fuel
  - Atmospheric floods, droughts, storms, bushfires
  - A comparison of the same renewable and non renewable resource activity within a less developed country (LDC) in terms of the human influence on sustainability

#### **SKILLS OUTLINE**

- Geographical thinking, questioning and inquiry
- Mapping and fieldwork skills
- Statistical and graphing skills
- Geographical information systems
- Forms of geographical communication

Suitable for Tertiary Entrance Aggregate    Yes

### **MODERN HISTORY 2AB**

#### **COURSE OUTLINE**

History may be defined as an attempt to interpret the past in order to gain an insight into the future. The study of History will aim to develop citizens who are culturally enriched, aware of their place in time and equipped to challenge myths about the society in which they live. The course will introduce students to some of the themes and topics in the recent history of the world and aims to

further develop students' critical and analytical skills through inquiry based investigation of the often conflicting and fragmentary evidence of the past.

All units will be supplemented with multimedia to provide a visual recreation of history as people experience it. Assessment will be based on assignments, document studies, essays, oral presentations, investigations and examinations.

## **CONTENT COVERED**

### **Societies and Change: USA Between the Wars**

- USA involvement in WWI
- Roaring 20s
- Great Depression
- Road to WWII

### **Historical Trends and Movements: Nazism in Germany 1918-45**

- Treaty of Versailles
- Weimar Republic
- Rise of Hitler and the Nazi Party
- Nazism in Practice
- Road to WWII

## **SKILLS OUTLINE**

- Source analysis
- Essay writing
- Investigations
- Hypothesis inquiry
- Film studies
- Cartoon analysis
- Research
- Conferencing skills
- Cognitive organisers
- Oral skills

Suitable for Tertiary Entrance Aggregate    Yes

## **THE ARTS**

Drama 1AB

Drama 2AB

Music 1AB

Visual Arts 1AB

Media Production and Analysis 1AB

### **DRAMA 1AB**

#### **COURSE OUTLINE**

The focus for this course will be exploring drama and drama events. Students will be introduced to the skills, techniques and conventions of story and story telling enactment, improvisation and play building. Through small scale drama performance projects, students develop their voice and movement skills, interacting in and with the performance space, using technologies such as sets, lighting and sound. Students will also participate in a public performance for an audience other than their class members. They will extend their skills in improvisation and relate these to playwriting structures through a focus on characterisation, use of dialogue and creating drama narratives with dramatic tension.

#### **CONTENT COVERED**

- Australian and world drama
- Playbuilding/storytelling
- Drama narrative and playwriting

#### **SKILLS OUTLINE**

- Voice and movement
- 
- Drama technologies
- Audience/performance relationships
- Improvisation

Suitable for Tertiary Entrance Aggregate    No

### **DRAMA 2AB**

#### **COURSE OUTLINE**

The focus for this course will be dramatic action, challenge and identity. This involves the driving force of drama that arises from conflicting human desires, motivations and objectives and the dramatic tension they create. Students will extend their voice and movement skills and develop specific techniques to enable them to present character that the audience will believe. They will also learn how to write and devise realistic dialogue that drives dramatic action. Students will consider the dynamic role of drama in shaping cultural personal identity. They will learn how drama is shaped by its historical and cultural context and how drama can provide a complimentary or critique that may challenge conventional thinking about particular issues. They will be able to extend their knowledge of drama forms and styles that will be considered challenging, either because of the way that they will challenge the notion of identity related to politics, nationalism, gender or class.

## **CONTENT COVERED**

- Representational and/or realistic drama forms
- Stanislavski Method of Acting
- Australian and world drama
- Presentational/Non Realist Drama

## **SKILLS OUTLINE**

- Characterisation
- Text interpretation
- Drama technologies
- Audience/Performance relationships
- Safe drama practices
- Staging a production

Suitable for Tertiary Entrance Aggregate    No

## **MUSIC 1AB**

### **COURSE OUTLINE**

In this course students will learn about how music is created and performed and how music is, and has always been, a key part of people's lives. They will be introduced to the language of music, developing an understanding of the 'elements of music' and learning theory, aural and music making skills. Students will have opportunities to perform music and create their own music works, developing their own ideas and applying their understandings and skills.

The context of study for this unit will be chosen from:

- Contemporary music
- Jazz

Performing on a chosen instrument is worth 50% of the marks for this course. Students may perform in a style of their choice e.g. classical, contemporary, jazz etc.

### **CONTENT COVERED**

- Performing
- Composing/arranging
- Listening and responding
- Culture and society

### **SKILLS OUTLINE**

- Pitch (including harmony and tonality)
- Rhythm and duration
- Tempo
- Dynamics and expressive techniques
- Texture
- Form/structure

- Timbre

Suitable for Tertiary Entrance Aggregate No

## **VISUAL ARTS 1AB**

### **COURSE OUTLINE**

The focus for this course will be experiences and explorations. Students will develop artworks based on their lives and personal experiences, observations of the immediate environment, events and/or special occasions.

Experiences will be aimed at developing a sense of observation. Students will explore ways to generate and develop ideas using a variety of stimulus materials and explorations from their local environment.

### **CONTENT COVERED**

#### Art Making

- Explore drawing and visual language in directed tasks and activities
- Examine artists and artworks for inspiration
- Test, experiment and explore specific media and techniques
- Explore a range of stimulus materials, and drawing approaches
- Use visual language in the development of artwork
- Explore techniques used by different artists
- Display and evaluate finished artwork

#### Art Interpretation

- Use critical analysis frameworks
- Share opinions about artworks and accept the views of others
- Use guided questions and critical analysis frameworks
- Explain and give reasons for personal opinions about artworks

### **SKILLS OUTLINE**

- Observational and interpretive drawing
- Effective use of the elements and principles
- Artistic research
- Artwork design and production
- Display of resolved artworks
- Evaluation and refining of production processes
- Analysis and evaluation of artworks

Suitable for Tertiary Entrance Aggregate No

## **MEDIA PRODUCTION AND DESIGN 1AB**

### **COURSE OUTLINE**

The focus for this unit will be personal experience. Within this broad focus, students will investigate media experiences in their own lives. Students will be introduced to the language of the media, learning how particular forms, codes and conventions are used to construct fictional characters within stories.

They will examine the media that surrounds them. Students will consider how different audiences interpret media representations of people.

With the assistance of their teachers, they will learn the basic production skills and processes as they apply their knowledge and creativity in their teacher directed production.

## **CONTENT COVERED**

The course content is divided into three content areas:

- Media language
- Audiences
- Production context

## **SKILLS OUTLINE**

- Awareness of safety procedures when using technologies and resources
- Collecting and communicating information for a specific task
- Team skills ie. specific role responsibilities and meeting deadlines
- Production steps in specific non-fiction media
- Applying technical skills and processes
- Identifying successes and problems in own productions.

Suitable for Tertiary Entrance Aggregate    No

## HEALTH & PHYSICAL EDUCATION

Outdoor Education 1AB  
Physical Education Studies 1AB  
Physical Education Studies 2AB

### OUTDOOR EDUCATION 1AB

#### COURSE OUTLINE

In this course, students will focus on experiencing and facing challenges in the outdoors.

Students will be introduced to outdoor activities where they can develop and improve their technical skills and apply appropriate practices to ensure safe participation. They will understand basic planning and organisational requirements necessary for them to participate in positive and safe short duration excursions/expeditions in selected outdoor activities.

Students will plan and resource requirements to deal with extended excursions/short duration expeditions. This will introduce them to simple risk assessment models to assist decision making and safe practices to cope with challenging situations and environments, before reflecting and learning from the experiences.

Students will be introduced to a range of personal skills and interpersonal skills, including self-awareness, effective communication and the identification of leadership qualities. They will work to develop time management and goal setting skills to work with others and strategies for building group relationships. Students will understand the main styles of leadership and how to use strategies to promote effective groups.

Students are expected to plan and participate in a short stay expedition/camp.

There is a cost involved in this unit.

#### CONTENT COVERED

- Planning
- Skills and practices
- Safety
- Personal skills
- Working with others
- Leadership
- The environment
- Relationship with nature
- Environmental management

#### SKILLS OUTLINE

- Investigation
- Performance 1: specific to activity skills and strategies
- Performance 2: specific to excursion/expedition
- Response

Suitable for Tertiary Entrance Aggregate    No

## **PHYSICAL EDUCATION STUDIES 1AB**

### **COURSE OUTLINE**

The focus for this course will be participation in physical activity and with peers.

Students will be introduced to fundamental movement concepts and the structure of their body that provide a basis for exploring their participation. In selected physical activities, students will be introduced to a 'game sense' approach to understanding tactical problems.

Students will use observation and simple qualitative methods to assess personal movement competency, undertake general fitness activities, practise interpersonal and mental skills, make decisions and set simple goals. They will reflect on personal attitudes towards values associated with physical activity and the characteristics of the coach.

Selected learning contexts will enable students to enhance their understanding of themselves and others. In selected physical activities and in response to problems that will be encountered, students observe their peers and teach simple skills. This will include the implementation of skills and tactics. While taking on various roles and positions, they will apply strategies for solution-focused decision making and strategies to enhance motivation. Students will also plan and conduct warm ups and cool downs and develop skills in sports first aid.

**This Course is 50% Theoretical.**

### **CONTENT COVERED**

- Developing skills, strategies and tactics
- Biomechanics
- Motor learning and coaching
- Exercise physiology
- Functional anatomy
- Sport psychology

### **SKILLS OUTLINE**

- Practical performance
- Skills performance
- Investigation
- Response

Suitable for Tertiary Entrance Aggregate    No

## PHYSICAL EDUCATION STUDIES 2AB

### COURSE OUTLINE

The focus of 2A will be to explore anatomical and biomechanical concepts, the body's responses to physical activity, and stress management processes to improve their own and others' performance in physical activity.

The focus of 2B will be to identify the relationship between skill, strategy and the body in order to improve the effectiveness and efficiency of performance

In working with peers, younger students or family members, students will explore the practical application of concepts and principles relating to training, skill development and movement competency, psychological aspects of participation styles of leadership and decision-making.

Students will be challenged to match and adapt training and skill development strategies to enhance specific aspects of participation relevant to individual and or group needs and interests.

**This Course is 70% theoretical.**

### CONTENT COVERED

- Developing skills, strategies and tactics
- Biomechanics
- Motor learning and coaching
- Exercise physiology
- Functional anatomy
- Sport psychology

### SKILLS OUTLINE

- Game performance
- Skills performance
- Investigation
- Response

Suitable for Tertiary Entrance Aggregate    Yes

## **TECHNOLOGY & ENTERPRISE**

Accounting and Finance 2AB  
Business Management & Enterprise 1AB  
Children, Family & The Community 1AB  
Design (Graphic Design) 1AB  
Food Science & Technology 1AB  
Materials, Design & Technology  
1AB (Woodwork)

## **ACCOUNTING AND FINANCE 2AB**

### **COURSE OUTLINE**

This course will introduce students to the language of business. Both Financial accounting and Managerial accounting topics will be covered. This course will give students excellent grounding if they are interested in pursuing a business degree at university or entering the business world after school.

If students continue this course in Year 12 they will have the opportunity to complete a first year accounting unit at Curtin University. The top one or two students in the Curtin University programme have the opportunity of receiving a paid internship from an accounting firm.

### **CONTENT COVERED**

- General Ledger
- Journals
- Accrual accounting
- Accounting principles and conventions
- Depreciation
- Accounting reports
- Cost accounting

### **SKILLS OUTLINE**

- Preparation of journals, ledgers and a trial balance
- Financial analysis
- Preparation of financial statements

Suitable for Tertiary Entrance Aggregate    Yes

## **BUSINESS MANAGEMENT & ENTERPRISE 1AB**

### **COURSE OUTLINE**

The focus in this course will be on the role of business in Australia. Most people have had consumer experiences, whether it is using a mobile phone, watching TV or paying for and using other goods and services. Therefore, learning contexts will be selected that tap into these interests and build upon this informal understanding. Students will be given opportunities and explore business start-ups to recognise the factors that contribute to business success. Entrepreneurship and innovative thinking will be introduced, generating ideas and proposals that may be suitable for business ventures. These proposals will then developed into a business plan. Students will also have the opportunity to simulate the running of a business venture.

### **CONTENT COVERED**

- Starting your own business
- Small business
- Evaluating businesses
- Exploring business types
- Managing business finance
- Management practices

### **SKILLS OUTLINE**

- Problem solving
- Initiative

Suitable for Tertiary Entrance Aggregate    No

## **CHILDREN, FAMILY & THE COMMUNITY 1AB**

### **COURSE OUTLINE**

The focus for 1A will be me, my family and my community. Students focus on the domains of development and the needs of individuals. They examine the roles, rights and responsibilities of individuals, families and the community.

Skills, processes, understandings and knowledge essential to independent life or to caring for others will be developed through individual and group activities using skills, techniques and resources to find, utilise and communicate information. Students will also develop self-management, goal setting and decision-making skills to achieve personal and group goals.

The focus of 1B will be family uniqueness. Students will examine the role of families and the relationships between individuals, families and their communities.

Through an understanding of growth and development, students will recognise the characteristics of individuals and families and that development is affected by biological and environmental factors. Students will identify and examine families, their similarities and differences, the issues that arise from family interactions and the influence of attitudes, beliefs and values on the allocation of resources to meet needs and wants.

## **CONTENT COVERED**

- Nature of growth and development
- Factors effecting growth and development
- Community services
- Communicating and advocating
- Self management skills
- Social systems
- Ethical and legal awareness with children

## **SKILLS OUTLINE**

- Caring for children
- Self awareness

Suitable for Tertiary Entrance Aggregate    No

## **FOOD SCIENCE & TECHNOLOGY 1AB**

### **COURSE OUTLINE**

This course will cater for students who have an interest in food and those who wish to pursue a career in any aspect of the food industry. The course is designed to enable students to acquire the skills necessary to develop new food products through an understanding of the technology process. Investigation of the concepts relating to materials, information and systems, as they apply to the food industry, will assist students to develop high quality food products. The enterprise aspects of food product development will also be examined, as

well as designing and preparing meals for specific groups.

Many of the skills that students will acquire are transferable, including employment related competencies, organisational skills, independent work practices and creative problem solving. There will also be opportunities for links with a wide range of post school options including employment, further training or tertiary education.

**This course is 70% practical.**

### **CONTENT COVERED**

- Food health and choices
- Spotlight on my food
- Food as a commodity
- Nutrition
- Processing food
- Properties of food
- Safe & hygienic food production
- Food handling
- Cooking methods

### **SKILLS OUTLINE**

- Creative thinking

- Food preparation skills
- Apply self management and communication skills
- Apply enterprising capabilities and organisational skills

Suitable for Tertiary Entrance Aggregate No

## **MATERIALS, DESIGN & TECHNOLOGY (WOODWORK) 1AB**

### **COURSE OUTLINE**

Materials, Design and Technology is a practical subject designed to give students the opportunity to experience aspects of designing, constructing, appraising and marketing furniture.

Teachers will assess how students investigate products or projects and how they devise, develop and modify design solutions throughout the technology process.

This subject will focus on the application of current technology in the furniture industry.

Suggested areas include the use of common materials in design joinery and construction with students learning how to use both hand held tools and other specialist wood tools.

This course is based on learning practical skills, although 40% of the course is theoretical.

### **CONTENT COVERED**

- Workshop safety
- Joining and construction
- Furniture designing & finishing

### **SKILLS OUTLINE**

- Manual tool use
- Power tools
- Wood working machines

Suitable for Tertiary Entrance Aggregate No

# LANGUAGES

## ITALIAN 2AB

### COURSE OUTLINE

The focus for this unit will be rapporti (relationships) and andiamo! (travel - let's go!). It will be aimed at students who have sound basic skills in Italian and are ready to develop them to a higher level. They will compare their own culture and identity with that of their peers in Italy, exploring different Italian speaking communities through the medium of the Italian language. They will also interact with Italian speakers in either Australia or Italy at a deeper level, and begin to view their own culture from the perspective of an Italian speaker. Through their experiences in the course, students will explore popular or traditional culture, the culture of everyday life, notions of national or regional identity and other forms of culture specific to Italy. There will be an emphasis on ways in which learning Italian may be of benefit to students in relation to future work.

### CONTENT COVERED

Textual conventions:

- Formal conversation
- Sequencing of ideas using headings and paragraphs
- Use of body language and gestures

Vocabulary and Grammar:

- Adjectives (preceding nouns, comparative and superlative)
- Articulated prepositions
- Adjectives (alcuno, qualche)
- Nouns
- Pronouns (ci, vi, si, possessive)
- Verbs (present, idiomatic expressions, reflexives, modals, present perfect, future, imperfect, imperative, conditional)

Intercultural understandings:

- Family, school, friends and workplace
- Formal versus informal language
- Gender relationships and peer groups
- Role of community/neighbourhood in Italy
- Natural/historical environment
- Place of technology
- Attitude towards visitors
- Reasons for Italian movement around the globe and immigration to Australia
- Everyday life in Italy and Australia
- Influence of technology on tourism

### SKILLS OUTLINE

- Oral communication
- Response (listening and responding)
- Response (viewing, reading and responding)
- Written communication

Suitable for Tertiary Entrance Aggregate    Yes

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# SECTION 5

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## VOCATIONAL EDUCATION

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### ONSITE PROGRAMME

#### WORKPLACE LEARNING 1AB

##### COURSE OUTLINE

Workplace Learning will aim to provide all students with the knowledge, workplace skills and attitudes valued within work environments, as a preparation for work. Students will prepare for and be placed in a suitable workplace. While in the workplace, students will be assessed on work related skills by the workplace supervisor. Students will reflect on the skills assessed through formal school- based assessments.

Students will have an opportunity to try two different placements and by doing so, increase their knowledge and skill base as well as their network of contacts. For those looking for an apprenticeship or traineeship, it is also a great opportunity to impress a potential employer.

Students will do two 15 week placements. They will be out of school one day a week, and for the remainder of the week participating in class based activities such as logbook write-ups, assessment for this course and private study. For the remainder of the week, students will also cover a range of work related issues such as rights and responsibilities, equal opportunity, basic first aid and conflict resolution.

This subject is incorporated into the ONSITE programme. (see following page)

##### CONTENT COVERED

- Similarities and differences between school and workplace environments
- The daily organisational characteristics of workplace environments
- Roles, rights and responsibilities of employees and employers
- Occupational safety and health issues in the workplace
- Appropriate workplace behaviour and etiquette
- Equal opportunity and harassment procedures
- Issues relating to conditions within different workplaces

##### SKILLS COVERED

- Communication
- Teamwork
- Planning and organisation
- Self Management
- Technology
- Initiative and enterprise
- Problem solving
- Learn skills associated with the job

Suitable for Tertiary Entrance Aggregate No

## **VOCATIONAL PROGRAMMES**

The College gives students the opportunity to participate in three types of vocational programmes:

### **ONSITE**

ONSITE is the College Workplace Learning Programme. Students spend one day per week in an industry of their choice. With the benefit of an ONSITE programme behind them, students can be better prepared to find their niche in industry.

Students who are accepted into the specialist ONSITE programme have access to specialised training in numerous areas. In these specialised courses ONSITE manages the work place training while TAFE deliver the qualification.

### **AIMS**

- To provide the knowledge, workplace skills and attitudes valued within work environments, as a preparation for employment
- To develop a range of employability skills
- To develop personal and broader communication skills
- To assist with career planning
- To develop a positive attitude to schooling by establishing its relevance to real work requirements
- To enable students to complete Year 12 and attain their WACE and have the benefit of ongoing work experience and training
- To assist in obtaining a place at TAFE and/or employment in the future as ONSITE (WL) attracts points for TAFE

### **WHICH STUDENTS MIGHT BENEFIT FROM ONSITE?**

- Year 12 students who are not aiming for University Entrance upon leaving school
- Year 12 students who are interested in attending TAFE or gaining a job after the completion of Year 12
- Successful completion of ONSITE gives the student a grade towards WACE
- Successful completion of ONSITE gains points towards entrance to TAFE

### **PROCEDURE**

- Students apply at school for a position as an ONSITE candidate.
- Attend an interview with the ONSITE staff
- Students undertake six (6) courses in Year 11/12 - one of which must be Workplace Learning
- There are two work placements during the year. Students are allocated to a business for one day per week. A business employee trains the student in a variety of skills and tasks.
- During each placement, students are provided with an employability skills logbook, which indicates the skills attained.

### **SPECIALIST ONSITE PROGRAMMES**

Students entering Year 11 may apply to join one of the following Specialist ONSITE Programmes. This means that they do on the job training plus attend off the job training at a TAFE or private provider so that they can begin formal training in their chosen field. Thus students can receive a grade which counts towards the achievement of WACE and at the same time shorten the time spent on tertiary studies.

## **THE DREAM FACTORY (BUILDING & CONSTRUCTION)**

This is a partnership venture being offered by the Housing Industry Association and Polytechnic West. This course runs over two years. Students do Workplace Learning (WL) and work towards a Certificate 1 or Pre-Apprenticeship in Building and Construction. Students will still complete their requirements for WACE.

## **THE PLAYGROUND PROGRAMME (CHILDCARE)**

This programme is run by Polytechnic West. This is a two year course. Students do Workplace Learning (WL) and work towards a Certificate III in Children's Services.

## **HEALTH ASSIST**

This is a programme which offers students opportunities in Nursing, Dental Services, Community Service Work, Disability Services, Aged Care

Students will achieve their WACE whilst continuing studying for a Certificate IV at TAFE which can lead to university entry.

## **HOW TO APPLY**

To apply for ONSITE or the ONSITE specialist programme please obtain an application form from your Subject Selection Advisor. Please also indicate your interest in ONSITE on the Course Selection form.

## **COST**

\$375 for the ONSITE programme

Students and parents/guardians are required to attend an Information Night on the 21 August 2012 at Chisholm Catholic College.

## **TAFE @ SCHOOL**

The Central Institute of Technology and Polytechnic West are offering Year 11 & 12 students the opportunity to study the following programmes. Students spend one day at TAFE and four days at school. Students must apply to TAFE and the courses are competitive. Please see Mr Murphy for further details.

Aged Care	Leederville Campus
Beauty Therapy	Perth Campus
Building & Construction	Perth Campus/ Mindarie
Business	Perth Campus
Child Care	Leederville Campus/Midland
Financial Services	Perth Campus
Health	Mt Lawley Campus
Information Technology	East Perth Campus
Legal Studies	Perth Campus
Mine and Construction Surveying	East Perth Campus
Multimedia	East Perth Campus
Real Estate	East Perth Campus
Teacher Assistant	Leederville Campus
Tourism & Events	Perth Campus

## **SCHOOL BASED APPRENTICESHIPS & TRAINEESHIPS**

Students who secure a school based apprenticeship or traineeship also complete school subjects. It is the responsibility of the student to secure these placements. Please see Mr Wilson to secure these placements or Mr Murphy for further details.

### **SCHOOL BASED TRAINEESHIPS (SBT)**

A School Based Traineeship provides an opportunity for full time secondary school students to begin preparing themselves for a career in the industry of their choice. School based traineeships are generally available in non-trade industry areas. They are a great way to develop skills and get paid at the same time. With a School Based Traineeship students can work towards achieving their WACE and an industry recognised qualification. School Based Traineeships can open up new career and employment opportunities and enhance students' employability skills. Students are usually out of school one day a week.

There are many traineeships, generally at Certificate II level, for students to choose from.

Benefits of a School Based Traineeship include the opportunity to:

- Participate in school and work concurrently
- Graduate and achieve the West Australian Certificate of Secondary Education
- Achieve a nationally recognised industry qualification
- Practice hands-on learning in the workplace which makes the transition from school to work much easier
- Open up different ways of getting into university or other training, should students wish to continue studies once leaving high school, either full-time or part-time
- Make an early start on a career

Students are usually assessed in the workplace. Occasionally, some traineeships require students to attend TAFE. This information is not available to the school until the start of Term 1 the next year.

The College is not responsible for finding an employer who will take the student on as a school based trainee. Students must find their own placement. It is recommended that students interested in this option see the Deputy Principal with a confirmed offer of a school-based traineeship prior to the end of this year.

### **SCHOOL BASED APPRENTICESHIPS (SBA)**

A School Based Apprenticeship allows students to commence an apprenticeship while still at school. Students start their apprenticeship on a part-time basis at school and continue on a full-time or part-time basis after leaving school.

An apprenticeship leads to a trade qualification and combines employment and training at work with complementary off-the-job training.

School Based Apprentices enter into a legally binding Apprenticeship Agreement between the employer, student and parent or guardian to complete the apprenticeship.

School Based Apprentices generally attend school three days a week, work one day a week and go to a training organisation such as TAFE for one day a week. Occasionally, TAFE will change its schedule from a weekly timeslot to a block timeslot. Please be aware that Holy Cross College has no control over these decisions and is often not informed of such changes until early Term 1.

## **SCHOOL APPRENTICESHIP LINK (SAL)**

The School Apprenticeship Link (SAL) is a fantastic opportunity for young people still attending school and enrolled in the Western Australian Certificate of Education (WACE) to be one step ahead of other young people who want to become apprentices.

SAL is a school-based transition from school to an apprenticeship for students in Years 11 and 12. There are two SAL options in various trades; a family of trades programme and a trade specific pre- apprenticeship.

Students in the SAL programme must attend school, undertake training at a Registered Training Organisation (RTO) participating in the programme and be linked to a minimum of two employers for work placement.

The SAL family of trades programme is available in these industries:

- automotive (heavy and light vehicle, auto body refinishing and repair, auto electrical)
- building and construction (wall and floor tiling, bricklaying, carpentry and joinery, ceiling fixing, plastering, painting)
- food (cooking, pastry cook, bread baking)
- horticulture (landscaping, nursery, turf, gardening)
- furniture trades (cabinet making, furniture finishing, upholstery)
- metals and engineering (plant, fabrication and mechanical fitting)
- hairdressing.

Trade specific pre-apprenticeships are available in most of these industry areas.

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# SECTION 6

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## OTHER INFORMATION

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### EXAM ACCOMMODATIONS

Holy Cross College strives to provide the best learning environment for all students to achieve their potential. Students with documented learning difficulties may be granted special exam accommodations. From Year 11 onwards, the College follows the School Curriculum and Standards Authority's (SCSA) special exam arrangement guidelines to assist students in completing WACE examinations. This means students in Year 11 who wish to apply for special exam accommodations need to provide the College with updated psychological assessments and specialist reports which state a diagnosis of a learning difficulty and recommendations for specific exam accommodations. These assessments need to be completed in Year 11 as they will be used to support students' Year 12 applications for Special Examination Arrangements through SCSA. All reports need to be less than two years old upon application.

Please be aware that without a diagnosis or supporting documentation, students will not receive special exam accommodations.

Further information can be obtained at:

[http://www.curriculum.wa.edu.au/internet/Senior\\_Secondary/WACE\\_Examinations/Special\\_Provisions](http://www.curriculum.wa.edu.au/internet/Senior_Secondary/WACE_Examinations/Special_Provisions)

### HOME STUDY

Home study is an integral component of the learning process and is preparatory, supplementary and supportive of work covered in class. Home study is an essential component of all Senior School courses.

The purpose of home study is to:

- reinforce knowledge and skills covered in class
- complete work commenced in class
- undertake work such as reading and note-taking in preparation for future lessons
- extend class work through further reading, written and practical work
- work on and complete assignments
- develop skills to work independently
- Study is time set aside to revise and reinforce concepts and skills already learnt. The purpose of study is to:
  - remember what you have learnt
  - revise for tests and exams

Appropriate time allocation for home study is as follows:

- Stage 2 and Stage 3 courses: ½ hour per course five times per week,
- Stage 1 courses: 1 - 2 hours per course per week (courses with a practical component may require additional time).

Total time allocation - a minimum of 2.5 hours five times per week.

Prior to tests, exams and assignments, a substantial amount of time should be set aside on weekends to ensure thorough revision is achieved and work is completed on time.

The ultimate responsibility for home study being completed rests with students and parents.

## USEFUL WEBSITES

### University

Curtin University	<a href="http://www.curtin.edu.au/">http://www.curtin.edu.au/</a>
Edith Cowan University	<a href="http://www.ecu.edu.au/">http://www.ecu.edu.au/</a>
Murdoch University	<a href="http://www.murdoch.edu.au/">http://www.murdoch.edu.au/</a>
Notre Dame	<a href="http://www.nd.edu.au/">http://www.nd.edu.au/</a>
University of WA	<a href="http://www.uwa.edu.au/">http://www.uwa.edu.au/</a>

### TAFE

Polytechnic West	<a href="http://www.polytechnic.wa.edu.au/">http://www.polytechnic.wa.edu.au/</a>
Challenger Institute	<a href="http://www.challenger.wa.edu.au/">http://www.challenger.wa.edu.au/</a>
West Coast Institute of Technology	<a href="http://www.wcit.wa.ed.au/">http://www.wcit.wa.ed.au/</a>
Central Institute of Technology	<a href="http://www.central.wa.edu.au/">http://www.central.wa.edu.au/</a>

### Other

School Curriculum & Standards Authority	<a href="http://www.curriculum.wa.edu.au/">http://www.curriculum.wa.edu.au/</a>
TISC	<a href="http://www.tisc.edu.au/">http://www.tisc.edu.au/</a>
Defence Forces	<a href="http://www.defencejobs.gov.au/">http://www.defencejobs.gov.au/</a>
Apprenticeships	<a href="http://www.trainingwa.wa.gov.au/apprenticentre/detcms/portal">http://www.trainingwa.wa.gov.au/apprenticentre/detcms/portal</a>
Job Search	<a href="https://jobsearch.gov.au/">https://jobsearch.gov.au/</a>
MyFuture	<a href="http://www.myfuture.edu.au/">http://www.myfuture.edu.au/</a>
Job Guide	<a href="http://jobguide.deewr.gov.au/">http://jobguide.deewr.gov.au/</a>

## **GLOSSARY**

### **ACADEMIC ACHIEVEMENT**

As a means of recognising academic endeavour and encouraging students to pursue excellence, Year 11 students will be awarded an Academic Achievement Certificate at the end of the year. Depending on a student's performance, this certificate may be issued with the addition of a Credit, Distinction or High Distinction notation.

### **ACADEMIC GOOD STANDING (AGS)**

An academic goal that all Year 10, 11 & 12 students aim for. This is achieved by completing all tasks, maintaining a C grade average and fulfilling the student's enrolment agreement.

### **APPRENTICESHIP**

Apprenticeships are practical, hands on training programmes in which students are paid while they learn. Apprenticeships generally apply to trades, are 3-4 years in duration and involve both on-the-job and TAFE learning.

### **AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)**

A number out of 100 which indicates a student's relative position compared with all other students who graduated from Year 12 in WA. It is used to determine entrance into university courses.

### **COMMUNITY SERVICE**

Students are required to complete a minimum of 20 hours of Community Service over Years 11 and 12. This is defined as 'activities undertaken for the benefit of individuals and/or community for no financial reward'. The hours are recorded on the WACE certificate.

### **COURSE CUT-OFFS**

The minimum ATAR required for entry into a particular university course, it is only a guide as it changes from year to year.

### **COURSE OF STUDY**

A term used to describe the new courses that have been introduced recently by the Curriculum Council and will replace the name for all courses formerly referred to as TEE and Non-TEE subjects.

### **SCHOOL CURRICULUM AND STANDARDS AUTHORITY (SCSA)**

The School Curriculum and Standards Authority is an independent statutory authority that is responsible to the Minister for Education and Training. It determines curriculum directions for Kindergarten to Year 12 education in Western Australia and provides direction for the development, accreditation and assessment of senior secondary school courses.

### **DESIRABLE PREREQUISITE**

Courses that are not compulsory to have been studied previously but would be beneficial to the student if they have.

### **DREAM FACTORY**

A VET programme in which students do Workplace Learning and work towards a Certificate I or pre-apprenticeship in Building and Construction, over a two year period.

### **ENGLISH LANGUAGE COMPETENCE**

One of the requirements for achieving the WACE. Students should attain a C grade at least by the end of Year 12 to be eligible for English Language Competence.

### **INTERNAL ASSESSMENT**

Assessment set and marked by teachers of Holy Cross College.

## **MINIMUM ENTRANCE REQUIREMENTS (MER)**

The level of achievement necessary to gain entry to any TAFE course

## **ONSITE**

The name given to a cluster of schools that are involved in the same Workplace Learning programme of which Holy Cross College is a member. Holy Cross College's Workplace Learning programme is often referred to as ONSITE.

## **PLAYGROUND PROGRAMME**

A VET programme in which students participate in Workplace Learning and work towards a Certificate III in Children Services over a two year period.

## **PREREQUISITE**

A level of achievement that a student must reach in order to be successful in a particular course he/she wishes to study in the following year.

## **SCALING**

Scaling adjusts for differences between courses and aims to ensure that students are not disadvantaged if they choose a difficult course.

## **SCHOOL APPRENTICESHIP LINK (SAL)**

A programme for students in Years 11 and 12 considering an apprenticeship after finishing school. It allows students to try different jobs in the same industry and is ideal if students think they know the industry they would like to work in but are not sure which job.

## **SCHOOL BASED APPRENTICESHIPS (SBA)**

School based apprenticeships allow students in Years 11 and 12 to start an apprenticeship while still at school. The employer, student and parent/care giver enter into a legally binding training contract to complete the apprenticeship.

## **SCHOOL BASED TRAINEESHIPS (SBT)**

School based traineeships allow students in Years 11 and 12 to develop skills and get paid while they prepare for a career in the workforce. Students work towards secondary graduation and an industry recognised qualification.

## **SECONDARY GRADUATION**

This is also referred to as WACE.

## **SELECTION CRITERIA**

Selection criteria are academic and other criteria, which are used to score eligible applicants competing for entry into a TAFE course where there are more applications than places available for a course.

## **TERTIARY ENTRANCE AGGREGATE (TEA)**

Used as the basis for the calculation of the ATAR. It is calculated using scores in the four best courses. Some rules apply to the calculation of this aggregate.

## **TERTIARY INSTITUTIONS SERVICE CENTRE (TISC)**

TISC is an incorporated body established by Curtin University of Technology, Edith Cowan University, Murdoch University and The University of Western Australia. Its main role is to process applications for admission to undergraduate courses at the above universities.

## **TRAINEESHIP**

Traineeships are practical, hands on training programmes in which students are paid while they learn. Traineeships generally apply to non-trade areas and usually take a year to complete. Most traineeships are assessed in the workplace and do not require time at TAFE.

## **WACE EXAMS**

External exams sat at the end of Year 12 that are set and marked by a panel of professionals from the education industry. The results are used for university entrance.

## **WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION (WACE)**

A certificate awarded to students who successfully complete the two years (11 & 12) of senior secondary schooling.

## **WORKPLACE LEARNING**

A course of study programme that allows students to work in a workplace of their choice, one day a week. Students are awarded a grade through successful completion of assessments and hours required.