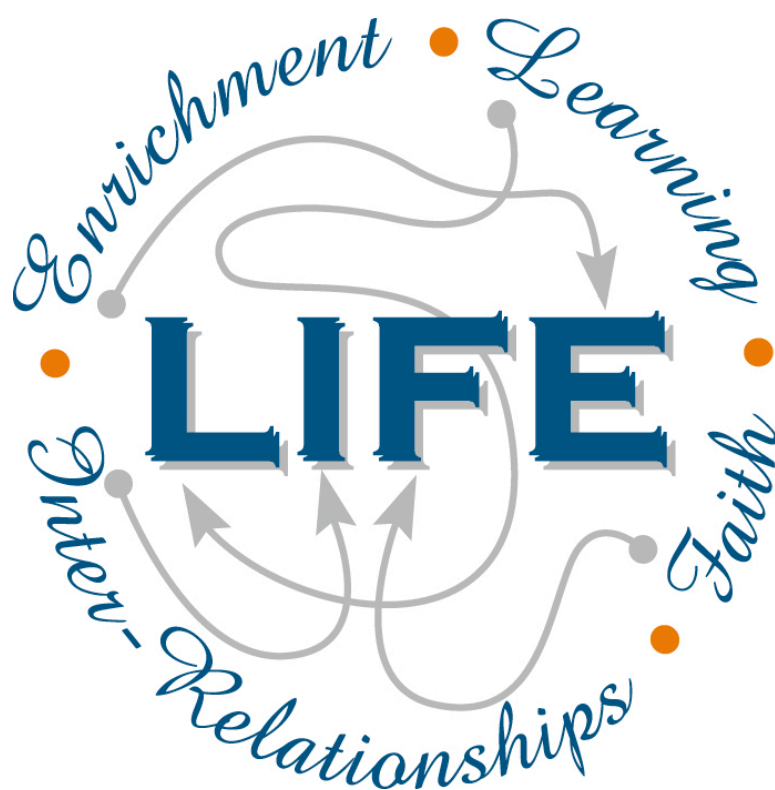

CURRICULUM INFORMATION HANDBOOK



YEAR 11 & 12 - 2018
COMMENCING SPRING TERM 2017

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INTRODUCTION

All students at Holy Cross College are encouraged to be challenged, engaged and progressing. This is pivotal in the process of subject selection as it is important that students choose subjects suitable to their ability level. The college aims to develop visionary young people who embrace their changing world with confidence and optimism.

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 Spring Term 2017 (Term 4), Year 10 students commence their journey through Senior School and are now at an important decision time in their educational journey. During Semester 1 students attend a careers expo in the city, enabling them to explore different career options with industry representatives.

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. It is equally important that students consider their current ability level when selecting subjects, as there are a number of different pathways to gain entry into tertiary institutions. They do not need to know the exact career they wish to follow, but they need to have some broad educational goals.

Senior School courses commence in the Spring Term giving students a full eight terms to complete the requirements of their final two years of schooling.

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 and what they do in Years 11 and 12, is what will give them the choice.

We look forward to working with students and parents in helping the students achieve their goals.



Mr Paul Murphy

Deputy Principal: Enrichment



Ms Anita O'Donohue

Deputy Principal: Learning

SECTION 1

WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION (WACE)

The WACE is a certificate that demonstrates significant achievement over Years 10, 11 and 12.

WACE REQUIREMENTS

Achievement of the WACE acknowledges that at the end of your child's compulsory schooling they have achieved or exceeded the required minimum standards in an educational program that has suitable breadth and depth.

To achieve a WACE, a student must satisfy the following:

GENERAL REQUIREMENTS

- demonstrate a minimum standard of literacy and a minimum standard of numeracy based on the skills regarded as essential for individuals to meet the demands of everyday life and work in a knowledge-based economy
- complete a minimum of 20 units or equivalents as described below
- pathway: complete five or more Year 12 ATAR courses or complete a Certificate II or higher.

BREADTH AND DEPTH

Students will complete a minimum of 20 course units or the equivalent. This requirement must include at least:

- a minimum of ten Year 12 units or the equivalent
- two completed Year 11 English units and one pair of completed Year 12 English units
- one pair of Year 12 course units from each of List A (arts /languages/social sciences) and List B (mathematics/ science/technology).

ACHIEVEMENT STANDARD

Students will be required to achieve fourteen C grades (or equivalents, see below) in Year 11 and Year 12 units, including at least six C grades in Year 12 units (or equivalents). Unit equivalence can be obtained through Vocational Education and Training (VET) programs and/or endorsed programs. The maximum unit equivalence available through these programs is eight units – four Year 11 units and four Year 12 units. Students may obtain unit equivalence as follows:

- up to eight unit equivalents through completion of VET programs, or
- up to four unit equivalents through completion of endorsed programs, or
- up to eight unit equivalents through a combination of VET and endorsed programs, but with endorsed programs contributing no more than four unit equivalents.

The amount of unit equivalence allocated to VET and endorsed programs is as follows:

VET Qualifications

- Certificate II is equivalent to two Year 11 and two Year 12 units

- Certificate III or higher is equivalent to two Year 11 and four Year 12 units
- Endorsed programs – Christian Service Learning in Years 10, 11 & 12. Students are awarded 1 unit towards their WACE for every 55 hours of service.

There are five types of courses available at the College for student selection:

1. **ATAR course units** for students who are aiming to enrol in a university course direct from school. These courses will be externally examined by SCSA and contribute to the achievement of an Australian Tertiary Admission Rank (ATAR).
2. **General course units** for students who are aiming to enter further training or the workforce directly from school. These courses will not be externally examined by SCSA, but will have one task that is set by SCSA as a moderation task.
3. **Foundation course units** for those who need additional help in demonstrating the minimum standard of literacy and numeracy.
4. **Preliminary course units** for those who may need modification to the curriculum to meet their special needs. Preliminary courses do not contribute to the achievement of a WACE.
5. **VET courses** for tertiary bound and non-tertiary bound students. Non-tertiary bound students are required to have at least one Certificate II course or higher completed in Year 11 or 12 to achieve a WACE.

The College's Christian Service Learning program also contributes to the WACE.

ACHIEVEMENT OF WACE

The course types listed above contribute to the achievement of a WACE, with the exception of Preliminary course units, that do not contribute to the achievement of a WACE. WACE courses are grouped into List A (arts/languages/social sciences) and List B (mathematics/science/technology). Students studying for a WACE are required to select at least one Year 12 course from each of List A and List B.

If you think you will be heading to university once you finish Year 12 you should enrol in at least four ATAR courses to be eligible for an ATAR. The rank is used by universities as a selection mechanism. More information about the ATAR is available at <http://www.tisc.edu.au/static/guide/atar-about.tisc?cid=12862>.

If you do not complete the course requirements to achieve an ATAR you will need to achieve a minimum of a Certificate II qualification.

Each course has four units – Unit 1 and 2 (Year 11 units) and Unit 3 and 4 (Year 12 units). Unit 1 and 2 can be studied as a pair. Unit 3 and 4 must be studied as a pair. i.e. a course change made midway through Year 12 means that students will need to complete ALL the assessment requirements of the course. SCSA will set a cut off date for student course changes.

LITERACY AND NUMERACY

There are two parts to demonstrating competence in literacy and numeracy. First, you are required to complete two Year 11 English units and a pair of Year 12 English units. Second, you must demonstrate that you have met the minimum standard for literacy and numeracy, which is based on skills regarded as essential for individuals to meet the demands of everyday life and work. You can demonstrate the minimum standard through the Online Literacy Numeracy Assessment (OLNA), or if you demonstrate Band 8 or higher in your Year 9 NAPLAN, Reading, Writing and Numeracy tests.

The OLNA is compulsory for those students who have not prequalified in one or more of the components through Year 9 NAPLAN and want to achieve the WACE. Students will have up to six opportunities (two per year) between Year 10 and 12 to demonstrate the literacy and numeracy minimum standard.

There are three assessment components:

- one 60-minute, 60-item multiple-choice of Reading
- one 60-minute, 60-item multiple-choice of Numeracy, and
- one 60-minute, extended response in Writing of between 300 and 600 words

Disability provisions are available for students with significant conditions that may severely limit their capacity to participate in the OLNA.

PATHWAYS TO ACHIEVE WACE

The WACE breadth and depth of study requirement previously outlined, specifies that students must complete a minimum of 20 units (10 courses) during Years 11 and 12, including a minimum of ten Year 12 units or equivalents. Students may use ATAR courses, General courses, Foundation courses (but not Preliminary courses), VET programs, or endorsed programs to meet this requirement.

There are limits to the number of VET programs and endorsed programs that may contribute to achievement of the WACE. In summary, students can gain unit equivalence of up to four Year 11 units and four Year 12 units on the basis of completed VET programs and endorsed programs but a maximum of four units from endorsed programs.

The following are examples of some study options for students. They do not represent the minimum requirements to achieve a WACE which were previously described.

Table 1: Examples of study options

Student	Courses studied (with minimum C grade achievement)	Eligibility for WACE certification	Eligibility for ATAR
1	six Year 11 ATAR courses five Year 12 ATAR courses	Yes (22 units, 10 Year 12)	Yes
2	four Year 11 ATAR courses two Year 11 General courses (excluding Preliminary) four Year 12 ATAR courses two Year 12 General courses (excluding Preliminary)	Yes (24 units, 12 Year 12)	Yes
3	four Year 11 ATAR courses two Year 11 General courses (excluding Preliminary) two Year 12 ATAR courses four Year 12 General courses (excluding Preliminary)	No (24 units, 12 Year 12) but no Cert II	No

	Preliminary)		
4	<p>Year 11 ATAR courses</p> <p>two Year 11 General courses (excluding Preliminary)</p> <p>one Year 12 ATAR course</p> <p>two Year 12 General courses (excluding Preliminary)</p> <p>VET Cert II</p> <p>Endorsed program: Workplace Learning (two units, 110 hours) – attributed to Year 12</p>	<p>Yes</p> <p>(24 units, 10 Year 12)</p>	No
5	<p>four Year 11 General courses (excluding Preliminary)</p> <p>VET Cert I</p> <p>four Year 12 General courses (excluding Preliminary)</p> <p>VET Cert II</p>	<p>Yes</p> <p>(22 units, 10 Year 12)</p>	No

WESTERN AUSTRALIAN STATEMENT OF STUDENT ACHIEVEMENT (WASSA)

A WASSA is issued to all Year 12 students who complete any study that contributes towards a WACE. It lists all courses and programmes students have completed in Year 11 and 12. This is separate to the WACE certificate.

SECTION 2

SELECTING COURSES

Entry into a course requires all of the following.

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 College Staff. A student's achievement of a prerequisite is based on the result achieved in his or her Year 10 Semester 1 Report. Please note that university prerequisites are different than Holy Cross prerequisites for entering Year 11 courses. University Prerequisites can be found on the TISC website.

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. Alternatively, 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. This is particularly relevant in the Mathematics area, where the final exam plays a key role in determining the prerequisite.

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) or are a VET course endorsed by the Federal Government.

YEAR 11 COURSES OF STUDY

Students selecting Courses of Study (COS) 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
- 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 ATAR Courses are required to sit external exams at the end of Year 12.

Students wishing to gain entry to university are required 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 School Curriculum and Standards Authority (SCSA). In Years 11 and 12 students will receive a grade and numeric score.

USI – UNIQUE STUDENT IDENTIFIER

All students need to apply for a USI. The USI is used to enrol students in VET courses and is a government requirement. Even if you are not expecting to enrol in VET or Certificate courses in 2018, you are still expected to apply and receive a USI number. Subject selection forms need to have a student's USI number listed, in order for the form to be processed.

HOW TO CHOOSE YEAR 11 COURSES

Students in Year 11 must study the 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 a TAFE or University is the required pathway |
| STEP 3 | Ensure you have met prerequisites for the courses you are choosing for Year 11 |
| STEP 4 | Determine if any prerequisite Courses are required, to gain entry to University |
| STEP 5 | Choose the subjects for Year 11 that lead to the Year 12 Courses that you require |
| STEP 6 | Meet with your Subject Selection Advisor to gain further advice |
| STEP 7 | Subject Selection Forms to be submitted at the meeting with your Course Advisor |

TAFE OR WORKPLACE PATHWAY

Courses to choose:

1. Religion and Life General
2. English General
3. Mathematics Essentials
4. Subject Selection (1) Course Units General/VET
5. Subject Selection (2) Course Units General/VET
6. Subject Selection (3) Course Units General

Reserve Subject Selection 1: Course General/VET

Reserve Subject Selection 2: Course General/VET

UNIVERSITY PATHWAY

Courses to choose:

1. Religion and Life ATAR
2. English ATAR
3. A Mathematics Course
4. Subject Selection (1) Course ATAR
5. Subject Selection (2) Course ATAR
6. Subject Selection (3) Course ATAR/VET/General

Reserve Subject Selection 1: Course ATAR

Reserve Subject Selection 2: Course ATAR

NOTE: Students studying a University Pathway must study at least five ATAR Courses.

SAMPLE PATHWAYS

Example 1 – UNIVERSITY ENTRY

Holy Cross College recommends students study five ATAR Courses as a safety net with their sixth subject selection choice possibly being a Stage General/VET Course.

ATAR					General/VET
Religion and Life (ATAR)	English (ATAR)	Mathematics (ATAR)	Physics (ATAR)	History (ATAR)	Certificate II - Sport

Example 2 - TAFE/WORKFORCE ENTRY

(for students not completing the ONSITE Programme)

General/VET					
Religion and Life General	English General	Mathematics Essentials	Drama General	MDT Textiles	- Cert II - Media

One of the important considerations in choosing courses for Year 11 and Year 12 is maximising students' chances of entry to universities, TAFE or employment. It is, therefore, important for students to carefully consider their background and capacity to undertake their chosen units. Year 11 and 12 units vary considerably in content and skills, their level of complexity and the learning styles they suit.

The College specifies minimum standards of achievement at Year 10 level for entry into Year 11 and 12 Courses. We do this because it has been proven that the best indicator of future success in a course is past achievement in a related course (i.e. one which develops relevant concepts and skills).

SUBJECT SELECTION INTERVIEW

Every student will have a subject selection interview with a member of staff and their parent/guardian. Students should have already selected their courses before attending this interview. Students should have also researched any prerequisite courses that are necessary for tertiary courses they wish to enter into after Year 12. Students may only choose courses where they have met the prerequisites.

YOUR CHOICES AFTER YEAR 12

A small number of Year 10 students will have a good idea about the career path they wish to follow. The majority of students, however, will not have made up their mind about a career path. If this applies to you, you should select courses in Year 11 and 12 that enable you to keep your options open.

To discover how to identify possible career goals students can visit:

<http://careercentre.dtwd.wa.gov.au/Pages/CareerCentre.aspx>

All students should be aware that some university studies specify preferred courses or prerequisites, and that some TAFE courses are highly competitive, so completing certain courses in Year 11 and 12 can be an advantage.

WHAT ARE YOUR OPTIONS AFTER YEAR 12?

Students leaving school after Year 12 typically pursue one of three broad options. Typically, your options are influenced by the courses you have completed at school, and the results you have attained.

UNIVERSITY ENTRY

About 40 percent of Year 12 school leavers enter university direct from school. Universities offer a wide range of courses, some of which can only be studied at a university.

As mentioned above, if you intend to enrol in university study after school, you should study at least five ATAR courses in order to be eligible for an Australian Tertiary Admission Rank, used by universities around Australia as a selection device.

UNIVERSITY ADMISSION

Perth has five universities. They are:

Curtin University, Bentley

Edith Cowan University, Joondalup and Mt Lawley

Murdoch University, Bateman

University of Notre Dame (Catholic), Fremantle or Broome

University of Western Australia, Nedlands

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 (this is different to the school mark). 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.

(c) Prerequisites

Some university courses will require students to have studied particular courses at school. These are prerequisites and MUST be studied at the ATAR 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 <http://www.tisc.edu.au/static-fixed/guide/slar-2018.pdf>

(d) WACE

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

How is the Tertiary Entrance Aggregate (TEA) calculated?

The TEA will be calculated by adding the best four scaled scores for ATAR 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) annually constructs a table to convert a student's TEA to an ATAR. <http://www.tisc.edu.au/calculator/atar-calculator.tisc?printable=true>

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. The average course mark needed is the student's moderated school mark, standardised exam mark combined with scaling applied e.g. a school mark of 60% equates to an 80 ATAR. The table below can be used as a guide.

ATAR	TEA
70	218.5
75	229.7
80	242.4
85	257.6
90	275.5
95	299.5
99	345.6
99.95	391.8

COURSE CUT-OFFS

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

<http://www.tisc.edu.au/static/statistics/cutoff-rank/cutoff-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, EDITH 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.

UNIVERSITY OF 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

ALTERNATIVE PATHWAY ENTRANCE INTO UNIVERSITY

OTHER WAYS OF GAINING UNIVERSITY ENTRANCE OTHER THAN USING AN ATAR SCORE

Some universities have developed entry procedures other than ATAR. For the most up-to-date information please visit the specific university websites.

Notre Dame:

Notre Dame offer a one-year bridging course that builds the confidence and skills required to successfully undertake university study.

<http://www.nd.edu.au/fremantle/courses/preuniversity.shtml>

Curtin

Curtin have various methods including portfolio and summer school enabling course.

<http://futurestudents.curtin.edu.au/non-school-leavers/how-to-get-in/flexible-entry-pathways>

Murdoch

OnTrack and OnTrack Sprint are fee-free university preparation courses that provide alternative entry pathways into Murdoch University. Upon successful completion of the OnTrack or OnTrack Sprint program you will be eligible for an offer to study any course at Murdoch University that has an indicative ATAR of 70 or less.

<http://www.murdoch.edu.au/OnTrack/>

ECU

Uni Prep course is a free six-month course, students must have WACE Graduation to enter.

<http://www.ecu.edu.au/degrees/uniprep>

Portfolio entry is also available to those that have an ATAR too low for entry.

<http://www.ecu.edu.au/future-students/course-entry/portfolio-pathway>

UWA

Access UWA allows students to study individual units, after completing 4 units, you may then be considered for admissions.

<https://study.uwa.edu.au/courses-and-careers/short-courses/access-uwa-assessed>

TAFE ENTRY

Basic Entry

The below table sets out the basic entry requirement for each course type available at TAFE

Entry into Course	Requirements
Certificate II	OLNA or Certificate I or II
Certificate III	OLNA or Certificate I or II
Certificate IV	C Grade in Year 11 General English and OLNA or Certificate II or III
Diploma	Completion of WACE with C Grades or Certificate III

Competitive Entry

Competitive entry into TAFE is determined on a points criteria, 90 points are achievable across two categories. Students who wish to enter via the competitive entry pathway must also meet the basic entry requirements.

Academic Achievement constitutes up to 60 points in the entry process and points can be achieved in this category as below

- 6-20 points can be awarded for each grade received in Year 10, General and ATAR subjects
- 20-60 points can be given for each Certificate achieved

Work History can amass up to 30 points for competitive entry. Points are awarded at 0.003 points per hour for any of the below

- Employment
- Work experience
- Community service/ volunteer work

Example:

Entry Components	Points
Year 12 General Points Based on Grades	A 16 / B 15 / C 14
Certificate II Points Based on Completion	Certificate II earns you: 30 points for Cert II & III applications 25 points for Cert IV applications 20 points for Diploma applications
Example Applying for Cert IV Top 3 Course Scores Basic Entry Met	<i>Can't use Cert with Grades for Calculation</i> B Grade - 15 Two C Grades - 28 Total for Achievement = 43 (60 max) Work Experience /Volunteering 1000 Hours - 3 (max 30) Grand Total = 46 points out of 90

In recent years, it has become easier to transfer between TAFE courses and some university courses. In general terms, transfers are possible after completion of Diploma level TAFE courses.

Further information about training can be found at

<http://www.dtwd.wa.gov.au/training>

TAFE Campuses

The two metropolitan TAFEs are:

North Metropolitan TAFE

South Metropolitan TAFE

Qualifications Explained

Qualification	Duration
<p>Certificate I and II - job ready</p> <p>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.</p>	Commonly 6 months
<p>Certificate III - trade and intermediate service workers</p> <p>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 to a trade qualification at this level.</p>	Commonly 6 months
<p>Certificate IV - associate professionals and supervisors</p> <p>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.</p>	Commonly 6-12 months
<p>Diploma and advanced diploma - professionals and managers</p> <p>Diplomas and advanced diplomas prepare you to work autonomously and be involved in solving technical issues.</p>	Commonly 12-24 months after Certificate IV

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 QUALIFICATION PATHWAY

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 a 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.

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.

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.

CAREER INFORMATION

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.

Course Advisors - Ms Connor, Ms O'Donohue, Mr Murphy, Mr Collins, Mrs Wilson & Mrs Pastorelli 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

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 7, GPO Building 3 Forrest Place, 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 64 64 or 9224 6500).

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.

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 10 to 12 in order to graduate from the College. Students are expected to complete 50 hours of service and 5 hours of reflection in total, to make up one unit equivalent towards WACE.

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 unit	Minimum hours to complete Christian Service
Year 10, 11 & 12	Christian Service Learning	1	55 hours

Please see Mr Muller (Ministry Coordinator) for further information.

SECTION 3

COURSES

RELIGIOUS EDUCATION

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

RELIGION AND LIFE (GENERAL)

Course Outline

The Religion and Life General course provides students with opportunities to learn about religion and explores the relationships between religion, society and individuals. It examines the nature of religion and how it offers individuals and their communities an understanding of the world around them.

Students develop an understanding of ways in which people discover, understand and express their religious beliefs. They explore one or more religions and investigate the characteristics of religion, origins, foundations, cultural influences and development over time. They analyse the role religion has played in human affairs and explore issues of concern to religion.

Through the Religion and Life General course, students learn skills that will enable them to understand the role religion plays in society and in the lives of people. They use a range of primary and secondary sources and employ a variety of methods to investigate information. These methods include research, observation, analysis, and discussion.

Course Structure

Unit 1

The focus of this unit is religion as a human activity. It explores how people search for meaning in life and the characteristics of religion. Students conduct research and develop the skills required for processing information and communicating findings about religion and life.

Unit 2

The focus of this unit is the role religion plays in society. It considers the responses offered by religion to issues that exist in society. Students conduct research and develop the skills required for processing information and communicating findings about religion and life.

Skills Outline

- Terms and Concepts
- Research
- Analysis and Use of Sources
- Explanation and Communication

RELIGION AND LIFE (ATAR)

Course Outline

The Religion and Life ATAR course provides students with opportunities to learn about religion and the interplay that occurs between religion, societies and people. Students develop an informed and critical understanding of this interplay by drawing from a detailed knowledge of one or more religions.

Every religion offers a system of beliefs and practices. In the Religion and Life ATAR course, students explore one or more religions and investigate the characteristics of religion, their origins, foundations, social influence and development over time. They analyse the role religion has played in society and understand the challenges and opportunities religions face.

The connections between religion and life occur in many areas of human activity. Religion motivates and influences how people interact with each other and the world around them.

Students employ research and learning skills that enable them to use a range of primary and secondary sources to investigate the interplay between religion and life.

Course Structure

Unit 1

The focus of this unit is the place of religion in society. It examines the responses of people to religion, in particular how people understand the response of religion to their concerns, needs and questions. Students develop the skills required for conducting an inquiry, processing information, and communicating findings about the interplay between religion and life.

Unit 2

The focus of this unit is religious identity and purpose. It investigates how religion shapes, forms and supports people in life. The unit also examines how religion impacts on and interacts with, groups in society. Students develop the skills required for conducting an inquiry, processing information, and communicating findings about the interplay between religion and life.

Skills Outline

- Terms and Concepts
- Research
- Analysis and Use of Sources
- Explanation and Communication

Prerequisite

C Grade (57%) in English and C Grade in Religious Education

ENGLISH

ENGLISH (GENERAL)

Course Outline

The English General course focuses on consolidating and refining the skills and knowledge needed by students to become competent, confident and engaged users of English in everyday community, social, further education, training and workplace contexts. The English General course is designed to provide students with the skills that will empower them to succeed in a wide range of post-secondary pathways.

Unit 1

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

- employ a variety of strategies to assist comprehension
- read, view and listen to texts to connect, interpret and visualise ideas
- learn how to respond personally and logically to texts by questioning, using inferential reasoning and determining the importance of content and structure
- consider how organisational features of texts help the audience to understand the text

Unit 2

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

- analyse text structures and language features and identify the ideas, arguments and values expressed
- consider the purposes and possible audiences of texts
- examine the connections between purpose and structure and how a text's meaning is influenced by the context in which it is created and received
- integrate relevant information and ideas from texts to develop their own interpretations

Content Covered

- Use strategies and skills for comprehending texts.
- Consider the ways in which texts communicate ideas, attitudes and values.
- Use information for specific purposes and contexts.
- Create a range of texts.

Skills Outline

- Reading
- Writing
- Viewing
- Listening and speaking
- Creating

ENGLISH (ATAR)

Course Outline

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

Through close study and wide reading, viewing and listening, students develop the ability to analyse and evaluate the purpose, stylistic qualities and conventions of texts and enjoy creating their own imaginative, interpretive, persuasive and analytical responses. The English ATAR course is designed to develop students' facility with all types of texts and language modes and to foster an appreciation of the value of English for lifelong learning.

Course Structure

Unit 1

Students explore how meaning is communicated through the relationships between language, text, purpose, context and audience. This includes how language and texts are shaped by their purpose, the audiences for whom they are intended, and the contexts in which they are created and received. Through responding to and creating texts, students consider how language, structure and conventions operate in a variety of imaginative, interpretive and persuasive texts.

Unit 2

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

Skills Outline

- Reading
- Writing
- Viewing
- Speaking
- Listening
- Creating

Prerequisite

C Grade (57%) in English

MATHEMATICS

MATHEMATICS ESSENTIAL (GENERAL)

Course Outline

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

Content Covered

The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

Unit 1

This unit includes the following four topics:

- Basic calculations, percentages and rates
- Using formulas for practical purposes
- Measurement
- Graphs

Unit 2

This unit includes the following four topics:

- Representing and comparing data
- Percentages
- Rates and ratios
- Time and motion

Skills Outline

Throughout each unit, students apply the mathematical thinking process to real-world problems

- interpret the task and gather the key information
- identify the mathematics which could help to complete the task
- analyse information and data from a variety of sources
- apply their existing mathematical knowledge and strategies to obtain a solution
- verify the reasonableness of the solution
- communicate findings in a systematic and concise manner.

Note: Students that have not passed OLNA (Numeracy) will be provided with additional support.

MATHEMATICS APPLICATIONS (ATAR)

Course Outline

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

Content Covered

The Year 11 Applications syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

Unit 1

Contains the three topics:

- Consumer arithmetic
- Algebra and matrices
- Shape and measurement.

Unit 2

Contains the three topics:

- Univariate data analysis and the statistical investigation process
- Applications of trigonometry
- Linear equations and their graphs.

Skills Outline

The Mathematics Applications ATAR course aims to develop students:

- understanding of concepts and techniques drawn from the topic areas of number and algebra, geometry and trigonometry, graphs and networks, and statistics
- ability to solve applied problems using concepts and techniques drawn from the topic areas of number and algebra, geometry and trigonometry, graphs and networks, and statistics
- reasoning and interpretive skills in mathematical and statistical contexts
- capacity to communicate the results of a mathematical or statistical problem-solving activity in a concise and systematic manner using appropriate mathematical and statistical language
- capacity to choose and use technology appropriately and efficiently.

Prerequisite

OLNA Qualification, C Grade in Year 10 Mathematics and 51% in the Semester 1 examination.

MATHEMATICS METHODS (ATAR)

Course Outline

Mathematical Methods focuses on the development of the use of calculus and statistical analysis. The study of calculus in Mathematical Methods provides a basis for an understanding of the physical world involving rates of change, and includes the use of functions, their derivatives and integrals, in modelling physical processes. The study of statistics in Mathematical Methods develops the ability to describe and analyse phenomena involving uncertainty and variation.

Content Covered

The Year 11 Methods syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

Unit 1

Contains the three topics:

- Functions and graphs
- Trigonometric functions
- Counting and probability.

Unit 2

Contains the three topics:

- Exponential functions
- Arithmetic and geometric sequences and series
- Introduction to differential calculus.

Skills Outline

The Mathematics Methods ATAR course aims to develop students':

- understanding of concepts and techniques drawn from algebra, the study of functions, calculus, probability and statistics
- ability to solve applied problems using concepts and techniques drawn from algebra, functions, calculus, probability and statistics
- reasoning in mathematical and statistical contexts and interpretation of mathematical and statistical information, including ascertaining the reasonableness of solutions to problems
- capacity to communicate in a concise and systematic manner using appropriate mathematical and statistical language
- capacity to choose and use technology appropriately and efficiently.

Prerequisite

OLNA Qualification, B Grade in Year 10 Mathematics and a minimum 82% in the Semester 1 examination.

MATHEMATICS SPECIALIST (ATAR)

Course Outline

Mathematics Specialist provides opportunities, beyond those presented in Mathematical Methods, to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. Specialist Mathematics contains topics in functions and calculus that build on and deepen the ideas presented in Mathematical Methods as well as demonstrate their application in many areas. Specialist Mathematics also extends understanding and knowledge of probability and statistics and introduces the topics of vectors, complex numbers and matrices. Specialist Mathematics is the only mathematics subject

Content Covered

The Year 11 Specialist syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

Unit 1

Contains the three topics:

- Combinatorics
- Vectors in the plane
- Geometry

Unit 2

Contains the three topics:

- Trigonometry
- Matrices
- Real and complex numbers

Skills Outline

- understanding of concepts and techniques drawn from combinatorics, geometry, trigonometry, complex numbers, vectors, matrices, calculus and statistics
- ability to solve applied problems using concepts and techniques drawn from combinatorics, geometry, trigonometry, complex numbers, vectors, matrices, calculus and statistics
- capacity to choose and use technology appropriately
- reasoning in mathematical and statistical contexts and interpretation of mathematical and statistical information, including ascertaining the reasonableness of solutions to problems
- capacity to communicate in a concise and systematic manner using appropriate mathematical and statistical language
- ability to construct proofs.

Prerequisites

OLNA Qualification, A Grade in Year 10 Mathematics, and a minimum 90% in the Semester 1 examination.

SCIENCE

CHEMISTRY (ATAR)

Course Outline

Chemistry is the study of materials and substances and the transformations they undergo through interactions and the transfer of energy. Chemists can use an understanding of chemical structures and processes to adapt, control and manipulate systems to meet particular economic, environmental and social needs. This includes addressing the global challenges of climate change and security of water, food and energy supplies, and designing processes to maximise the efficient use of Earth's finite resources. Chemistry develops students' understanding of the key chemical concepts and models of structure, bonding, and chemical change, including the role of chemical, electrical and thermal energy. Students learn how models of structure and bonding enable chemists to predict properties and reactions and to adapt these for particular purposes.

Content Covered

Chemistry will be studied over two units:

Unit 1 – Chemical fundamentals: structure, properties and reactions.

Unit 2 – Molecular interactions and reactions.

The Chemistry ATAR course has three interrelated strands: Science Inquiry Skills, Science as a Human Endeavour and Science Understanding. By the end of the course, students will have studied:

- Properties and structure of atoms
- Properties and structure of materials
- Chemical reactions: reactants, products and energy change
- Intermolecular forces and gases
- Aqueous solutions and acidity
- Rates of chemical reactions

Skills Outline

- Identifying and posing questions
- Planning, conducting and reflecting on investigations.
- Processing, analysing and interpreting data.
- Communicating findings. This strand is concerned with evaluating claims, investigating ideas, solving problems, reasoning, drawing valid conclusions, and developing evidence-based arguments.

Prerequisites:

Class Set 1 – B Grade (70%) and a minimum 75% in the Semester 1 Mathematics examination.

Class Set 2 – B Grade (70%) and a minimum 75% in the Semester 1 Mathematics examination.

Class Set 3 – A Grade (80%) and a minimum 75% in the Semester 1 Mathematics examination.

HUMAN BIOLOGICAL SCIENCE (ATAR)

Course Outline

Human biology covers a wide range of ideas relating to the functioning human. Students learn about themselves, relating structure to function and how integrated regulation allows individuals to survive in a changing environment. They research new discoveries that are increasing our understanding of the causes of dysfunction, which can lead to new treatments and preventative measures. Reproduction is studied to understand the sources of variation that make each of us unique individuals. Through a combination of classical genetics, and advances in molecular genetics, dynamic new biotechnological processes have resulted. Population genetics is studied to highlight the longer term changes leading to natural selection and evolution of our species.

Content Covered

Human Biology will be studied over two units, the functioning human body and reproduction and inheritance.

The Human Biology ATAR course has three interrelated strands: Science Inquiry Skills, Science as a Human Endeavour and Science Understanding. By the end of the course, students will have studied:

- Metabolism
- Transport
- Mitosis
- Respiratory system
- Circulatory system
- Musculoskeletal system
- Digestive system
- Excretory system
- Variation and evolution
- Variation from meiosis
- Variation from fertilisation
- DNA
- Cell reproduction
- Human reproduction
- Inheritance

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

Prerequisite:

Class Set 1 - C Grade (60%) Science

Class Set 2 – B Grade (67%) Science

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Class Set 3 – A Grade (75%) Science

PHYSICS (ATAR)

Course Outline

Physics is a fundamental science that endeavours to explain all the natural phenomena that occur in the universe. Its power lies in the use of a comparatively small number of assumptions, models, laws and theories to explain a wide range of phenomena, from the incredibly small to the incredibly large. Physics has helped to unlock the mysteries of the universe and provides the foundation of understanding upon which modern technologies and all other sciences are based.

Content Covered

Physics will be studied over two units

Unit 1 – Thermal, nuclear and electrical physics

Unit 2 – Linear motion and waves

The Physics ATAR course has three interrelated strands: Science Inquiry Skills, Science as a Human Endeavour and Science Understanding. By the end of the course, students will have studied:

- Ionising radiation and Nuclear reactions.
- Heating, cooling and Kinetic Theory.
- Electrical circuits
- Current electricity
- Linear and motion force
- Waves

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

Prerequisite:

Class Set 1 – B Grade (70%) and a minimum of 75% in the Semester 1 Mathematics examination.

Class Set 2 – B Grade (70%) and a minimum of 75% in the Semester 1 Mathematics examination.

Class Set 3 – A Grade (80%) and a minimum of 75% in the Semester 1 Mathematics examination.

CERTIFICATE II IN SAMPLING AND MEASUREMENT (VET)

Course Outline:

This qualification covers the skills and knowledge required to perform a range of sampling and measurement as part of laboratory, production or field operations in the construction, manufacturing, resources and environmental industry sectors. Samplers, field assistants, testers and laboratory assistants are in heavy demand within Western Australia resources sector. You will learn how to gather and test samples in a production environment, in the field, and in a laboratory.

Content Covered

Students will be able to apply a restricted range of skills and operational knowledge to perform these tasks. Students will be able to:

- follow set procedures to sample raw materials and products
- package, label, store and transport samples
- use simple equipment (hydrometers, thermometers and pH meters) to make measurements and perform basic tests that take a short time and involve a narrow range of variables and easily recognised control limits
- make visual inspection of products and packaging.

Skills Outline

- Working in a laboratory setting
- Recording and presenting data
- Participating in environmentally sustainable work spaces
- Handling and transporting samples and equipment
- Planning and conducting field work
- Calibration checks of equipment
- Communication with people

Job Roles:

- A milk tanker driver conducts aseptic sampling of milk before loading and then conveys the samples to the laboratory.
- An operator in a quarry may take samples from stockpiles and conveyors and conduct simple tests on different grades of aggregates.
- A field officer working in environmental monitoring may visit a catchment area to collect water samples
- Sampler/testers take air samples for testing for microbial monitoring of air conditioning or cooling towers.
- Other such roles e.g. samplers and testers, production personnel, plant operators, production operators, field assistants and sample couriers

NOTE: Completed as an option in the Enrichment program.

HUMANITIES AND SOCIAL SCIENCES

GEOGRAPHY (ATAR)

Course Outline

The Year 11 syllabus is divided into two units, each of one semester duration that are delivered as a pair.

Unit 1 is titled 'Natural and ecological hazards' and in this unit, students explore the management of hazards and the risk they pose to people and environments. Risk management is defined in terms of preparedness, mitigation and or/prevention. Building on their existing geographical knowledge and understandings, students explore natural hazards, including atmospheric, hydrological and geomorphic hazards, for example storms, cyclones, tornadoes, droughts and bushfire.

Unit 2 is titled 'Global networks and interconnections' and in this unit, students explore the economic and cultural transformations taking place in the world that will enable them to better understand the dynamic nature of the world in which they live. This is a world in which advances in transport and communication technology have lessened the friction of distance and have impacted at a range of local, national and global scales.

Content Covered

Unit 1 – Natural and ecological hazards

- The nature of natural and ecological hazards
- The concepts of risk and hazard management as applied to natural and ecological hazards
- The spatial and temporal distribution, magnitude, duration, frequency and scale of spatial impact of natural and ecological hazards at a global scale

Unit 2 – Global networks and interconnections

- The application of the concept of sustainability when considering the outcomes of increased globalisation
- The process of international integrations, especially as it relates to the transformations taking place in the spatial distribution of the production and consumption of commodities.
- Advances in transport and telecommunications technologies as a facilitator of international integration

Skills Outline

- Observing, questioning and planning
- Interpreting, analysing and concluding
- Communicating using geographical information and language
- Reflecting and responding

Prerequisite

C Grade (57%) in Humanities and C Grade (57%) in English

MODERN HISTORY (ATAR)

Course Outline

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

The Year 11 syllabus is divided into two units, each of one semester duration, which are delivered as a pair.

Content Covered

Unit 1 – Understanding the modern world: Capitalism – The American experience (1907-1941)

- Causes of the rise of capitalism in the USA
- Impact of WWI, 1920s and WWII until 1941 on American capitalism
- Great Depression
- Impact of capitalism on different groups within American society
- Significance of capitalism in this period

Unit 2 – Movements for change in the 20th century – Nazism in Germany

- Economic, political and military circumstances in Germany at the end of WWI
- Weimar Republic
- Reasons for the rise of Hitler and the Nazi Party
- Nature and effects of key aspects of the Nazi state
- Nazi policies of anti-Semitism and the promotion of the Aryan race
- Legacy of Nazism after WWII

Skills Outline

- Chronology, terms and concepts
- Historical questions and research
- Analysis and use of sources
- Perspectives and interpretations
- Explanation and communication

Prerequisite

C Grade (57%) in Humanities and C Grade (57%) in English

HEALTH & PHYSICAL EDUCATION

PHYSICAL EDUCATION STUDIES (ATAR)

Course Outline

Study of the Physical Education Studies ATAR course contributes to the development of the whole person. It promotes the physical, social and emotional growth of students. Throughout the course, emphasis is placed on understanding and improving performance in physical activities. The integration of theory and practice is central to studies in this course.

This course focuses on the complex interrelationships between motor learning and psychological, biomechanical and physiological factors that influence individual and team performance. Students engage as performers, leaders, coaches, analysts and planners of physical activity. Physical activity serves both as a source of content and data and as a medium for learning. Learning in the Physical Education Studies ATAR course cannot be separated from active participation in physical activities, and involves students in closely integrated written, oral and physical learning experiences, based upon the study of selected physical activities.

The course appeals to students with varying backgrounds, physical activity knowledge and dispositions. Students analyse the performance of themselves and others, apply theoretical principles and plan programs to enhance performance. Physical activity and sport are used to develop skills and performance along with an understanding of physiological, anatomical, psychological, biomechanical and skill learning applications.

The course prepares students for a variety of post-school pathways, including immediate employment or tertiary studies. It provides students with an increasingly diverse range of employment opportunities in the sport, leisure and recreation industries, education, sport development, youth work, and health and medical fields linked to physical activity and sport. The course also equips students to take on volunteer and leadership roles in community activities.

Skills Outline

- Skills for physical activity
- Self-management and interpersonal skills for physical activity
- Knowledge and understanding of movement and conditioning concepts for physical activity
- Knowledge and understanding of sport psychology concepts for physical activity

Prerequisite

C Grade (57%) in English

TECHNOLOGIES

APPLIED INFORMATION TECHNOLOGY (GENERAL)

Course Outline

This course is split into two units:

Unit 1 – Personal Communication

The focus of this unit is to enable students to use technology to meet personal needs. Students develop a range of skills that enable them to communicate using appropriate technologies and to gain knowledge that assists in communicating within a personal context.

Unit 2 – Working With Others

The focus of this unit is to enable students to use a variety of technologies to investigate managing data, common software applications and wireless network components required to effectively operate within a small business environment. They examine the legal, ethical and social impacts of technology within society.

Knowledge

- The elements of design
- The principles of design
- Typography
- Compositional rules

Skills Outline

- Design concepts
- Hardware
- Impacts of technology
- Application skills
- Project management

BUSINESS MANAGEMENT & ENTERPRISE (GENERAL)

Course Outline

The focus in this course is to give students the opportunity to understand how vital business is to individuals and society and how it impacts on many aspects of our working and personal lives. Business requires a combination of skills, aptitude, creativity, initiative and enterprise to operate effectively and adapt to an ever changing world. Business requires people with strategic vision who are enterprising, innovative and creative and this course develops these skills. Exposure to a wide range of business activities, management strategies and an understanding of enterprise, helps students to appreciate the significance of their role as both participants and consumers in the business world, making decisions that are ethically sound and based on critical thinking.

Content Covered

Year 11: Unit 1 and Unit 2 – focus on business start-ups and small business

- Explore business start-ups and to recognise the factors that contribute to business success
- Generate ideas and proposals for suitable business ventures
- Develop business ideas into a business plan
- Run a small business in the school or local environment
- Use business simulations
- Explain and apply the concepts of innovation, marketing and competitive advantage to influence consumer decision making
- Explain the legal aspects of running a small business, including the rights and responsibilities of the employer and employee

Year 12: Unit 3 and Unit 4 – focus on success in business at a national level and beyond start-up stage

- Investigate the features of successful marketing campaigns
- Report on how businesses succeed through expansion in products, market share or diversification
- Explore how the marketing plan contributes to the overall business plan
- Explore issues in the business environment
- Examine the importance of intellectual property in protecting business ideas
- Address the significance of employee motivation
- Discuss the development of a business plan in the overall success of expansion

Skills Outline

- Literacy, numeracy and information, communication technology capability
- Critical and creative thinking
- Personal and social capability
- Ethical understanding
- Intercultural understanding

CERTIFICATE II BUSINESS (VET)

Course Outline

This course will provide a broad coverage of business knowledge and understanding and develop business skills that employers are seeking.

Students complete 12 units which incorporate a range of theory based written tasks and questions to performance based tasks which will involve undertaking real business work for both the many school based enterprises and events and within the local community.

Content Covered

- Contribute to health and safety of self and others
- Communicate in the workplace
- Deliver a service to customers
- Work effectively in a business environment
- Process and maintain workplace information
- Produce simple word processed documents
- Create and use spreadsheets
- Communicate electronically
- Organise and complete daily work activities
- Work effectively with others
- Contribute to workplace innovation
- Identify suitability for micro business

Skills Outline

- Using and producing word processing documents
- Using and producing spreadsheets
- Anticipating customer needs and delivering customer service
- Identifying and developing ideas for a microbusiness
- Time management, prioritisation and organisation of daily work activities
- Team work and working with others to achieve shared goals
- Communicate electronically using accepted standards
- Self-management will be vital to achieving competency

NOTE: Completed as an option in the Enrichment program.

CHILDREN FAMILY & COMMUNITY (GENERAL)

Course Content

The Children, Family and the Community General course focuses on factors that influence human development and the wellbeing of individuals, families and communities. Students develop an understanding of the social, cultural, environmental, economic, political and technological factors which have an impact on the ability of individuals and families to develop skills and lead healthy lives. They recognise how promoting inclusion and diversity among individuals, families and groups in society contributes to the creation of safe, cohesive and sustainable communities.

Through the study of developmental theories, students develop an understanding of human growth and the domains of development. Students are introduced to the diverse nature and interdependence of societal groups. They develop an appreciation of how the creation of environments that promote optimal growth and development of individuals, families and communities affect and influence society as a whole. Students investigate access to, and availability of, support services and review laws and regulations that govern the provision of such support.

This course caters for students seeking career pathways in areas, such as education, nursing, community services, childcare and health.

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

DESIGN PHOTOGRAPHY (GENERAL)

Course Outline

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

Students are introduced to communication principles, design elements and principles and design process and practice. They are introduced to basic drawing skills and a range of techniques to determine communication objectives/goals; communication situation/context; problem identification and problem-solving strategies; and concept development. They are introduced to basic production skills and process, materials and technologies.

Content Covered

The course content is divided into three content areas:

- Design principles and process
- Communication principles and visual literacies
- Production knowledge and skills

Skills Outline

- Management of production processes, methods and techniques
- History/evolution of production processes relevant to design discipline
- Appropriate terminology and formats of presentation of design solutions relevant to design disciplines
- Planning and time management.
- Properties of various types of materials and their application to design
- Development of solutions through experimentation with materials.
- Evolution of production processes relevant to design discipline
- Experimentation and exploration with tools
- Storage, use and care of tools
- Application of OSH principles to production processes relevant to the Design context

DESIGN TECHNICAL DRAWING (GENERAL)

Course Outline

The goals of the Design General course are to facilitate a deeper understanding of how design works; and how ideas, beliefs, values, attitudes, messages and information are effectively communicated.

This course aims to achieve these goals by exposing students to a variety of communication forms and a thorough exploration of design. Design projects allow students to demonstrate their skills, techniques and application of design principles and processes; to analyse problems and possibilities; and to devise innovative strategies within design contexts. There is potential for students to develop transferable skills and vocational competencies while devising innovative designs.

In this course, students develop a competitive edge for current and future industry and employment markets. This course also emphasises the scope of design in professional and trade based industries allowing students to maximise vocational and/or university pathways.

Content Covered

Design fundamentals – The focus of this unit is to introduce design process and practice. Students learn that design can be used to provide solutions to design problems and communication needs.

Personal design – The focus of this unit is personal design. Students learn that they visually communicate aspects of their personality, values and beliefs through their affiliations and their manipulation of personal surroundings and environments.

Skills Outline

- Freehand sketching and presentation techniques to include rendering skills, tone and line work.
- CAD and instrument drawing skills.
- 2D/3D introduction, study tools and equipment.
- Drawing layout, conventions, orthographic projection, perspective drawing and engineering drawing.
- Projects include simple to more complex 2D and 3D designs.

CERTIFICATE II IN VISUAL ARTS – DIGITAL IMAGING (TECHNICAL GRAPHICS: VET)

Course Outline:

Digital Imaging is the art of making digitally produced images – photographs, printed texts, artwork, and Interior Design/ Architecture using a digital device.

Attention to the details of how an image is created, how it is stored, who will be using or accessing it, and how, is crucial to successful digital imaging.

This course will look at creating advertising products, and retail environments. It will draw upon traditional skills and develop the students' digital capabilities through the use of Computer Aided Design and Computer Aided Manufacture. They will learn to use laptops as an interface for the laser cutter and 3D printer to create scale models that showcase their designs.

Content Covered

- Follow a design process
- Use basic drawing techniques
- Make scale models
- Create visual design components
- Make simple creative work
- Produce Creative Work
- Source and use information relevant to own arts practice
- Operate a digital media technology package

Skills Outline:

- Freehand sketching and presentation techniques to include rendering skills, tone and line work.
- CAD and instrument drawing skills.
- 2D/3D introduction, study tools and equipment.
- Drawing layout, conventions, orthographic projection, perspective drawing and engineering drawing.

Projects include simple to more complex 2D and 3D designs

FOOD SCIENCE AND TECHNOLOGY (GENERAL)

COURSE OUTLINE

The Food Science and Technology course provides opportunities for students to explore and develop food related interests and passions to achieve personal and professional goals. To develop and apply enterprising and innovative ideas to food productions, students are able to focus on a particular context which is hospitality.

Food impacts every aspect of daily life and is essential for maintaining overall health and wellbeing. The application of science and technology plays an important role in understanding how the properties of food are used to meet the needs of consumers and producers. Food laws and regulations govern the production, supply and distribution of safe foods. Students develop practical food-related skills, understandings and attitudes that enhance their problem-solving abilities and decision-making skills.

Students develop their interests and skills through the design, production and management of food-related tasks. They develop knowledge of the sensory, physical, chemical and functional properties of food and apply these in practical situations. Students explore innovations in science and technology and changing consumer demands. New and emerging foods encourage the design, development and marketing of a range of products, services and systems.

Food and allied health sectors represent a robust and expanding area of the Australian and global employment markets. This course enables students to connect with further education, training and employment pathways and enhances employability and career opportunities in areas that include nutrition, health, food and beverage manufacturing, food processing, community services, hospitality, and retail.

Content Covered

- Understanding food
- Developing food opportunities
- Working in food environments
- Understanding food in society

Skills Outline

- Knife skills
- Industry skill standards

CERTIFICATE II IN HOSPITALITY (VET)

This qualification reflects the role of individuals who use a defined and limited range of hospitality operational skills. They are involved in mainly routine and repetitive tasks using practical skills and basic industry knowledge. They work under direct supervision.

Skills Outline

The focus of this qualification is a waitperson in a cafe. Students are expected to participate in 10 service periods over a period of time e.g. serving in the College Café during the school year.

Job Roles

This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafes and coffee shops.

Possible job titles include:

- bar attendant
- bottle shop attendant
- café attendant
- catering assistant
- food and beverage attendant
- front office assistant
- gaming attendant
- porter
- room attendant

Pathways from the Qualification

After achieving SIT20213 Certificate II in Hospitality, individuals could progress to a wide range of other qualifications in hospitality and broader service industries.

MATERIALS DESIGN AND TECHNOLOGY - METALWORK (GENERAL)

Course Outline

Students are given the opportunity to design and produce a number of projects, including a drift trike. The main focus of this course is how to work with and fabricate different types of metal.

Students will have the opportunity to use specialised machines such as the laser cutter and 3D printer to aid in the design and production of their projects.

In this course students interact with a variety of items that have been specifically designed to meet certain needs. Students are introduced to the fundamentals of design. They learn to communicate various aspects of the technology process by constructing what they design.

Throughout the process, students learn about the origins, classifications, properties and suitability for purpose of the materials they are using, and are introduced to a range of production equipment and techniques. They develop materials manipulation skills and production management strategies, and are given the opportunity to realise their design ideas through the production of their design project.

Content Covered

- Nature and properties of materials
- Elements of design
- Safe workshop practices

Skills Outline

- MIG Welding
- Fabrication techniques
- Brazing
- Finishing techniques
- Creating a design folio – research and drawing skills
- Use of different hand and power tools

MATERIALS DESIGN AND TECHNOLOGY - TEXTILES (GENERAL)

Course Outline

Contemporary textiles feature in all aspects of life from the furnishings in our homes to the everyday garments we wear without a second thought, through to the high end fashion pieces which grace the catwalks of capital cities and the magazine covers of Vogue and Elle. Contemporary textiles have blurred the line between form and function and now regularly include stunning sculptural and ephemeral works of art in prestigious galleries.

Through historical inquiry, visual research and materials investigations, students develop their innate creativity and understanding of the society in which they live. They work with materials, techniques, and practical skills which lead to the design and manufacture of a number of unique garments. They begin to appreciate the ways in which fabrics and fashion trends reflect broader cultural shifts in society; and appreciate the capacity of a garment to 'say something' important about the 'designer-artist' and 'wearer- consumer'.

Working with a variety of materials, students develop a range of aesthetic, design, materials manipulation, and processing, manufacturing and organizational skills. They develop creative strategies to go beyond the obvious and to pursue creative tangents which lead to exciting innovative original designs. The course will prepare students for a future in a complex, fast changing, technological and material world, by providing a solid foundation for lifelong learning about how products are designed and how materials are developed and used.

Content Covered

- Design fundamentals and skills
- Skills and techniques
- Production management
- Nature and properties of materials
- Materials in context
- Safety

Skills Outline

- Sewing machine
- Overlocker
- Construction techniques
- Pattern use
- Fashion sketching

MATERIALS, DESIGN & TECHNOLOGY: WOODWORK (GENERAL)

Course Outline

In this course students are given the opportunity to design and produce a number of projects, including a bedside lamp, desktop drawers, hall table and a project of their own design. The main focus of this course is how to work with different types of timbers to produce your design.

Students will have the opportunity to use specialised machines such as the laser cutter and 3D printer to aid in the design and production of their projects.

Students interact with a variety of items that have been specifically designed to meet certain needs. Students are introduced to the fundamentals of design. They learn to communicate various aspects of the technology process by constructing what they design.

Throughout the process, students learn about the origins, classifications, properties and suitability for purpose of the materials they are using, and are introduced to a range of production equipment and techniques. They develop materials manipulation skills and production management strategies, and are given the opportunity to realise their design ideas through the production of their design project

Content Covered

- Nature and properties of materials
- Elements of design
- Safe workshop practices in relation to certain machine use

Skills Outline

- Types of joining methods – hand and machine
- Timber finishing techniques
- Furniture construction techniques
- Creating a design folio – research and drawing skills
- Use of different hand and power tools
- Laser cutter
- 3D printer

MEDIA PRODUCTION & ANALYSIS (GENERAL)

Course Outline

The focus for this unit is on a range of different elements including entertainment, mass media, representation and reality. Within this broad focus, students reflect on their own use of the media, common representations, including the examination of characters, stars and stereotypes and the way media is constructed and produced. They will also analyse media work and construct a point of view in their own productions.

Students are introduced to the languages of the media, learning how codes and conventions are used to construct representations within narratives. They examine the media that surrounds them and consider how audiences interpret media representations of people and their associated values. This will often be produced in the form of short film productions in the form of genre pieces, documentaries and reality television.

Students analyse, view, listen to and interact with common media work from their everyday use. They also generate ideas and, with the assistance of their teachers, learn the basic production skills and processes as they apply their knowledge and creativity in their productions.

Content Covered

- Media Language
- Representation
- Audience
- Production
- Skills, techniques and processes

Skills Outline

- Management of production processes, methods and techniques
- History/evolution of production processes relevant to Media production
- Appropriate terminology and formats of presentation of Media production
- Planning and time management.
- Development of solutions through experimentation with materials.
- Evolution of production processes relevant to the audience
- Experimentation and exploration with media devices
- Storage, use and care of media devices
- Application of OSH principles to production processes relevant to the media production

MEDIA PRODUCTION & ANALYSIS (ATAR)

Course Outline

The focus for this course is popular culture, film art, press and broadcasting. There will be a focus on fiction and non-fiction media allowing students to consider the types of media, ideas and audiences from which popular culture, film art, press and broadcasting evolves. Students view, listen to and analyse a range of popular media, develop their own ideas, learn production skills and apply their understandings and skills in creating their own productions.

Students will develop production, analytical and information technology skills and apply their understanding of media language and audiences while learning about and working in specific production contexts.

Students will extend their understanding of production practices and responsibilities. They will become increasingly independent as they experiment with and manipulate technologies and techniques to express their ideas in their productions.

Content Covered

- Media language
- Audiences
- Production context
- Skills and processes.

Skills Outline

- Investigating and analysing media
- Production skills i.e. independent management of time and technologies, management of team members, negotiating and adapting production processes, identifying problems and applying appropriate solutions
- Fulfilling defined production roles
- Implementing production processes based on proposals, scripts and plans
- Using conventional genres, styles and conventions
- Reflecting on the production process
- Evaluating own and others' productions i.e. peer and/or professional.

Prerequisite

C (57%) in English

CERTIFICATE II IN CREATIVE INDUSTRIES – MEDIA (VET)

Course Outline

This course is designed for those students who wish to join the booming creative industries sector and become a part of something that brings colour and vibrancy to everyday life.

Students will learn skills in visuals and sound, techniques for presenting information in digital productions and to assist with a basic camera shoot. Students can choose to learn to evaluate the nature of design in a specific industry context, general knowledge of lighting and filming with the intention of producing a show reel that can be used for future opportunities in the media industry.

Students will have access to state of the art facilities and gain skills on the industry standard equipment for visual and sound activities and assist with a basic camera shoot.

This course is a great introduction to the exciting Media sector.

Content Covered

- working effectively with others
- assist with a basic camera shoot
- perform basic sound editing
- apply critical thinking techniques

Skills Outline

- Follow occupational health and safety procedures
- Develop and extend critical and creative thinking skills
- Work effectively in the screen and media industries
- Develop drawing skills to communicate ideas
- Assist in a basic camera shoot
- Perform basic vision and sound editing
- Follow a design process
- Operate a digital media package
- Apply critical thinking techniques
- Work effectively with diversity

THE ARTS

DANCE (GENERAL)

Course Outline

The focus for this course is exploring the components of dance and dance as entertainment. Within the broad focus of exploring the components of dance, teachers select learning contexts that relate to the interests of their students and build upon the understandings that they have already acquired.

The elements of dance and processes of choreography are explored and students solve structured choreographic tasks to produce dance works for performance. They have first-hand experience of dance-making which actively engages them in exploration, improvisation, research, reflection and response. Technologies and design concepts are introduced to the planning stage of dance creation.

A broad introduction to dance genres enables students to place dance in its time and place and then begin to understand its functions within this context.

Within the broad focus of dance as entertainment, teachers select learning contexts that relate to the interests of students and build upon the understandings that they have already acquired.

Students explore the entertainment potential of dance and choreography. In practical lessons, they improve safe dance practices and their physical competencies while acquiring genre-specific technique. They explore and experiment with the elements of dance and processes of choreography to solve choreographic tasks for performance.

Students identify and select technologies and design concepts which enhance the entertainment value of the dance and place it in its social, historical and economic context.

Content Covered

- Choreography
- Performance
- Contextual Knowledge

Skills Outline

- Choreographic processes
- Dance language
- Design concepts and technologies
- Skills and technique
- Safe and healthy dance
- Experiential anatomy
- Performance qualities and preparation responsibilities
- Functions and contexts of dance

DRAMA (GENERAL)

COURSE OUTLINE

This course will focus on aesthetic understanding and drama in practice as students integrate their knowledge and skills. They will use the elements and conventions of drama to develop and present ideas and explore personal and cultural issues. They will engage in drama processes such as improvisation, play building, text interpretation, playwriting and dramaturgy which allows them to create original drama and interpret a range of texts written or devised by others. Their work in this course includes production and design aspects and sound and lighting using technologies such as digital sound and multimedia. They will present drama to a range of audiences and work in different performance settings.

Students will work independently and collaboratively, learning time management skills, showing initiative and demonstrating leadership and interpersonal skills. The course requires them to develop and practise problem-solving skills through creative and analytical thinking processes. They will develop their capacity to respond to, reflect on, and make informed judgements, using appropriate terminology and language to describe, analyse, interpret and evaluate drama, drawing on their understanding of relevant aspects of other art forms.

Content Covered

- Australian and world drama
- Play building/storytelling
- Drama narrative and playwriting

Skills Outline

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

DRAMA (ATAR)

Course Outline

This course focuses on drama in practice and aesthetic understanding as students integrate their knowledge and skills. They engage in drama processes such as improvisation, play building, text interpretation, playwriting and dramaturgy. This allows them to create original drama and interpret a range of texts written or devised by others by adapting the theoretical approaches of drama practitioners like Stanislavski and Brecht. Students' work in this course includes production and design aspects involving directing, scenography, costumes, props, promotional materials, and sound and lighting. Increasingly, students use new technologies, such as digital sound and multimedia. They present drama to make meaning for a range of audiences and adapt their drama to suit different performance settings. The focus in this course is on both individual and ensemble performance, as well as the roles of actor, director, scenographer, lighting designer, sound designer, costume designer and dramaturge.

Content Covered

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

Skills Outline

- Characterisation and text interpretation
- Drama technologies
- Audience/Performance relationships
- Safe drama practices & staging a production

Prerequisite

C (57%) in English

VISUAL ARTS (GENERAL)

Course Outline

The focus for this course will be 'inspirations' and 'investigations'. Students will gain inspiration and generate ideas from diverse sources, including what is experienced, learned about, believed in, valued, imagined or invented.

Semester One will focus on the printmaking discipline and will consist of two parts. In response to their excursion to Cottesloe beach, students will firstly create a three-colour reduction lino print based on an object of their choosing (e.g. drift wood; shells; jelly fish etc.). Building upon this work, students will then expand their object focus to a broader environmental focus. This will be expressed as a multiple colour silkscreen printing process focused on the environment from which the student's chosen object derived.

In Semester Two students explore and develop their ideas through the 'investigation' of different art forms, processes and technologies. Students will be given the opportunity to create a 'fantasy textiles garment' inspired by the theme 'from the future or the past'. Throughout the unit students will incorporate a number of textiles methods into their garment creation/construction including silk fusing, tie dyeing, molle`, lace making and embroidery.

Content Covered

Art Making

- Explore drawing and visual language in directed tasks and activities
- Examine artists and artworks for inspiration; and explore techniques they use
- 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
- 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

CERTIFICATE II IN VISUAL ARTS (VET)

Course Outline

This qualification allows learners to develop the basic creative and technical skills that underpin visual arts and craft practice. Over the course of 12 months students will work towards the completion of nine Australia Qualifications Training Framework (AQTF) units of competence. Upon completion, students receive a Certificate II in Visual Arts and will possess advanced standing for the completion of further studies at an TAFE after school.

This course does not lead directly to employment, however it provides students with industry relevant skills which will prepare them for the workforce in Visual Arts related settings. Some students may progress through to Certificate III, IV or a diploma at an TAFE and will be eligible for university entrance thereafter.

Content Covered

Students will complete 9 units of competence over a one year (Year 12 students) or two year (Year 11 students) time frame. These units include:

- Develop painting skills
- Develop ceramic skills
- Develop drawing skills
- Develop printmaking skills
- Develop sculptural skills
- Store finished work
- Make simple creative work
- Source and use information relevant to own arts practice
- Participate in occupational health and safety procedures

Skills Outline

- Observational and interpretive drawing
- Effective use of the elements and principles
- Artistic research
- Design and production of artwork
- Display of resolved artworks

LANGUAGES

ITALIAN – SECOND LANGUAGE (ATAR)

Course Outline

The focus for the first unit is Rapporti (Relationships). Students build on their skills, knowledge and understandings through the study of the unit content. They further develop their communication skills in Italian and gain a broader insight into the language and culture.

The focus for the second unit is Andiamo! (Travel – let's go!). Students further develop their skills, knowledge and understandings through the study of the unit content. They extend their communication skills in Italian and gain a broader insight into the language and culture.

Content Covered

- **Rapporti in famiglia, tra gli amici e a scuola (Family, friend and school relationships)** - Students reflect on the different relationships in their lives and consider the importance of friendship in their lives and the lives of young Italians.
- **Le tradizioni, gli spettacoli e le feste (Traditions, events and celebrations)** - Students explore Italian traditions, events and celebrations and how these promote a sense of community and an awareness of culture
- **Le vacanze - racconti e progetti (My holiday tales and plans)** - Students reflect on their own holiday tales and discuss what is essential when planning a trip and travelling at home and/or abroad.
- **Destinazione Italia (Destination Italy)** - Students explore travelling in a particular Italian region or city and explore tourist attractions and cultural experiences.
- **Destinazione Australia (Destination Australia)** - Students explore Australia as a destination for Italian-speaking travellers and discuss how they would prepare an Italian speaker for a trip to Australia.

Prerequisite

C (57%) in English and a history of studying Italian previously. SCSA also requires students to apply for permission to enrol in this course.

QUICK REFERENCE GUIDE FOR YEAR 11 COURSES

COMMENCING SPRING TERM, 2017

Students must choose at least one list A and one List B Course

Course	Level	Prerequisite			List
RELIGIOUS EDUCATION					
Religion and Life	General	N/A			A
Religion and Life	ATAR	C Grade (57%) in English and C Grade in Religious Education			A
ENGLISH					
English	General	N/A			A
English	ATAR	C Grade (57%) in English & OLN Reading & Writing qualification			A
MATHEMATICS					
Mathematics Essentials	General	N/A			B
Mathematics Applications	ATAR	OLNA/C Grade in Year 10 Mathematics and a minimum of 51% in their Semester 1 exam			B
Mathematics Methods	ATAR	OLNA/B Grade in Year 10 Mathematics and a minimum of 82% in their Semester 1 exam			B
Mathematics Specialist	ATAR	OLNA/A Grade in Year 10 Mathematics and a minimum of 90% in their Semester 1 exam			B
SCIENCE					
<i>Prerequisites are based on the class set the student has completed in Year 10</i>		Class Set 1 – Earth and Space Chemistry	Class Set 2 - Earth and Space Biology	Class Set 3 – Earth and Space Physics	
Chemistry	ATAR	B Grade (70%) in Class Set and 75% in the Semester 1 Mathematics Examination	B Grade (70%) in Class Set and 75% in Mathematics Examination	A Grade (80%) in Class Set and 75% in Mathematics Examination	B
Physics	ATAR	B Grade (70%) in Class Set and 75% in the Semester 1 Mathematics Examination	B Grade (70%) in Class Set and 75% in Mathematics Examination	A Grade (80%) in Class Set and 75% in Mathematics Examination	B
Human Biological Science	ATAR	C Grade (60%) in Class Set	B Grade (67%) in Class Set	A Grade (75%) in Class Set	B
Certificate II Sampling	VET	N/A			
HUMANITIES AND SOCIAL SCIENCES					
Geography	ATAR	C Grade (57%) in Year 10 Humanities and C Grade (57%) in Year 10 English			A
Modern History	ATAR	C Grade (57%) in Year 10 Humanities and C Grade (57%) in Year 10 English			A
HEALTH & PHYSICAL EDUCATION					
Physical Education Studies	ATAR	C Grade (57%) in English			B

Course	Level	Prerequisite	List
TECHNOLOGIES			
Applied Information Technology	General	N/A	B
Business, Management & Enterprise	General	N/A	A
Children, Family & Community	General	N/A	A
Design Photography	General	N/A	B
Design Technical Drawing	General	N/A	B
Food Science & Technology	General	N/A	B
Materials Design & Technology - Metalwork	General	N/A	B
Materials Design & Technology - Textiles	General	N/A	B
Materials Design & Technology - Woodwork	General	N/A	B
Media Production & Analysis	General	N/A	A
Media Production & Analysis	ATAR	C Grade (57%) in English	A
Certificate II in Creative Industries - Media	VET	N/A	
Certificate II in Business	VET	N/A	
Certificate II in Hospitality	VET	N/A	
Certificate II in Visual Arts – Digital Imaging (Technical Graphics)	VET	N/A	
THE ARTS			
Dance	General	N/A	A
Drama	General	N/A	A
Drama	ATAR	C Grade (57%) in English	A
Visual Arts	General	N/A	A
Visual Arts	ATAR	C Grade (57%) in English	A
Certificate II in Visual Arts	VET	N/A	
LANGUAGES OTHER THAN ENGLISH			
Italian – Second Language	ATAR	C Grade (57%) in English and a history of studying Italian previously	A

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, once accepted into a 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 by experiencing a variety of work placements.
- To develop a positive attitude to schooling by establishing its relevance to real work requirements
- To enable students to complete Year 12, 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 Workplace Learning attracts points for entry.

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 points towards WACE as completion of an endorsed programme (Workplace Learning).
- Successful completion of ONSITE gains points towards entrance to certain TAFE courses.

Procedure

- Students apply at school for a position as an ONSITE candidate.
- Attend an interview with the ONSITE staff.
- 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 and hours spent in the workplace.
- Students must complete a skills journal for each of the placements.

PERSONAL WORK PLACEMENT

There is an opportunity for students to arrange their own work placement. This involves students spending one day a week in a placement of their choosing. The placement is NOT to be a paid position, as for part-time employments.

The aim and benefits of this program are the same as the ONSITE program, however this allows for a broader range of placements.

Procedure

- Students apply at school, with the ONSITE Coordinator for a personal work placement.
- A form must be completed by the employer and returned to the school before a placement can be granted.
- An employability skills logbook must be completed, noting hours spent in the workplace, the skills learned and two evaluations from supervisors.
- Two skills journals must be completed, one in each semester of the placement.

THE DREAM FACTORY - SPECIALIST ONSITE PROGRAM

Certificate II Trades Pathways – Building & Construction

The Trades Pathways course provides students with a focus on various trades in the Building and Construction industry.

Within the course students undertake a Certificate II Trades Pathways with an emphasis on Wall and Floor Tiling. Here students will develop a cross section of skills including levelling, brick laying, plastering, rendering and tiling. Students work with a wide variety of tools and equipment including spirit levels, tape measures, squares, trowels, cement mixers. The skills learnt in this course will be valuable for general use over a lifetime and can be applied to other construction areas. Students will have the opportunity to try different work experience placements within the construction industry.

This is a one year course open to students starting Year 11 or Year 12.

Certificate II Voice and Data Communications - Electrical

This certificate forms a part of an electrical apprenticeship and can contribute to reduced apprenticeship training time. The qualification provides competencies to select, assemble, set up and maintain simple equipment and systems to certification standard for cabling in buildings and premises.

The course is aimed at students wanting to become an electrical apprentice. Students will receive work placements in the electrical industry to provide practical experience.

This is a one year course open to a Year 11 or Year 12 student. Entry to the course is via an aptitude test and interview.

Certificate II Plumbing and Gasfitting

This course is designed for students seeking an apprenticeship in plumbing. Within the plumbing and gas field there are many pathways and skills students can develop. Students taking this course will develop practical skills in areas such as plan interpretation, plumbing measurements and calculations, basic levelling procedures, pipe fabrication, basic welding, and workplace safety.. These skills will add to any plumbing apprentice's array of valuable skills. Students will receive work placements in the plumbing industry to provide practical experience.

This is a one year course open to a Year 11 or Year 12 student. Entry to the course is via an aptitude test and interview.

Certificate II Hairdressing - Snippets

This course is designed for those students who want to become hairdressers. The course combines both on and off the job training with successful students hoping to impress and gain an apprenticeship in hairdressing. A great deal of practical work is involved in the course and parents can even go in and participate in the training as models at various times.

This is a one year course open to Year 11 or Year 12 students

Certificate II Automotive Service Technology

This course will suit those students with a demonstrated interest in and aptitude for automotive technology (you need to know a little bit about cars).

The programme is a partnership between ONSITE, South Metropolitan TAFE and a major industry partner. Entry will be by written and practical aptitude testing. This is a two year course commencing at Year 11.

Certificate II Automotive Electrical Technology

This course is designed for students who wish to pursue an apprenticeship in the Auto Electrical trade. The course runs over two year, with students beginning the in Year 11.

Within the course, students will develop skills and knowledge to work effectively in the automotive industry, installing, testing and repairing wiring and lighting systems, security systems, electrical components and circuits, read wiring diagrams, and workplace safety and health. The aim is to find a suitable apprenticeship pathway.

Certificate II Furniture Making

This course is suitable for students who enjoy working with timber and would like to learn all aspects of furniture and cabinet making,

In this one year course students will learn how to work from plans and drawings, about safety in the workplace and the use of hand tools, power tools and static machines. This course is available to Year 11 and Year 12 students.

HOW TO APPLY

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

COST

\$500 for the ONSITE programme

Students and parents/guardians interested in one of the specialist programmes should attend an Information Night held later this year at Chisholm Catholic College.

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 Mrs Wilson to secure these placements or 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 be 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 (sometimes two days) a week.

There are many traineeships, generally at Certificate II level, from which students may choose. 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 (WACE).
- achieve a nationally recognised industry qualification.
- practise 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 following 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 Careers Advisor with a confirmed offer of a school-based traineeship before 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.

PRE-APPRENTICESHIPS IN SCHOOLS (PAIS)

The Pre-Apprenticeships in Schools (PAiS) programme 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.

PAiS are Certificate II programmes that provide students in Year 11 and 12 with a pathway from school to a traditional trade apprenticeship. Students in the PAiS 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 PAiS 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.

USEFUL WEBSITES

University

Curtin University	http://www.curtin.edu.au/
Edith Cowan University	http://www.ecu.edu.au/
Murdoch University	http://www.murdoch.edu.au/
Notre Dame	http://www.nd.edu.au/
University of WA	http://www.uwa.edu.au/

TAFE

North Metropolitan TAFE	http://www.northmetrotafe.wa.edu.au/
South Metropolitan TAFE	http://www.southmetrotafe.wa.edu.au/

Other

SCSA	http://www.scsa.wa.edu.au/
TISC	http://www.tisc.edu.au/
Defence Force	http://www.defencejobs.gov.au/
Apprenticeships	http://www.dtwd.wa.gov.au/apprenticeship-office
Job Search	https://jobsearch.gov.au/
MyFuture	http://www.myfuture.edu.au/
Job Guide	https://www.education.gov.au/job-guide

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 learning at TAFE.

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 55 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 School Curriculum and Standards Authority 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.

Desireable 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 pre-determined Certificate

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

Online Literacy and Numeracy Assessment (OLNA)

Students will need to demonstrate a minimum standard of Literacy and Numeracy to achieve their Western Australian Certificate of Education.

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.

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.

Western Australian Certificate of Education (WACE)

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

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.

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.

