

# Curriculum Handbook

Year 11, 2021

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# Emmanuel Catholic College Vision and Mission

## College Name

The Hebrew word *Emmanuel* means “*God is with us*”

## Vision

God is with us and calls us to become men and women of service for others.

## Core Values

- We will show respect, compassion and service to others
- We will strive for excellence
- We will be consistent and fair
- We will model Christ in our behaviour

## Mission

- Foster the growth and development of knowledge, skills and values needed by each person to become what God has called him or her to be in their service for others.
- Develop the whole person to be fully alive and encourage the students to see Jesus as the model for humanity.
- Appreciate the God-given gifts in all members of the College community and to develop these gifts so that each person may contribute to the common good.
- Encourage students to develop a love of learning.
- Promote in students a respect for themselves and others.
- Raise students' consciousness and practice of Social Justice, especially in support of the disadvantaged both locally and globally.
- Help students to be aware of and actively engaged in the process of National Reconciliation.
- Assist students to become responsible stewards of the Environment.

## Principal



*Mr Leo Di Gregorio*  
**College Principal**

Year 10 is a very important year regarding making decisions. The decisions made now will affect the courses studied in both Year 11 and 12. In many cases, and in the ideal circumstances, students will choose their courses for Year 11 and then carry the same courses into Year 12. As such, it is imperative that students have clear goals and a strong focus on the direction that they will take over the next two years.

Whilst students will be exploring career ambitions over the next few years, our system is flexible enough for students to change career aspirations during these years. It is most important though that students determine if University, TAFE or the workforce is their destination after Year 12. This decision will greatly assist students choosing the best courses for Years 11 and 12.

The selection of appropriate subjects that suit the student's individual needs is crucial. In making decisions regarding the selection of Courses, students and parents are encouraged to speak with our Head of Careers and VET, Mrs Susan Beedie, any of the Heads of Learning Area or Deputy Principals.

This Curriculum Handbook provides information about SCSA Courses and Certificate Courses offered to students in Year 11 and 12 at Emmanuel Catholic College. It also provides information relating to the Western Australian Certificate of Education (WACE) and entry requirement for University and TAFE.

Please do not hesitate to contact Miss Dempsey or Mr Sackett should you wish to clarify any issues pertaining to course selection.

Mr Leo Di Gregorio  
**College Principal**

## Important Dates

### **Friday 24 July 2020**

Semester One Reports - Live on SEQTA

### **Wednesday 29 July 2020**

7.00pm: Year 11 Parent Information Evening regarding Year 11 2021

### **Monday 3 August - Wednesday 5 August 2020** (from 3.30pm to 7.00pm)

Individual Course Selection Interviews

This publication has been produced to assist students in the selection of Courses for and is current as of 1 July 2020. Please be aware that information provided by organisations outside of the College may be subject to change. Updated information will be provided to students as it becomes available and will be published on the College Website.

Parents and Students are strongly encouraged to visit the School Curriculum and Standards Authority ([SCSA](http://www.scsa.wa.edu.au)) website to view the WACE changes and for a more detailed description and outline of the Courses.  
[www.scsa.wa.edu.au](http://www.scsa.wa.edu.au)

## General Information

### Parents

Although this book has been primarily addressed to students, it has also been written for you. We hope that, as a family, you will go through the material together so that the decisions are made as a family group.

Performing well in Years 11 and 12 will lead to:

- Students achieving the Western Australian Certificate of Education (WACE).
- A wider range of accessible courses and preferred careers at University and TAFE.
- Generally, more interesting and challenging careers.
- Self-satisfaction.

### General Information for Students

In choosing courses it is advisable to be realistic and consider which course will best suit your abilities, interests and future career aspirations.

It is important that you seek advice before arriving at this decision. Discussions with your parents/guardians are vital, as their support will be needed no matter what choice is made.

The most fundamental decision for which the College shares responsibility with parents/guardians and students is to choose programs of study that will lead students to success. To make these choices it is necessary to have a thorough understanding of the following:

- The strong connection that exists between Years 11 and 12 and the destinations that students will access after they have left school (post-school options). This will be determined by the ability and determination of the student, as well as their interests and work ethic.
- The importance of the selection criteria for the main post-school destinations. It is possible for a student to miss out on both TAFE and University through poor course selection.
- The increasing number of pathways between TAFE and University. Students and parents are advised to contact the individual institutions to determine these options.
- The rapidly changing employment market in terms of skills required, new jobs coming into existence and a trend to part-time and other work options.

In considering their career options, students should take into account their academic ability, skills, talents, areas of interest and personality.

## Types of Courses in Year 11 and 12

There are four types of courses developed by the School Curriculum and Standards Authority leading to WACE. These are ATAR, General, Foundation Courses and VET courses.

**ATAR** course units are for students who are aiming to enrol in a university course direct from school. These courses will be examined by the Authority in Year 12 and contribute to the achievement of an Australian Tertiary Admissions Rank (ATAR).

**General** course units are for students aiming to enter further training or the workforce directly from school, or access university through a non-ATAR pathway. These courses will not be examined by the Authority. However, they each have an externally set task (EST) in Year 12, which is set by the Authority.

For ATAR and General courses each course has four units – Unit 1 and Unit 2 (Year 11 units) and Unit 3 and Unit 4 (Year 12 units).

**Foundation** courses provide a focus on functional literacy and numeracy skills, practical work-related experience and the opportunity to build personal skills that are important for life and work. Foundation courses are not designed, nor intended, to be an alternative senior secondary pathway. Foundation courses are for students who have not been able to demonstrate the minimum standard for literacy and/or numeracy before Year 11 and are unlikely to do so before the end of Year 12 without significant levels of support.

**Preliminary** courses are for students who have been identified as having a learning difficulty and/or an intellectual disability. They provide a relevant option for students who cannot access the ATAR, General or Foundation course content with adjustment and/or disability provisions and require modified and/or independent education plans. Preliminary courses do not contribute to achievement of the WACE.

**Vocational Education and Training** are Certificate courses for students who are aiming to enter further training or the workforce directly from school.

A further type of program which can contribute to the WACE:

**Endorsed programs** can be delivered in a variety of settings by schools, community, universities, training organisations and workplaces.

These programs provide access to areas of learning not covered by WACE courses or VET programs and contribute to the WACE as unit equivalents. Endorsed programs may replace up to two Year 11 course units and two Year 12 course units you need to achieve your WACE.

Workplace Learning (formally INSTEP) counts as an endorsed program at Emmanuel Catholic College.

You can mix and match these options to provide yourself with the best platform to meet the requirements to achieve your WACE – and for life beyond school.

Permission for a student to change courses is a school based decision: however, for a student to achieve course unit credits, a change can only be made early in Year 12, before the cut-off date set by the Authority.

**Year 12 courses are year-long courses.**

## Year 11/12 Curriculum and Assessment

At Emmanuel Catholic College all upper school courses are accredited by the School Curriculum and Standards Authority SCSA and fall into two categories:

### 1. Vocational Education Courses (VET)

Assessment is based on students demonstrating competency in each component of the course. Each course has nominal hours which need to be completed.

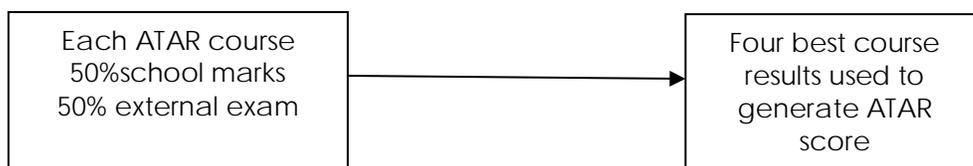
### 2. Courses

Courses developed by SCSA are assessed numerically and students will be awarded a percentage mark and a grade in each Semester. All courses are for two semesters and cannot be changed after Week 5.

### External WACE Assessments

All students in Year 12 must sit either an Examination for their ATAR courses or an Externally Set Test (EST) for their General course. The EST is 50 minutes in duration for all General Courses during the Semester One examination period.

Year 12, students studying ATAR units are required to sit external examinations at the end of Semester Two, which contributes 50% of the final course grade, which is used to calculate their ATAR (Australian Tertiary Admissions Rank).



### Assessment

Assessment for each Course is continuous and cumulative, and the grades achieved at the end of the year, for each semester's work, are reported to the SCSA and will appear on the student's Statement of Results. Courses will also have a numerical score.

### Grading

The grades that may be awarded are shown below:

- A** Excellent Achievement
- B** High Achievement
- C** Sound Achievement
- D** Limited Achievement
- E** Inadequate Achievement

Further information can be found at: <http://www.scsa.wa.edu.au>

# SCSA Certification Arrangements and WACE Requirements

At the end of senior secondary schooling, students who successfully completed WACE course units, VET certificates or endorsed program will receive a folio of achievement. This folio may include the following:

## 1. The Western Australian Statement of Student Achievement (WASSA)

A WASSA is issued to all Year 12 students at the completion of their senior secondary schooling. It lists all courses and programs students have completed in Year 11 and 12, and the grades and marks achieved.

The WASSA records relevant:

- achievement of WACE requirements
- achievement of the literacy (reading and writing) standard
- achievement of the numeracy standard
- achievement of any exhibitions and awards
- school grades, school marks and combined scores in ATAR courses
- school grades and school marks in General and Foundation courses
- completed Preliminary units
- completed VET industry specific courses
- successfully completed VET qualifications and VET units of competency
- completed endorsed programs
- number of community service hours undertaken (if reported by the school)

## 2. The Western Australian Certificate of Education (WACE)

The WACE is a certificate that demonstrates significant achievement over Years 11 and 12. The Certificate is issued by SCSA to Year 12 students who meet all the requirements.

## 3. A WACE Course Report

**A WACE Course Report** (ATAR Courses only) is also distributed to students who sit external examinations. This document will provide:

- The student's school grades for each Course.
- The student's school assessment mark out of 100 for each Course.
- The student's raw examination mark out of 100 for each Course.
- The student's standardised examination mark out of 100 for each Course.
- The student's WACE Course combined mark out of 100 for each Course.
- The State-wide distribution of combined marks.

*Practical Courses will have the written and practical marks reported separately*

## Requirements for achievement of The Western Australian Certificate of Education (WACE)

### (i) Literacy and Numeracy

Students must demonstrate the minimum literacy and numeracy standard based on skills regarded as essential for individuals to meet the demands of everyday life and work. This standard is equivalent to Level 3 of the Australian Core Skills Framework.

For the WACE literacy and numeracy standards, students must demonstrate the minimum standard of literacy either by:

- successfully completing each component of the Authority's Online Literacy and Numeracy Assessment (OLNA) in Year 10, 11 or 12,
- by pre-qualifying through achieving Band 8 or higher in the reading and writing tests of the Year 9 National Assessment Program - Literacy and Numeracy (NAPLAN).

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 Year 12 to demonstrate the literacy and numeracy minimum standard.

OLNA has 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 which may severely limit their capacity to participate in the OLNA. These students, after discussions with parents/carers and the school, may choose not to sit the OLNA. However, this would mean that these students could not achieve the WACE.

### (ii) Complete a minimum of 20 units, or equivalents

- at least four Year 12 ATAR courses\*
- at least five Year 12 General courses\*\* and/or ATAR courses or equivalent\*
- a Certificate II\*\*\* (or higher) VET qualification in combination with ATAR, General or Foundation courses

\* In the context of ATAR courses in the WACE, the term 'complete' requires a student to sit the ATAR course examination

\*\*Foundation courses do not contribute to meeting the WACE achievement requirement with this option. Students taking Foundation courses must complete a Certificate II or higher.

\*\*\*In the context of VET in the WACE, the term 'complete' requires that a student has been deemed competent in all units of competency that make up a full qualification.

### (iii) Breadth and depth

Students will complete a minimum of 20 units, which may include unit equivalents attained through VET and/or endorsed programs. This requirement must include at least:

- a minimum of ten Year 12 units, or the equivalent
- four units from an English course, post-Year 10, including at least one pair of Year 12 units from an English learning area course
- one pair of Year 12 units from each of List A (arts/languages/social sciences) and List B (mathematics/science/technology) subjects.

List A	List B
Business Management & Enterprise (ATAR)	Biology (ATAR)
Career and Enterprise (General)	Chemistry (ATAR)
Children, Family and Community (General)	Design Graphics (ATAR & General)
Dance (General)	Design Photography (General)
Drama (ATAR & General)	Food Science and Technology (General)
Economics (ATAR)	Health Studies (General)
English (ATAR & General)	Human Biology (ATAR & General)
Geography (ATAR & General)	Integrated Science (General)
Italian (ATAR)	Materials Design and Technology - Wood (General)
Literature (ATAR)	Mathematics Essential (General)
Media Production & Analysis (ATAR & General)	Mathematics Foundation (General)
Modern History (ATAR & General)	Mathematics Applications, Methods & Specialist (ATAR)
Music (General)	Psychology (General)
Politics & Law (ATAR & General)	Physical Education Studies (ATAR & General)
Religion and Life (ATAR & General)	Physics (ATAR)
Visual Art (ATAR & General)	

#### (iv) Achievement Standard

Students must achieve at least **14 C grades or higher** (or equivalents) in Year 11 and Year 12 units, including at least six C grades (or equivalents) in Year 12 units. 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.

## VET programs

VET is recognised across Australia. VET programs can give you the opportunity to gain core skills for work and, in some cases, complete training in industry through workplace learning. You can also begin training for your career while still at school by undertaking a VET qualification.

Among the range of VET programs on offer are School-Based Apprenticeships and Traineeships.

As with the WACE courses, the VET programs available to students do vary between schools. VET can contribute up to eight of the 20 units you need to achieve your WACE.

## Endorsed programs

Endorsed programs address areas of learning not covered by WACE courses. Examples include workplace learning, Cadets WA, performance in school productions and independently administered examinations in music, speech and drama.

These programs can be delivered in a variety of settings by schools, community organisations, universities, training organisations and workplaces.

Endorsed programs may replace up to two Year 11 course units and two Year 12 course units you need to achieve your WACE.

## How to Choose Subjects for Year 11/12

- Step 1 Research what you would like to do when you leave school.
- Step 2 Identify if TAFE or University is the required pathway.
- Step 3 Determine if any pre-requisite Courses are required for Year 12.
- Step 4 Choose the Year 12 Courses that you require for future studying options.

### Factors to Consider in Selecting Subjects

It is recommended that students consider the following:

**(a) Academic Performance**

In order to achieve success in subjects, it is **essential** that students achieve a prerequisite standard in prescribed courses. Please take careful note of prerequisites as listed in this booklet.

**(b) Interests**

Students should pursue their interests at their ability and performance level. Students who take subjects they like, enjoy or are passionate about are more likely to maximise their achievement.

**(c) Career Aspirations**

Students, whether planning to seek early employment, employment after school or to continue with further studies (TAFE's, University) should choose subjects which will maximise their options for the future. Students should also be aware that many TAFE qualifications can lead to university entry with advanced standing (ie ATAR is not the only avenue to university entrance).

### Pathways - General Advice

#### Students considering an ATAR University Pathway

##### Courses to choose:

1. Religion and Life (ATAR or General)
2. English and/or Literature (ATAR)
3. Course Choice 1 - (ATAR)
4. Course Choice 2 - (ATAR)
5. Course Choice 3 - (ATAR)
6. Course Choice 4 - (ATAR / General / Certificate II)

\* Students studying an ATAR University Pathway must study at least four ATAR Courses.

#### Students considering a Non-ATAR University Pathway

##### Courses to choose:

1. Religion and Life (General)
2. English (ATAR)
3. Mathematics (General)
4. Course Choice 1 (Certificate II or III)
5. Course Choice 2 (General)
6. Course Choice 3 (General)

### Students considering a General Pathway

#### Courses to choose:

1. Religion and Life (General) or Certificate III in Christian Ministry & Theology
2. English (General)
3. Mathematics (General)
4. Course Choice 1 (Certificate II) or General
5. Course Choice 2 (General)
6. Course Choice 3 (General)

### Students considering a VET Pathway

1. Religion and Life (General) or Certificate III in Christian Ministry & Theology
2. English (General)
3. Mathematics (General)
4. Careers and Enterprise (General)
5. Course Choice 1 (Certificate II or Certificate III)
6. Course Choice 2 (General)

#### Plus either;

- Workplace Learning or
- Profile Placement at TAFE; or
- School Based Traineeship (SBT) or
- School Based Apprenticeship (SBA)

\*Note - SBT / SBA are by invitation only.

SCSA Awards - at the conclusion of Year 12 the SCSA presents awards to the top-achieving students in the State. The SCSA Policy and Guidelines for awards is available at

<https://senior-secondary.scsa.wa.edu.au/certification/exhibitions-and-awards>

### Planning for Year 12: Pathways available for Year 12 Students

	Pathways	Recommended for	Year 12 Subjects
University Ready	ATAR	Students who meet all prerequisites in Year 11 for ATAR subjects	At least 4 ATAR Subjects
	Cert IV	Students not meeting prerequisites to study at least 4 ATAR subjects, and intend to attend Curtin or ECU	Cert IV ATAR English + 4 other General/VET courses
	University Preparation Courses (eg. FlexiTrack High - Murdoch Uni)	Students not meeting prerequisites to study at least ATAR subjects, and intent to attend Murdoch Uni	FlexiTrack + 5 other General/VET courses
	Portfolio Entry	Students who intend to attend Notre Dame or selected courses at ECU, Curtin or Murdoch	6 General/VET courses (Meet with Mrs Beedie to discuss best options)
Work Ready	TAFE or Employment	Students wishing to continue their study at TAFE, or looking to enter the workforce	6 General/VET courses

## Entrance Requirements for Year 11 Courses

Entrance Requirements refer to the standard of academic performance that a student needs to achieve to demonstrate their aptitude and/or suitability for a particular course. Entrance Requirements for specific courses are set by the Heads of Learning Area and are determined through the analysis of historical data, case studies and consideration of the complexity of course content. Students who find themselves doing Year 11 courses that are too difficult for them may develop negative attitudes towards the course, and often towards their whole program of study. Consequently, they find school a frustrating and unrewarding experience.

The concept of Entrance Requirements is common in educational contexts, including University and State Training Provider enrolments. Stating Entry Requirements for Year 11 Courses is regarded as standard practice in Western Australian Schools.

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

Sometimes, a student may wish to enrol in a particular course, however fail to meet the Entrance Requirement to enrol in that course. **Entry to a course on a "trial" basis is NOT a viable option.** The recommendation for a student who cannot gain entry to a particular course in Year 11 based on their performance in Year 10, is to enrol in a related course for which he or she has achieved the Entrance Requirements.

A successful course selection is important. Changes made after the school year has begun are not a good idea because it can be very difficult to catch up on missed work and assessments.

Entrance Requirements for all courses have been distributed to students and can also be found in this publication.

### How many subjects will be studied?

All students will be required to study the equivalent of **six courses**. Compulsory subjects in both Years 11 and 12 are **English** and **Religion**.

The study of courses in Year 11 and 12 requires a substantial time commitment. As the final results are based on cumulative assessment over the whole year of study, students need to be aware that a consistent study pattern is required in order to achieve satisfactory results.

Workplace Learning students study the equivalent of six courses and have Workplace Learning count as an endorsed program.

**Students are only able to choose a maximum of two VET Courses. Students and parents should be aware that selecting a Certificate III is a 2 year course and not continuing with the course onto Year 12 will mean no credit for Year 11.**

### Once you have selected an appropriate pathway:

- Selection 1: Choose a Religious Education course (ATAR, General or Cert III)
- Selection 2: Choose an English course (Literature, ATAR or General)
- Selection 3: Choose a List B subject
- Selection 4-6: Choose subjects that are commensurate with your ability and suit your chosen pathway

## Emmanuel Catholic College

### 2021 YEAR 11 COURSE MINIMUM ENTRANCE REQUIREMENTS

Listed below are the Courses / Endorsed Programs that the College is intending to offer to students enrolling in Year 11 in 2021. Shown also are the Entrance Requirements for each of the Courses / Endorsed Programs, these requirements being based on results to be achieved on the Year 10 Semester One Report in the first instance and maintained on the Year 10 Semester Two Report.

General Courses and VET Certificates usually provide the foundation for Non-Tertiary pathways, which typically suit students who will seek Apprenticeships, employment or entry to TAFE at the end of Year 12. ATAR Courses generally provide the foundation for Tertiary Bound pathways and are undertaken by students who are planning University at the end of Year 12.

**The College reserves the right to withdraw a course or program if it does not gain sufficient numbers of students.**

Learning Area	Course/Program	Minimum Entrance Year 10 Requirements
Religion	Religion and Life - General	Nil
	Certificate III in Christian Ministry and Theology - VET (two year course)	Only available to General students who may struggle with demands of General Religion and Life.
	Religion and Life - ATAR	Year 10 Religious Education B Grade Must also select English ATAR or Literature ATAR
English	English - Foundation	Highly recommended for students who require OLNA
	English - General	Nil
	English - ATAR	English B Grade
	Literature - ATAR	English A Grade
Italian	Italian as a Second Language - ATAR	Must have studied Italian in Year 10
Mathematics	Mathematics Foundation	Compulsory for students who require OLNA
	Mathematics Essentials - General	OLNA requirements met
	Mathematics Applications - ATAR	Grade B in Pathway 2
	Mathematics Methods - ATAR	Grade B in Pathway 1
	Mathematics Specialist - ATAR	Grade A in Pathway 1 Must also select Mathematics Methods
Science	Biology - ATAR	C Grade Semester 1 Science B Grade in Pathway B Semester 2 Science
	Chemistry - ATAR	A or B Grade Semester 1 Science B Grade in Pathway A Semester 2 Science B Grade in Year 10 Pathway 1 Mathematics
	Human Biological Science - ATAR	C Grade Semester 1 Science B Grade in Pathway B Semester 2 Science
	Human Biology - General	Nil
	Integrated Science - General	Nil
	Psychology - General	C Grade Semester 1 Science B Grade in Pathway B Semester 2 Science
	Physics - ATAR	A or B Grade Semester 1 Science B Grade in Pathway A Semester 2 Science B Grade in Year 10 Pathway 1 Mathematics

Learning Area	Course/Program	Minimum Entrance Year 10 Requirements
<b>Humanities &amp; Social Sciences</b>	Certificate III in Business - VET (two year course)	Nil
	Business Management and Enterprise - ATAR	HASS - B Grade
	Economics - ATAR	HASS - B Grade
	Geography - ATAR	HASS - B Grade
	Geography - General	Nil
	Modern History - ATAR	HASS - B Grade
	Modern History - General	Nil
	Politics & Law - ATAR	HASS - B Grade
Politics & Law - General	Nil	
<b>Health &amp; Physical Education</b>	Certificate III in Sport and Recreation - VET (Two year course over Year 11 and 12)	Nil
	Health Studies – General	Nil
	Physical Education Studies - General	Nil
	Physical Education Studies - ATAR	SPE - B Grade or above; or (if no SPE Grade) Science - B Grade
<b>Arts</b>	Dance - General	Nil
	Design (Graphics) - ATAR	Graphic Design Grade B; OR Art Grade B; OR Photography Grade B; AND Must be eligible to select English or Literature ATAR
	Design (Graphics) - General	Completed at least Year 9 Design – B Grade
	Drama - ATAR	Drama Grade B; AND Must be eligible to select English or Literature ATAR
	Drama - General	Nil
	Media Production & Analysis - ATAR	Media Studies Grade B; AND Must be eligible to select English or Literature ATAR
	Media Production & Analysis - General	Nil
	Music - General	Competent on an instrument or voice for performance
	Visual Arts - General	Nil
	Visual Arts - ATAR	Art Grade B; or Graphic Design Grade B; AND Must be eligible to select English or Literature ATAR
<b>Technologies</b>	Certificate II in Engineering Pathways (Metals) - VET (Two year course)	Nil
	Children, Family and Community - General	Nil
	Design - Photography - General	Nil
	Food Science and Technology - General	Nil
	Materials Design & Technology - Wood - General	Nil
<b>Learning Support</b>	Preliminary Religion and Life	Nil
	Preliminary English	Nil
	Preliminary Mathematics	Nil
	Certificate II in Skills for Work and Vocational Pathways	Nil
<b>Other</b>	Career & Enterprise - General	Nil
	Workplace Learning	Must choose Career & Enterprise

## Religious Education

**Head of Learning Area:** Ms Lana Turner  
**Contact Details:** lana.turner@cewa.edu.au



Year 11		Year 12	
Religion and Life ATAR	Units 1 and 2	Religion and Life ATAR	Units 3 and 4
Religion and Life General	Units 1 and 2	Religion and Life General	Units 3 and 4
Certificate III in Christian Ministry & Theology	VET (completed over two years)		

*The shaded area in the table above indicates a University (ATAR) Pathway.*

The Bishops of Western Australia have mandated that Religious Education for students in Years 11 and 12 enrolled at Catholic schools are to be taught according to the **Religion and Life** Course using the content material provided by the Catholic Education Office of WA.

Please note: no attempt is made to assess the students' faith. It is College policy that all students must complete Religious Education across Years 11 & 12.

### **Religion and Life ATAR**

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.

#### **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 responses 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.

### **Unit 3**

The focus for this unit is the connection between past and present experiences of religion. Students analyse the impact of changes within society and how these changes shape the way individuals and groups interact with religion. They further develop research skills for conducting an inquiry, processing information and, communicating findings about the interplay between religion and life.

### **Unit 4**

The focus for this unit is the interplay between religion and life. Students explore how religion responds to, and interacts with, issues that arise within society. They further develop research skills for conducting an inquiry, processing information, and communicating findings about the interplay between religion and life.

## **Religion and Life General**

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.

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.

### **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.

### **Unit 3**

The focus of this unit is the role religion plays in the lives of people. It explores how people interact with and respond to religion. Students consolidate the skills required for conducting an inquiry, processing information and communicating findings about religion and life.

### **Unit 4**

The focus for this unit is the interplay between religion and life. Students explore how religion responds to and interacts with issues that arise within society. They further develop research skills for conducting an inquiry, processing information and communicating findings about the interplay between religion and life.

## **Certificate III in Christian Ministry and Theology**

RTO: Institute of Faith Education

RTO No: 31402



*The training and assessment for this qualification is delivered under a third party arrangement with Institute of Faith Education RTO 31402*

This course is offered to those students who are on a General pathway, enrolled in General English and may potentially struggle with the demands of Religion and Life General. The course is an opportunity for senior secondary students to reflect on their own beliefs and ethics and to learn more about Catholic spirituality, beliefs and ethics.

### **The course explores:**

- What is meant by spirituality, the relationship between spirituality and religion, and key elements of Catholic spirituality.
- The Bible. Students gain an overview of the Scriptures and learn skills for biblical interpretation. There are opportunities to dig deeper into the texts and to explore how they are used today, including in the media and politics.
- Ethics and Catholic Social Teaching. Current moral/ethical issues and case studies provide the opportunity to reflect on the choices we make and how these impact upon our lives.
- The importance of reflecting on our worldview and the life journey we make as individuals. Students have an opportunity to examine their own beliefs and how they shape their lives. Topics include evil and suffering, the relationship of theology to science, religion and worldviews in the contemporary Australian scene, and questions about the afterlife.
- Critical and creative thinking skills and teamwork skills.

### **Where can this course take you?**

The Catholic Church is one of Australia's largest employers with over 180,000 employees spread across a range of agencies, employing 2% of the Australian workforce in education, health care, social services, aged care (Good works: The Catholic Church as an employer in Australia, 2015). This course provides an understanding of the values, frameworks and teachings that underpin Catholic health, education, social services and aged care.

The course builds generic 21st century skills: critical and creative thinking, communication, collaboration and teamwork, personal and social skills. These skills are relevant to careers in any sector, as is the general ethical and personal formation of students.

All Vocational Education and Training (VET) qualifications are made up of a set of competencies. In this course you will complete competencies that develop your capacity to understand Catholic ethics and beliefs (theology) and Scripture (the Bible). You will also explore your own beliefs and ethics in this process. The following competencies are completed as part of this course:

CMTHE301	Research Christian Scripture and theology
CMTHE302	Identify theological data
CMTHE303	Present information on a theological theme or issue
CMTHE304	Apply new theological insights
CMTMIN301	Apply theological knowledge to contemporary ethical issues
CMTMIN302	Communicate theology in everyday language
PUATEA001B	Work in a team
BSBCRT101	Apply critical thinking techniques

Please note, a fee will be associated with this course.

# English

Head of Learning Area:

Ms Vanessa Daly

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Year 11		Year 12	
Literature ATAR	Units 1 and 2	Literature ATAR	Units 3 and 4
English ATAR	Units 1 and 2	English ATAR	Units 3 and 4
English General	Units 1 and 2	English General	Units 3 and 4
English Foundation	Units 1 and 2	English Foundation	Units 3 and 4

*The shaded area in the table above indicates a University (ATAR) Pathway.*

In the English Course students learn about the English language, how it works and how to use it effectively. Language plays a central role in human life as it provides a vehicle for communication, a tool for thinking, a means of creativity and a source of pleasure. Through language humans shape understandings of themselves and their world. An understanding of language and the ability to use it effectively empowers students. It gives them access to knowledge, enables them to play an active part in society and contributes to their personal growth.

**All students must complete four units in English over Years 11 and 12.**

## **English ATAR**

### **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.

### **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.

### **Unit 3**

Students explore representations of themes, issues, ideas and concepts through a comparison of texts. They analyse and compare the relationships between language, genre and contexts, comparing texts within and/or across different genres and modes. Students recognise and analyse the conventions of genre in texts and consider how those conventions shape interpretations.

### **Unit 4**

Students examine different interpretations and perspectives to develop further their knowledge and analysis of purpose and style. They challenge perspectives, values and attitudes in texts, developing and testing their own interpretations through debate and argument. Through close study of texts, students explore relationships between content and structure, voice and perspectives, the text and context.

## **Literature ATAR**

In the Literature ATAR course, students learn to create readings of literary texts and to create their own texts, including essays, poems, short stories, plays and multimodal texts. Students engage with literary theory and study literary texts in great detail. Students learn to read texts in terms of their cultural, social and historical contexts; their values and attitudes; and their generic conventions and literary techniques. They enter the discourse about readings, reading practices and the possibility of multiple readings. Students learn to create texts paying attention to contexts, values and conventions. Students learn about literary language, narrative, image and the power of representation. Students experience the aesthetic and intellectual pleasure that reading and creating literary texts can bring.

### **Unit 1**

Unit 1 develops students' knowledge and understanding of different ways of reading and creating literary texts drawn from a widening range of historical, social, cultural and personal contexts. Students analyse the relationships between language, text, contexts, individual points of view and the reader's response.

### **Unit 2**

Unit 2 develops students' knowledge and understanding of intertextuality, the ways literary texts connect with each other. Drawing on a range of language and literary experiences, students consider the relationships between texts, genres, authors, readers, audiences and contexts. Students create analytical responses that are evidence-based and convincing. By experimenting with text structures and language features, students understand how their imaginative texts are informed by analytical responses.

### **Unit 3**

Unit 3 develops students' knowledge and understanding of the relationship between language, culture and identity in literary texts. Students inquire into the power of language to represent ideas, events and people, comparing these across a range of texts, contexts, modes and forms. Throughout the unit, students create analytical responses that are characterised by a confident, engaging style and informed observation. In creating imaginative texts, students experiment with language, adapt forms and challenge conventions and ideas.

### **Unit 4**

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

## **English General**

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 course is designed to provide students with the skills to succeed in a wide range of post-secondary pathways by developing their language, literacy and literary skills. Students comprehend, analyse, interpret, evaluate and create analytical, imaginative, interpretive and persuasive texts in a range of written, oral, multimodal and digital forms.

### **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. They learn how to respond personally and logically to texts by questioning, using inferential reasoning and determining the importance of context and structure.

### **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. They consider the purposes and possible audiences of texts and examine the connection between purpose and structure and how a text's meaning is influenced by the context in which it is created and received.

### **Unit 3**

Unit 3 focuses on exploring different perspectives presented in a range of texts and contexts. Students explore attitudes, text structures and language features to understand a text's meaning and purpose. They also examine relationships between context, purpose and audience in different language modes and types of texts, and their impact on meaning.

### **Unit 4**

Unit 4 focuses on community, local or global issues and ideas presented in texts and on developing students' reasoned responses to them. Students explore how ideas, attitudes and values are presented by synthesising information from a range of sources to develop independent perspectives and analyse the ways in which authors influence and position audiences.

## **English Foundation**

Foundation courses provide a focus on functional literacy and numeracy skills, practical work-related experience and the opportunity to build personal skills that are important for life and work. Foundation courses are not designed, nor intended, to be an alternative senior secondary pathway. Foundation courses are for students who have not been able to demonstrate the minimum standard for literacy and/or numeracy before Year 11 and are unlikely to do so before the end of Year 12 without significant levels of support.

Most suited for students who are in Achievement Category 1 for Reading or Writing OLNA.

## The Arts

Head of Learning Area: Mrs Sherie Chant

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Year 11		Year 12	
Design (Graphics) ATAR	Units 1 and 2	Design (Graphics) ATAR	Units 3 and 4
Drama ATAR	Units 1 and 2	Drama ATAR	Units 3 and 4
Media Production and Analysis ATAR	Units 1 and 2	Media Production and Analysis ATAR	Units 3 and 4
Visual Arts ATAR	Units 1 and 2	Visual Arts ATAR	Units 3 and 4
Dance General	Units 1 and 2	Dance General	Units 3 and 4
Design (Graphics) General	Units 1 and 2	Design (Graphics) General	Units 3 and 4
Drama General	Units 1 and 2	Drama General	Units 3 and 4
Media Production and Analysis General	Units 1 and 2	Media Production and Analysis General	Units 3 and 4
Music General	Units 1 and 2	Music general	Units 3 and 4
Visual Arts General	Units 1 and 2	Visual Arts General	Units 3 and 4

The shaded area in the table above indicates a University (ATAR) Pathway.

### Design (Graphics) ATAR

In the Design ATAR course students develop skills and processes for current and future industry and employment markets. Students are equipped with the knowledge and skills to understand design principles and processes, analyse problems and possibilities, and devise innovative strategies within design contexts. These include photography, graphics, dimensional design and technical graphics. The Design ATAR course also emphasises the scope of design in professional industries allowing students to maximise university pathways.

Graphic Design Context - This context may include elements of digital media, interactive media, graphics technology, and visual communication. Whilst these fields share a common link through digital technology, graphics also includes traditional two dimensional (2D) media.

#### Unit 1

Students learn that the commercial world is comprised of companies requiring consumer products, services and brands for a particular audience. They are introduced to the concept of intellectual property. They create products/services, visuals and/or layouts with an understanding of codes and conventions. They use relevant and appropriate production skills and processes, materials and technologies relevant to the design.

## **Unit 2**

Students learn that society is made up of different groups of people who share diverse values, attitudes, beliefs, behaviour and needs and that different forms of visual communication transmit these values and beliefs. Students are encouraged to create designs that link to a culture or sub-culture and are introduced to ethical issues concerning representation. Students

## **Unit 3**

Students become aware that design has commercial considerations that are influenced by various stakeholders to produce products, services and brands. Commercial design is client and market driven and is a reflection of contemporary consumer demands. Students are introduced to a client-focused design brief to create a product or service.

## **Unit 4**

The focus of this unit is the communication of ideals, messages, information and values, to influence opinion and attitudes. Students produce products and visual layouts for specific and applied contexts with an understanding of applied semiotics and the construction of meaning. They analyse the audience in terms of empathy, profiling and stereotyping, and develop persuasive solutions using a research, testing and feedback mechanism.

## **Drama ATAR**

The Drama ATAR course focuses on aesthetic understanding and drama in practice as students integrate their knowledge and skills. They use the elements and conventions of drama to develop and present ideas and explore personal and cultural issues. They engage in drama processes such as improvisation, playbuilding, text interpretation, playwriting and dramaturgy which allow 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 involving sets, costumes, makeup, props, promotional materials, and sound and lighting. Increasingly, students use technologies such as digital sound and multimedia. They present drama to a range of audiences and work in different performance settings.

## **Unit 1**

The focus for this unit is representational, realist drama. Students explore techniques of characterisation through different approaches to group based text interpretation, particularly those based on the work of Stanislavski and others. In this unit, students have the opportunity to research and collaboratively workshop, interpret, perform and produce texts in forms and styles related to representational, realistic drama that educate and present perspectives.

## **Unit 2**

The focus of this unit is presentational, non-realist drama. Students explore techniques of role and/or character through different approaches to group based text interpretation, particularly those based on the work of Brecht and others. In this unit, students have the opportunity to research and collaboratively workshop, interpret and perform drama texts related to presentational, non-realistic drama that challenge and question perspectives.

## **Unit 3**

The focus for this unit is to reinterpret dramatic text, context, forms and styles for contemporary audiences through applying theoretical and practitioner approaches. This includes physical theatre approaches, such as Jacques Lecoq, Anne Bogart and Tadashi Suzuki and text-based approaches, such as Theatre of the Absurd, Asian theatre and Poor Theatre. In this unit, students work on the reinterpretation of text, subtext, context, form and style through in-depth study.

## **Unit 4**

The focus for this unit is interpreting, manipulating and synthesising a range of practical and theoretical approaches to contemporary and devised drama. This includes contemporary theatre approaches, such as Barrie Kosky and Robert Lepage and experimental approaches, such as Robert Wilson and VE Meyerhold. In this unit, students show their understanding of how a range of practical and theoretical approaches manipulate the elements of drama to devise and perform original work.

## **Media Production and Analysis ATAR**

The Media Production and Analysis ATAR course aims to prepare students for a future in a digital and interconnected world by providing the skills, knowledge and understandings to tell their own stories and interpret the stories of others. Students are encouraged to explore, experiment and interpret their world, reflecting and analysing contemporary life, while understanding that this is done under social, cultural and institutional constraints. Students, as users and creators of media products, consider the important role of audiences and their context. This course focusses on the development and technical skills in the practical process.

### **Unit 1**

This focus involves identifying what is meant by 'popular' culture and considering types of media, ideas and audiences from which popular culture evolves. Students analyse, view, listen to and interact with a range of popular media, develop their own ideas, learn production skills and apply their understandings and skills in creating their own productions.

### **Unit 2**

In this unit students will further their understanding of journalistic media. The breadth of this focus allows teachers to choose learning contexts that are of contemporary relevance and related to students' interests.

In contexts related to journalism students analyse, view, listen to and interact with a range of journalistic genres and they undertake more extensive research into the representation and reporting of groups and issues within media work. They draw on knowledge when developing ideas for their own productions.

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

### **Unit 3**

This unit provides the opportunity for students to explore and select from a range of media art and develop their understanding of media aesthetics. Media aesthetics in the context of this unit is the study of the emotional and intellectual response brought about by the way the techniques, codes and conventions that create the artistic quality of the media work, have been applied.

### **Unit 4**

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

## **Visual Arts ATAR**

In the Visual Arts ATAR course, students engage in traditional, modern and contemporary media and techniques within the broad areas of art forms. The course promotes innovative practice. Students are encouraged to explore and represent their ideas and gain an awareness of the role that artists and designers play in reflecting, challenging and shaping societal values. The Visual Arts ATAR course allows students to develop aesthetic understandings and a critical awareness to appreciate and make informed evaluations of art through their engagement of their own art practice and the work of others.

### **Unit 1**

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

## **Unit 2**

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

## **Unit 3**

The focus for this unit is commentaries. In this unit, students engage with the social and cultural purposes of art making to produce a unique and cohesive body of work. Broad and innovative inquiry includes the conceptualisation and documentation of experiences within contemporary society.

## **Unit 4**

The focus for this unit is points of view. Students identify and explore concepts or issues of personal significance in the presentation of a sustained, articulate and authentic body of work. They engage in sustained inquiry, exploring ideas and developing concepts to communicate a personal point of view. Students investigate a range of solutions using visual language and document the progressive resolution of thinking and working practices. Skills, techniques and processes are combined in the pursuit of new art forms, innovation and personal style.

## **Dance General**

The Dance General course acknowledges the interrelationship between practical and theoretical aspects of dance - the making and performing of movement and the appreciation of its meaning. Through decision-making in individual and group work, students use a wide range of creative processes, such as improvisation and the use of choreographic elements and devices to create dance works. They also learn how dance styles and forms are historically derived and culturally valued. Through dance, students experience an intrinsic sense of enjoyment and have an opportunity to achieve a high level of movement skills.

### **Unit 1**

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.

### **Unit 2**

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.

### **Unit 3**

The exploration of dance in popular culture leads to a wider understanding of the diverse contexts and functions of dance in our society.

### **Unit 4**

An understanding of the diverse range of functions and contexts of dance in Australia enables students to make relevant comparisons between their own dance and the dance of others. They analyse their own cultural beliefs and values in relation to traditional and contemporary dance forms and styles, and develop deeper understandings of their own dance heritage.

## **Design (Graphics) General**

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 to specific audiences with specific intentions or purposes via visual media forms. This course aims to achieve these goals by exposing students to a variety of communication forms and a thorough exploration of design.

This context may include elements of digital media, interactive media, graphics technology, and visual communication. Whilst these fields share a common link through digital technology, graphics also includes traditional two dimensional design media.

### **Unit 1**

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

### **Unit 2**

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. Students explore design elements and principles and the design process in a project communicating something of themselves. Students increase familiarity with basic production skills and processes, materials and technologies.

### **Unit 3**

The focus of this unit is product design. Students learn that the commercial world is comprised of companies, requiring consumer products, services and brands for a particular audience. They are introduced to the concept of intellectual property. Using the design process, they create products/services, visuals and/or layouts with an awareness of codes and conventions. They use relevant and appropriate production skills and processes, materials and technologies relevant to the design.

### **Unit 4**

The focus of this unit is cultural design. Students learn that society is made up of different groups of people who share diverse values, attitudes, beliefs, behaviours and needs, and that different forms of visual communication transmit these values and beliefs. Students are encouraged to create designs that link to a culture or sub-culture and are introduced to ethical issues concerning representation. Students develop a design process with an understanding of codes and conventions. They consider communication strategies and audience. They define and establish contemporary production skills and processes, materials and technologies.

## **Drama General**

The Drama General 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 the 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 for this course is primarily on ensemble performance and team work.

### **Unit 1**

The focus of this unit is dramatic storytelling. Students engage with the skills, techniques, processes and conventions of dramatic storytelling. Students view, read and explore relevant drama works and texts using scripts and/or script excerpts from Australian and/or world sources.

### **Unit 2**

The focus for this unit is drama performance events for an audience other than their class members. In participating in a drama performance event, students work independently and in teams. They apply the creative process of devising and interpreting Australian and/or world sources to produce drama that is collaborative and makes meaning.

### **Unit 3**

This unit focuses on representational, realistic drama. Students explore techniques of characterisation through different approaches to text interpretation, particularly those based on the work of Stanislavski and others.

### **Unit 4**

This unit focuses on presentational, non-realist drama. Students explore techniques of role and/or character through different approaches to text interpretation, particularly those based on the work of Brecht and others.

## **Media Production and Analysis General**

The Media Production and Analysis General course aims to prepare students for a future in a digital and interconnected world by providing the skills, knowledge and understandings to tell their own stories of others. Students are encouraged to explore, experiment and interpret their world, reflecting and analysing contemporary life, while understanding that this is done under social, cultural and institutional constraints. Students, as users and creators of media products, consider the important role of audiences and their context. This course focuses on the development of technical skills in the practical process.

### **Unit 1**

The focus for this unit is on the mass media. Within this broad focus, students reflect on their own use of the media, common representations, including the examination of characters, stars and stereotypes and the way media is constructed and produced.

### **Unit 2**

The focus on this unit is on point of view, a concept that underpins the construction of all media work. In this unit, students will be introduced to the concept and learn how a point of view can be constructed. They will analyse media work and construct a point of view in their own productions.

### **Unit 3**

The focus for this unit is on entertainment. Within this broad focus, teachers select learning contexts interesting to students and build upon the informal understandings they have already acquired.

### **Unit 4**

The focus for this unit is on representation and reality. Representation is the act of re-presenting or constructing identities, places or ideas based on shared values and understandings.

## **Music General**

The Music General course provides opportunities for creative expression, the development of aesthetic appreciation, and understanding and respect for music and music practices across different times, places, cultures and contexts. Students listen, compose, perform and analyse music, developing skills to confidently engage with a diverse array of musical experiences both independently and collaboratively. The course consists of a written component incorporating Aural and Theory, Composing and arranging, Investigation and analysis, in addition to a practical component. The practical component consists of three different options and can be delivered in a different context. Students select only one option and can choose to perform on an instrument or voice, submit a composition portfolio, or complete a production/practical project. Studying music may also provide a pathway for further training and employment in a range of professions within the music industry.

### **Unit 1**

In this unit, students develop their skills, knowledge and understanding to listen to, compose, perform and analyse music. They develop aural and music literacy skills and learn how the elements of music can be applied when performing, composing and responding to music. Students learn about how music is created and performed, analysing musical works and exploring how social, cultural and historical factors shape music in the specific context selected for study.

### **Unit 2**

In this unit, students develop their skills, knowledge and understanding to listen to, compose, perform and analyse music. They develop aural and music literacy skills and learn how the elements of music can be applied when performing, composing and responding to music. Students learn about how music is created and performed, analysing musical works and exploring how social, cultural and historical factors shape music in the specific context selected for study.

### **Unit 3**

In this unit, students develop their skills, knowledge and understanding to listen to, compose, perform and analyse music. They develop aural and music literacy skills and learn how the elements of music can be applied when performing, composing and responding to music. Students learn about how music is created and performed, analysing musical works and exploring how social, cultural and historical factors shape music in the specific context selected for study.

### **Unit 4**

In this unit, students develop their skills, knowledge and understanding to listen to, compose, perform and analyse music. They develop aural and music literacy skills and learn how the elements of music can be applied when performing, composing and responding to music. Students learn about how music is created and performed, analysing musical works and exploring how social, cultural and historical factors shape music in the specific context selected for study.

## **Visual Arts General**

In the Visual Arts General course, students engage in traditional, modern and contemporary media and techniques within the broad areas of art forms. The course promotes innovative practice. Students are encouraged to explore and represent their ideas and gain an awareness of the role that artists and designers play in reflecting, challenging and shaping societal values. Students are encouraged to appreciate the work of other artists and engage in their own art practice.

### **Unit 1**

The focus for this unit is experiences. Students develop artworks based on their lives and personal experiences, observations of the immediate environment, events and/or special occasions. They participate in selected art experiences aimed at developing a sense of observation.

### **Unit 2**

The focus for this unit is explorations. Students explore ways to generate and develop ideas using a variety of stimulus materials and explorations from their local environment. They use a variety of inquiry approaches, techniques and processes when creating original artworks.

### **Unit 3**

The focus for this unit is inspirations. Students become aware that artists gain inspiration and generate ideas from diverse sources, including what is experienced, learned about, believed in, valued, imagined or invented.

### **Unit 4**

The focus for this unit is investigations. Students explore and develop ideas through the investigation of different artists, art forms, processes and technologies. Students investigate spontaneous and analytical styles of drawing, experimenting with a range of media and techniques.

# Health and Physical Education

Head of Learning Area: Mr Ryan Henley

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Year 11		Year 12	
Physical Education Studies ATAR	Units 1 and 2	Physical Education Studies ATAR	Units 3 and 4
Physical Education Studies General	Units 1 and 2	Physical Education Studies General	Units 3 and 4
Health Studies General	Units 1 and 2	Health Studies General	Units 3 and 4
Certificate III in Sport & Recreation	VET Completed over two years (Year 11 & Year 12)		

*The shaded area in the table above indicates a University (ATAR) Pathway.*

## Physical Education Studies ATAR

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. The Physical Education Studies ATAR 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.

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. 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.

### **Unit 1**

The focus of this unit is to explore anatomical and biomechanical concepts, the body's responses to physical activity, and stress management processes, to improve the performance of themselves and others in physical activity.

### **Unit 2**

The focus of this unit is to identify the relationship between skill, strategy and the body in order to improve the effectiveness and efficiency of performance.

Each unit includes:

- Developing physical skills and tactics Motor learning and coaching
- Functional anatomy
- Biomechanics Exercise physiology
- Sport psychology.

### **Unit 3**

The focus of this unit is to provide opportunities for students to build upon their acquired physical skills and biomechanical, physiological and psychological understandings to improve the performance of themselves and others in physical activity.

### **Unit 4**

The focus of this unit is to extend the understanding by students of complex biomechanical, psychological and physiological concepts to evaluate their own and others' performance.

## **Physical Education Studies General**

The Physical Education Studies General 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 Physical Education Studies General 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.

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.

### **Unit 1**

The focus of this unit is the development of students' knowledge, understanding and application of anatomical, physiological and practical factors associated with performing in physical activities.

### **Unit 2**

The focus of this unit is the impact of physical activity on the body's anatomical and physiological systems. Students are introduced to these concepts which support them to improve their performance as team members and/or individuals.

The course content is divided into six interrelated content areas:

- Developing physical skills and tactics
- Motor learning and coaching Functional anatomy Biomechanics
- Exercise physiology Sport psychology.

### **Unit 3**

The focus of this unit is simple movement, biomechanical, physiological, psychological, functional anatomy and motor learning concepts. The understanding of the relationship between skill, movement production and fitness will be further enhanced as students develop and improve.

### **Unit 4**

The focus of this unit is for students to assess their own and others' movement competency and identify areas for improvement. They will build on their knowledge of training principles, nutrition and goal setting concepts to enhance their own and others' performance in physical activity when coaching others.

## **Health Studies General**

The Health Studies General course allows students to explore health as a dynamic quality of life. They will consider the way in which beliefs and attitudes influence health decisions and learn how to plan and take action that will promote their own and the health of others.

They examine the impact of social and environmental factors on health and use inquiry skills to investigate and respond to relevant issues. The course also provides students with opportunities to develop skills that will enable them to pursue careers in health promotion, research or community health care.

### **Unit 1**

This unit focuses on personal health and wellbeing and what it means to be healthy. Students explore factors which influence their health, and design action plans to improve health and achieve set goals.

### **Unit 2**

This unit focuses on personal health and introduces the many factors which influence health. The notion of prevention is central to this unit, and students explore actions, skills and strategies to cope with health influences and improve health.

### **Unit 3**

This unit focuses on building students' knowledge and understandings of health determinants and their interaction and contribution to personal and community health. Students define and consolidate understandings of health promotion and are introduced to key health literacy skills.

### **Unit 4**

This unit focuses on the impact of health determinants on personal and community health. The concept of community development and the importance of participation and empowerment is introduced. Students learn about how chronic conditions are defined in the National Strategic Framework.

**Certificate III in Sport and Recreation**  
**SIS30115 Certificate III Sport and Recreation**



*The training and assessment for this qualification is delivered under a third-party arrangement with IVET RTO 40548*

The College offers this course for those students you have an interest in the Sport and Recreation industry. This course is the first part of a 2-year program that will provide students with a Certificate III in Sport and Recreation, on completion in Year 12. This course uses a combination of Sport and Recreation units of competency and those related to the Outdoor Recreation course for students to get a more rounded experience.

These qualifications reflect the role of individuals who apply the skills and knowledge to work in the sport and outdoor recreation industry in a generalist capacity. Likely functions for someone with this qualification include providing support in the provision of sport and recreation programs, grounds and facilities maintenance, retail and customer service assistance, administrative assistance in locations such as fitness centres, outdoor sporting grounds or complexes or aquatic centres. The Outdoor Recreation side of the course will likely relate to working in a general capacity in areas such as camps or in indoor recreation centres or facilities, in differing environments such as water-based, dry land and mountainous terrains, using a diverse range of equipment.

Competencies may include a combination of below, but subject to change:

- Provide first aid
- Use social media tools for collaboration and engagement
- Snorkelling
- Conduct sport, fitness or recreation events
- Ride bicycles on roads and pathways, easy conditions
- Conduct non-instructional sport, fitness or recreation sessions
- Use business technology
- Participate in workplace health and safety
- Organise personal work priorities and development

## Humanities and Social Sciences



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Year 11		Year 12	
Business Management and Enterprise ATAR	Units 1 and 2	Business Management and Enterprise ATAR	Units 3 and 4
Geography ATAR	Units 1 and 2	Geography ATAR	Units 3 and 4
Modern History ATAR	Units 1 and 2	Modern History ATAR	Units 3 and 4
Politics & Law ATAR	Units 1 and 2	Politics & Law ATAR	Units 3 and 4
Economics ATAR	Units 1 and 2	Economics ATAR	Units 3 and 4
Geography General	Units 1 and 2	Geography General	Units 3 and 4
Modern History General	Units 1 and 2	Modern History General	Units 3 and 4
Politics and Law General	Units 1 and 2	Politics and Law General	Units 3 and 4
Certificate III in Business	VET (completed over two years)		

*The shaded area in the table above indicates a University (ATAR) Pathway.*

### **Business Management and Enterprise ATAR**

The Business Management and Enterprise ATAR course focuses on business planning, marketing and growth, and opportunities provided for business by technology and the global environment. Students examine factors that drive international business developments, the features and traits of successful management, and how businesses operate strategically to maximise business performance in a global setting. Through the consideration of real businesses and scenarios, students develop knowledge, understanding and skills that enable them to apply financial and business literacy, analyse business opportunities, evaluate business performance, identify and create opportunities, and make sound, ethical business decisions within a business environment. The course equips students to participate proactively in the world of business, behave responsibly and demonstrate integrity in business activities.

#### **Unit 1**

The focus of this unit is on success in business at a national level. It explores what it takes to be successful beyond the initial start-up stage. Students investigate the features of successful marketing campaigns and report on how businesses succeed and prosper through methods, such as expansion in products, market share or diversification. The unit explores how the marketing plan contributes to the overall business plan.

### **Unit 2**

The focus of this unit is on business growth and the challenges faced by businesses expanding at a national level. The unit explores issues in the business environment, including the importance of intellectual property in protecting business ideas. The unit addresses the significance of employee motivation and the development of a business plan in the overall success of expansion.

### **Unit 3**

The focus of this unit is on strategic international business growth. The unit explores the need for global expansion and change management. It also addresses the opportunities provided by the global environment and the factors that drive international business development.

### **Unit 4**

The focus of this unit is on global business operations. The unit explores how businesses operate strategically and examines the features and traits of successful management. It addresses the significance of strategic planning and the concept of competitive advantage.

## **Economics ATAR**

Economics explores the choices which all people, groups and societies face as they confront the ongoing problem of satisfying their unlimited wants with limited resources. The Economics ATAR course aims to develop students' ability to analyse the allocation, utilisation and distribution of scarce resources that determine our wealth and wellbeing. The study of Economics provides a framework for examining society's issues and identifying possible solutions which assist decision making. The emphasis of the course is on the Australian economy.

### **Unit 1**

This unit explores the theory that markets are an efficient way to allocate scarce resources, using real world markets with an emphasis on the Australian economy. When the forces of demand and supply do not allocate and price resources in a way that society would regard as efficient, equitable or sustainable, market failure can occur.

### **Unit 2**

This unit explores the government's role in a modified market economy and Australia's recent (the last ten years) and contemporary (the last three years) macroeconomic performance. The cyclical fluctuations in the level of economic activity result in changes in the levels of output, income, spending and employment in the economy which, in turn, have implications for economic growth, inflation and unemployment.

### **Unit 3**

This unit explores the interdependence of Australia and the rest of the world. Australia is a relatively open economy and, as such, is influenced by changes in the world economy.

### **Unit 4**

This unit explores the economic objectives of the Australian Government and the actions and policies taken in the pursuit of these objectives. Changes in the level of economic activity influence the policy mix and the Government's capacity to achieve its objectives.

## **Geography ATAR**

The study of the Geography ATAR course draws on students' curiosity about the diversity of the world's places and their peoples, cultures and environments. It provides students with the knowledge and understanding of the nature, causes and consequences of natural and ecological hazards, international integration in a range of spatial contexts, land transformations, and the challenges affecting the sustainability of places. In the ATAR course, students learn how to collect information from primary and secondary sources, such as field observation and data collection, mapping, monitoring, remote sensing, case studies and reports.

### **Unit 1**

Natural and ecological hazards represent potential sources of harm to human life, health, income and property, and may affect elements of the biophysical, managed and constructed elements of environments.

This unit focusses on understanding how these hazards and their associated risks are perceived and managed at local, regional and global levels.

### **Unit 2**

This unit focuses on the process of international integration (globalisation) and is based on the reality that we live in an increasingly interconnected world. It provides students with an understanding of the economic and cultural transformations taking place in the world today, the spatial outcomes of these processes, and their political and social consequences.

### **Unit 3**

In this unit, students assess the impacts of land cover transformations with particular reference to climate change or biodiversity loss.

### **Unit 4**

In this unit, students investigate how the outcomes of processes vary depending on local responses and adaptations, for example, population growth and decline, and economic restructuring. Students also examine the causes and consequences of urbanisation as well as challenges that exist in metropolitan and regional centres and megacities.

## **Modern History ATAR**

Studying the Modern History ATAR course enables students to become critical thinkers and helps inform their judgements and actions in a rapidly changing world. Students are exposed to a variety of historical sources, including government papers, extracts from newspapers, letters, diaries, photographs, cartoons, paintings, graphs and secondary sources, in order to determine the cause and effect, and the motives and forces influencing people and events. Through the process of historical inquiry, students are encouraged to question and evaluate historical sources; identify various interpretations; and communicate their findings in a variety of ways.

### **Unit 1: Understanding the modern world**

This unit examines developments of significance in the modern era, including the ideas that inspired them and their far-reaching consequences. Students examine one development or turning point that has helped to define the modern world. Students explore crucial changes, for example, the application of reason to human affairs; the transformation of production, capitalism and consumption, transport and communications; the challenge to social hierarchy and hereditary privilege, and the assertion of inalienable rights; and the new principles of government by consent.

*Chosen elective of study: United States of America from 1907-1941.*

## **Unit 2: Significant movements for change in the 20th century**

This unit examines significant movements for change in the 20<sup>th</sup> century that led to change in society, including people's attitudes and circumstances. These movements draw on the major ideas described in Unit 1, have been connected with democratic political systems, and have been subject to political debate. Through a detailed examination of one major 20<sup>th</sup> century movement, students investigate the ways in which individuals, groups and institutions have challenged existing political structures, accepted social organisation, and prevailing economic models, to transform societies.

*Chosen elective of study: Nazi Germany 1914-1945.*

## **Unit 3: Modern Nations in the 20<sup>th</sup> Century**

This unit examines the 'nation' as the principal form of political organisation in the modern world; the crises that confronted nations in the 20th century; their responses to these crises, and the different paths they have taken to fulfil their goals.

*Chosen elective of study: Russia and the Soviet Union, 1914-1945*

## **Unit 4: The Modern World since 1945**

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

*Chosen elective of study: Australia's Engagement with Asia, 1945 - 2001*

## **Politics and Law ATAR**

Politics and law is a critical study of the processes of decision making concerning society's collective future. The study of politics examines the structures and processes through which individuals and groups with different interests, beliefs and goals, deliberate and negotiate in order to make choices, respond to changing circumstances and enact laws. The study of law examines the system of laws governing the conduct of the people of a community, society or nation, in response to the need for regularity, consistency and justice based upon collective human experience.

### **Unit 1: Democracy and the rule of law**

This unit examines the principles of a liberal democracy; the legislative, executive and judicial structures and processes of Australia's political and legal system; the functioning of a non-democratic system; and the processes of a non-common law system. Political and legal developments and contemporary issues (the last three years) are used to provide a framework for the unit.

### **Unit 2: Representation and justice**

This unit examines the principles of fair elections; the electoral and voting systems in Australia since Federation, making reference to a recent (the last ten years) election in Australia; the electoral system of another country; an analysis of the civil and criminal law processes in Western Australia; and an analysis of a non-common law system. Political and legal developments and contemporary issues (the last three years) are used to provide a framework for the unit.

### **Unit 3: Political and legal power**

This unit examines the political and legal system established by the Commonwealth Constitution (Australia) and the power wielded within the system, making reference to particular political and legal developments and issues.

### **Unit 4: Accountability and rights**

This unit examines avenues for, and the effectiveness of, accountability in relation to the three branches of government in Australia. The ways, and the extent to which, rights are protected, and democratic principles are upheld and/or undermined in Australia, and one other country, are also examined.

## **Geography - General**

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

### **Unit 1: Geography of Environments at Risk**

This unit explores the spatial patterns and processes related to environments at risk, and to the protection of such environments through management at local, regional and global levels. In the local area, in specific regions and globally, people pose threats to the environment as they attempt to meet their needs. Individuals and/or groups can have conflicting viewpoints about particular environments. This can place environments at risk. Sustainable solutions need to be developed for these environments.

Students develop the knowledge, understandings and skills in this unit that are relevant to the world in which they live and which are also appropriate to careers in the environmental protection/rehabilitation, urban and regional development, and tourism industries.

*Chosen Depth Studies: coasts, such as, Penguin Island and Point Peron, Californian coast and coral reefs, such as, Ningaloo, Great Barrier*

### **Unit 2: Geography of People and Places**

This unit explores the natural and cultural characteristics of a region, the processes that have enabled it to change over time and the challenges it may face in the future. Students develop the knowledge, understanding and skills that will enable them to understand and apply the concept of a region to other regions in different scales.

*Chosen Depth Study: a tourist destination or attraction, such as Ningaloo Reef, Bali.*

### **Unit 3: Natural and Ecological Hazards**

Natural and ecological hazards represent potential sources of harm to human life, health, income and property, and may affect elements of the biophysical, managed and constructed elements of environments.

*Chosen Depth Studies: Bushfires, Earthquakes and Malaria*

### **Unit 4: Global networks and interconnections**

This unit focuses on the process of international integration (globalisation) and is based on the reality that we live in an increasingly interconnected world. It provides students with an understanding of the economic and cultural transformations taking place in the world today, the spatial outcomes of these processes, and their political and social consequences. This is a world in which advances in transport and telecommunications technologies have not only transformed global patterns of production and consumption, but also facilitated the diffusion of ideas and cultures. The unit explains how these advances in transport and communication technology have lessened the friction of distance and have impacted at a range of local, national and global scales. Cultural groups that may have been isolated in the early twentieth century are now linked across an interconnected world in which there is a 'shrinking' of time and space. Of particular interest are the ways in which people adapt and respond to these changes.

*Chosen Depth Studies: Mining, Tourism, Fashion and Sport*

## **Modern History General**

The Modern History General course provides students with an understanding of the driving forces behind present local and global issues. Investigating the past helps students to understand why and how groups and/or societies changed or resisted change. The course promotes skills of research, hypothesis testing and analysis of information as students engage with investigations. They are encouraged to question and evaluate historical sources; to identify the various representations and versions of history.

The study of history assists students in the development of critical thinking skills as it encourages them to compare and contrast information, detect inconsistencies in details, recognise the manipulation of evidence, identify perspective in the presentation of graphic and textual material, and evaluate the accuracy and reliability of sources.

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

### **Unit 1**

Unit 1 focusses on the topic of People Place and Time. Students that select this course will work with the teacher to select one or two of the following contexts to learn a broad sweep of a Historical narrative;

- Napoleon, the Revolution and the Empire
- George Washington and the American Revolution
- Nicholas II and the decline of Tsarism
- The Dowager Empress Cixi, the Boxer Rebellion and the Republic
- Charles Perkins, Eddie Mabo, Faith Bandler and others: Aboriginal advancement since the 1950s to the Apology
- Nelson Mandela and the fight to end apartheid in South Africa
- Local history: How a selected suburb, town or area of Western Australia has changed over time with reference to the significant people of the area and relating the local history to Western Australia/Australia's history. The focus of the study could include Indigenous history, impact of wars, economic circumstances and migration.

### **Unit 2**

Unit 2 focusses on the idea of Power and Authority. Students are encouraged to explore how societies consist of individuals and institutions that have various types of power and authority and that these interact with each other. Students who choose this subject will work with the teacher to choose one or two of the following contexts;

- Imperial power and authority: the British in Australia and the Asia Pacific
- Imperial power and authority: the French in Indo-China
- Imperial power and authority: the Dutch in the East Indies
- International authority: the League of Nations and the United Nations
- Authoritarian state: Tokugawa Japan
- Authoritarian state: Communist Russia/USSR 1917-1953
- Authoritarian state: Cuba 1952-1990s

### **Unit 3**

Students learn about the evolving nature of societies and the various forces for continuity and change that exist.

### **Unit 4**

Students understand that throughout history there have been events, ideas, beliefs and values that have contributed to historical trends and movements.

## **Politics and Law General**

The Politics and Law course provides a study of the processes of decision making concerning society's collective future. It aims to develop the knowledge of the principles, structures, institutions and processes of political and legal systems primarily in Australia. It brings together the executive, legislative and judicial branches of government to demonstrate how society is governed and how each branch of government is held to account. It examines the democratic principles practised in Australia and makes comparisons with other political and legal systems.

### **Unit 1: Political and legal decision making**

This unit examines Australia's democratic political and legal system, and the participation of individuals and groups within it, and makes comparisons with political and legal decision making in non-democratic political and legal systems.

### **Unit 2: Civil and political rights**

This unit examines the nature of legal disputes in society, and the avenues to resolve them, along with the development of rights and the protection of civil and political rights in Australia and one other political and legal system.

### **Unit 3: Democracy and the rule of law**

This unit examines the principles of a liberal democracy; the legislative, executive and judicial structures and processes of Australia's political and legal system; the functioning of a non-democratic system; and the processes of a non-common law system. Political and legal developments and contemporary issues (the last three years) are used to provide a framework for the unit.

### **Unit 4: Representation and justice**

This unit examines the principles of fair elections; the electoral and voting systems in Australia since Federation, making reference to a recent (the last ten years) election in Australia; the electoral system of another country; an analysis of the civil and criminal law processes in Western Australia; and an analysis of a non-common law system. Political and legal developments and contemporary issues (the last three years) are used to provide a framework for the unit.

**Certificate III in Business - VET**  
**BSB30115 Certificate III Business**

*The training and assessment for this qualification is delivered under a third party arrangement with IVET RTO 40548*



There are approximately 1.2 million people employed in business administration within Australia. VET Cert III Business is an exciting qualification which introduces young people to the world of business administration and develops them the essential skills that are needed to work in an office environment. Many employees find it difficult to find suitably skilled and qualified staff, VET business will give you the key skills that are essential to becoming an attractive employee. While studying VET Certificate III Business you will develop your team working, leadership and communication skills. Assessment on the course is made up of a combination of short answer questions, scenario questions and role play. Assessment is all internal and you will be graded with a competent to not competent.

# Italian as a Second Language

Head of Learning Area:

Ms Vanessa Daly

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Year 11		Year 12	
Italian as a Second Language - ATAR	Units 1 and 2	Italian as a Second Language - ATAR	Units 3 and 4

The shaded area in the table above indicates a University (ATAR) Pathway.

The Italian: Second Language ATAR course is designed to further develop students' knowledge and understanding of the culture and the language of Italian-speaking communities, providing them with opportunities to gain a broader and deeper understanding of Italian and extend and refine their communication skills. The course focuses on the interrelationship of language and culture, and equips students with the skills needed to function in an increasingly globalised society, a culturally and linguistically diverse local community, and provides them with the foundation for life-long language learning. Relevant and engaging tasks, delivered through a range of appropriate contexts and topics, develop literacy in the Italian language as well as extend literacy development in English.

## Italian as a Second Language ATAR

### Unit 1

This unit focuses on *Rapporti* (Relationships). Through the three topics: *Rapporti in famiglia, tra gli amici e a scuola* (Family, friend and school relationships), *Le tradizioni, gli spettacoli e le feste* (Traditions, events and celebrations), and *Comunicare nel mondo moderno* (Communicating in a modern world), students further develop their communication skills in Italian and gain a broader insight into the language and culture.

### Unit 2

This unit focuses on *Andiamo!* (Travel - let's go!). Through the four topics: *Le vacanze - racconti e progetti* (My holiday tales and plans), *Destinazione Italia* (Destination Italy), *Destinazione Australia* (Destination Australia), and *Viaggiare oggi* (Travel in a modern world), students extend their communication skills in Italian and gain a broader insight into the language and culture.

### Unit 3

This unit focuses on *Grazie Italia* (Thank you Italy). Through the three topics: *Cose italiane* (All things Italian), *La vita italiana* (Italian lifestyle), and *Il Made in Italy nel mondo* (*Il Made in Italy* around the world), students extend and refine their communication skills in Italian and gain a broader and deeper understanding of the language and culture.

### Unit 4

This unit focuses on ***Ieri, oggi e domani* (Yesterday, today and tomorrow)**. Through the three topics: *Riflettiamo sulla vita e pensiamo al futuro* (Reflecting on my life and planning my future), *I problemi dei giovani oggi* (Youth issues), and *I problemi ambientali* (Environmental issues), students extend and refine their communication skills in Italian and gain a broader and deeper understanding of the language and culture.

## Mathematics

Head of Learning Area: Mrs Claire Wallace

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Year 11		Year 12	
Mathematics Specialist ATAR	Units 1 and 2	Mathematics Specialist ATAR	Units 3 and 4
Mathematics Methods ATAR	Units 1 and 2	Mathematics Methods ATAR	Units 3 and 4
Mathematics Applications ATAR	Units 1 and 2	Mathematics Applications ATAR	Units 3 and 4
Mathematics Essentials General	Units 1 and 2	Mathematics Essentials General	Units 3 and 4
Mathematics Foundation	Units 1 and 2	Mathematics Foundation	Units 3 and 4

The shaded area in the table above indicates a University (ATAR) Pathway.

### **Mathematics Specialist ATAR**

This course provides opportunities, beyond those presented in the Mathematics Methods ATAR course, to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. Mathematics Specialist contains topics in functions and calculus that build on and deepen the ideas presented in the Mathematics Methods course, as well as demonstrate their application in many areas. The Mathematics Specialist course also extends the understanding and knowledge of statistics and introduces the topics of vectors, complex numbers and matrices. Mathematics Specialist is the only ATAR mathematics course that should not be taken as a stand-alone course and is to be studied in conjunction with the Mathematics Methods course as preparation for the entry to specialised courses such as engineering, physical sciences and mathematics.

#### **Unit 1**

Course contains three topics: combinatorics, vectors in the plane, and geometry that complement the content of the Mathematical Methods course.

#### **Unit 2**

Course contains three topics: trigonometry, matrices, and real and complex numbers.

Trigonometry contains techniques that are used in other topics in both this unit and Unit 3. Real and complex numbers provide a continuation of students' study of numbers, and the study of complex numbers is continued in Unit 3. This topic also contains a section on proof by mathematical induction. The study of matrices is undertaken, including applications to linear transformations of the plane.

### **Unit 3**

Course contains three topics:

- 3.1 Complex numbers
- 3.2 Functions and sketching graphs
- 3.3 Vectors in three dimensions

### **Unit 4**

Course contains three topics:

- 4.1 Integration and applications of integration
- 4.2 rates of change and differential equations
- 4.3 Statistical inference

## **Mathematics Methods ATAR**

This course focuses on the use of calculus and statistical analysis. The study of calculus provides a basis for understanding rates of change in the physical world, and includes the use of functions, their derivatives and integrals, in modelling physical processes. The study of statistics develops students' ability to describe and analyse phenomena that involve uncertainty and variation.

Mathematics Methods provides a foundation for further studies in disciplines in which mathematics and statistics have important roles. It is also advantageous for further studies in the health and social sciences. In summary, this course is designed for students whose future pathways may involve mathematics and statistics and their applications in a range of disciplines at the tertiary level.

### **Unit 1**

This unit begins with a review of the basic algebraic concepts and techniques required for a successful introduction to the study of calculus. The basic trigonometric functions are then introduced. Simple relationships between variable quantities are reviewed, and these are used to introduce the key concepts of a function and its graph. The study of inferential statistics begins in this unit with a review of the fundamentals of probability and the introduction of the concepts of counting, conditional probability and independence. Access to technology to support the computational and graphical aspects of these topics is assumed.

### **Unit 2**

The algebra section of this unit focusses on exponentials. Their graphs are examined and their applications in a wide range of settings are explored. Arithmetic and geometric sequences are introduced and their applications are studied. Rates and average rates of change are introduced, and this is followed by the key concept of the derivative as an 'instantaneous rate of change'.

### **Unit 3**

This unit contains the three topics:

- Further differentiation and applications
- Integrals
- Discrete random variables.

The study of calculus continues by introducing the derivatives of exponential and trigonometric functions and their applications, as well as some basic differentiation techniques and the concept of a second derivative, its meaning and applications. The aim is to demonstrate to students the beauty and power of calculus and the breadth of its applications.

#### **Unit 4**

This unit contains the three topics

- The logarithmic function
- Continuous random variables and the normal distribution
- Interval estimates for proportions.

The logarithmic function and its derivative are studied. Continuous random variables are introduced and their applications examined. Probabilities associated with continuous distributions are calculated using definite integrals. In this unit, students are introduced to one of the most important parts of statistics, namely, statistical inference, where the goal is to estimate an unknown parameter associated with a population using a sample of that population. In this unit, inference is restricted to estimating proportions in two-outcome populations.

### **Mathematics Applications ATAR**

This course 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 statistical questions that involve analysing univariate and bivariate data, including time series data.

The Mathematics Applications course is designed for students who want to extend their mathematical skills beyond Year 10 level, but whose future studies or employment pathways do not require knowledge of calculus. The course is designed for students who have a wide range of educational and employment aspirations, including continuing their studies at University or a State Training Provider.

#### **Unit 1**

This unit has three topics: consumer arithmetic, algebra and matrices, and shape and measurement.

Consumer arithmetic reviews the concepts of rate and percentage change in the context of earning and managing money and provides a fertile ground for the use of spread sheets.

Algebra and matrices continues the Year 7 - 10 curriculum study of algebra and introduces the topic of matrices. The emphasis of this topic is the symbolic representation and manipulation of information from real-life contexts using algebra and matrices.

Shape and measurement builds on and extends the knowledge and skills students developed in the Year 7 - 10 curriculum with the concept of similarity and associated calculations involving simple geometric shapes. The emphasis in this topic is on applying these skills in a range of practical contexts, including those involving three-dimensional shapes.

#### **Unit 2**

This unit has three topics: univariate data analysis and the statistical process, linear equations and their graphs, and applications of trigonometry.

Univariate data analysis and the statistical process develops students' ability to organise and summarise univariate data in the context of conducting a statistical investigation.

Linear equations and their graphs uses linear equations and straight-line graphs, as well as linear-piece-wise and step graphs to model and analyse practical situations.

Applications of trigonometry extends students' knowledge of trigonometry to solve practical problems involving non-right-angled triangles in both two and three dimensions, including problems involving the use of angles of elevation and depression and bearings in navigation.

### **Unit 3**

This unit has three topics:

- Bivariate data analysis
- Growth and decay in sequences
- Graphs and networks

Bivariate data analysis introduces students to some methods for identifying, analysing and describing associations between pairs of variables, including the use of the least-squares method as a tool for modelling and analysing linear associations. Content is taught within the framework of the statistical investigation process.

Growth and decay in sequences employs recursion to generate sequences that can be used to model and investigate patterns of growth and decay in discrete situations. These sequences find application in a wide range of practical situations, including modelling the growth of a compound interest investment, the growth of a bacterial population, or the decrease in the value of a car over time. Sequences are also essential to understanding the patterns of growth and decay in loans and investments that are studied in detail in Unit 4.

Graphs and networks introduces students to the language of graphs and the ways in which graphs, represented as a collection of points and interconnecting lines, can be used to model and analyse everyday situations, such as a rail or social network.

### **Unit 4**

This unit has three topics:

- Time series analysis
- Loans, investments and annuities
- Networks and decision mathematics.

Time series analysis continues students' study of statistics by introducing them to the concepts and techniques of time series analysis. It is a requirement that students are taught within the framework of the statistical investigation process.

Loans investments and annuities aims to provide students with sufficient knowledge of financial mathematics to solve practical problems associated with taking out or refinancing a mortgage and making investments.

Networks and decision mathematics uses networks to model and aid decision making in practical situations.

## **Mathematics Essential General**

This course focuses on using mathematics effectively, efficiently and critically to make informed decisions. 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 provides the opportunity for students to prepare for post-school options of employment and further training.

### **Unit 1**

This unit provides students with the mathematical skills and understandings to solve problems relating to calculations, applications of measurement, the use of formulas to find an unknown quantity and the interpretation of graphs. Throughout this unit, students use the mathematical thinking process.

### **Unit 2**

This unit provides students with the mathematical skills and understanding to solve problems related to representing and comparing data, percentages, rates and ratios and time and motion. Students further develop the use of the mathematical thinking process and apply the statistical investigation process. The investigation process should be explicitly taught in conjunction with the statistical content within this unit.

### **Unit 3**

This unit includes the following four topics:

- Measurement
- Scales, plans and models
- Graphs in practical situations
- Data collection

This unit provides students with the mathematical skills and understanding to solve problems related to measurement, scales, plans and models, drawing and interpreting graphs and data collection. Students use the mathematical thinking process and apply the statistical investigation process. Teachers are encouraged to apply the content of the four topics in this unit: Measurement; Scales, plans and models; Graphs in practical situations; and Data collection, in a context which is meaningful and of interest to the students. A variety of approaches could be used to achieve this purpose. Possible contexts for this unit are Construction and design, and Medicine.

It is assumed that an extensive range of technological applications and techniques will be used in teaching this unit. The ability to choose when, and when not, to use some form of technology, and the ability to work flexibly with technology, are important skills.

The number formats for the unit are positive and negative numbers, decimals, fractions, percentages, rates, ratios, square and cubic numbers written with powers and square roots.

### **Unit 4**

This unit includes the following three topics:

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

This unit provides students with the mathematical skills and understanding to solve problems related to probability, earth geometry and time zones, loans and compound interest. Students use the mathematical thinking process and apply the statistical investigation process to solve problems involving probability.

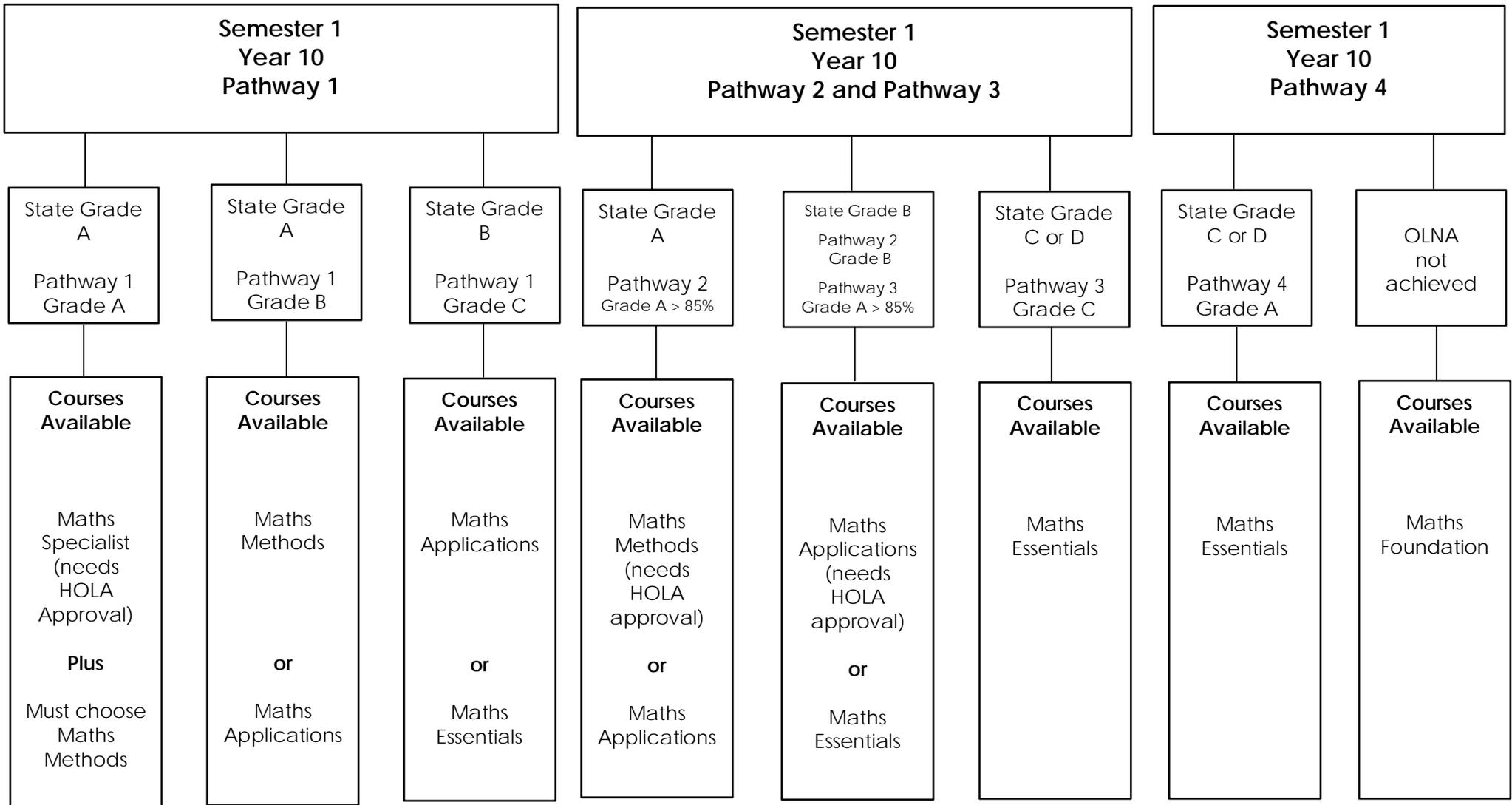
An extensive range of technological applications and techniques are used in teaching these units. The ability to choose when, and when not, to use some form of technology, and the ability to work flexibly with technology, are important skills.

## **Mathematics Foundation**

Foundation courses provide a focus on functional literacy and numeracy skills, practical work-related experience and the opportunity to build personal skills that are important for life and work. Foundation courses are not designed, nor intended, to be an alternative senior secondary pathway. Foundation courses are for students who have not been able to demonstrate the minimum standard for literacy and/or numeracy before Year 11 and are unlikely to do so before the end of Year 12 without significant levels of support.

Most suited for students who are in Achievement Category 1 for Numeracy OLNA.

## Mathematics Pathways Year 10 to Year 11



## Science

Head of Learning Area:

Ms Kerry-Anne Randall

Contact Details:

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Year 11		Year 12	
Biology ATAR	Units 1 and 2	Biology ATAR	Units 3 and 4
Human Biology ATAR	Units 1 and 2	Human Biology ATAR	Units 3 and 4
Physics ATAR	Units 1 and 2	Physics ATAR	Units 3 and 4
Chemistry ATAR	Units 1 and 2	Chemistry ATAR	Units 3 and 4
Human Biology General	Units 1 and 2	Human Biology General	Units 3 and 4
Integrated Science	Units 1 and 2	Integrated Science General	Units 3 and 4
Psychology General	Units 1 and 2	Psychology General	Units 3 and 4

*The shaded area in the table above indicates a University (ATAR) Pathway.*

In the Year 10 curriculum students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. Students explore the biological, chemical, geological and physical evidence for different theories, such as the theories of natural selection and the big bang.

Students develop their understanding of atomic theory to understand relationships within the periodic table. They understand that motion and forces are related by applying physical laws. They learn about the relationships between aspects of the living, physical and chemical world that are applied to systems on a local and global scale which will enable them to predict how changes will affect equilibrium within these systems.

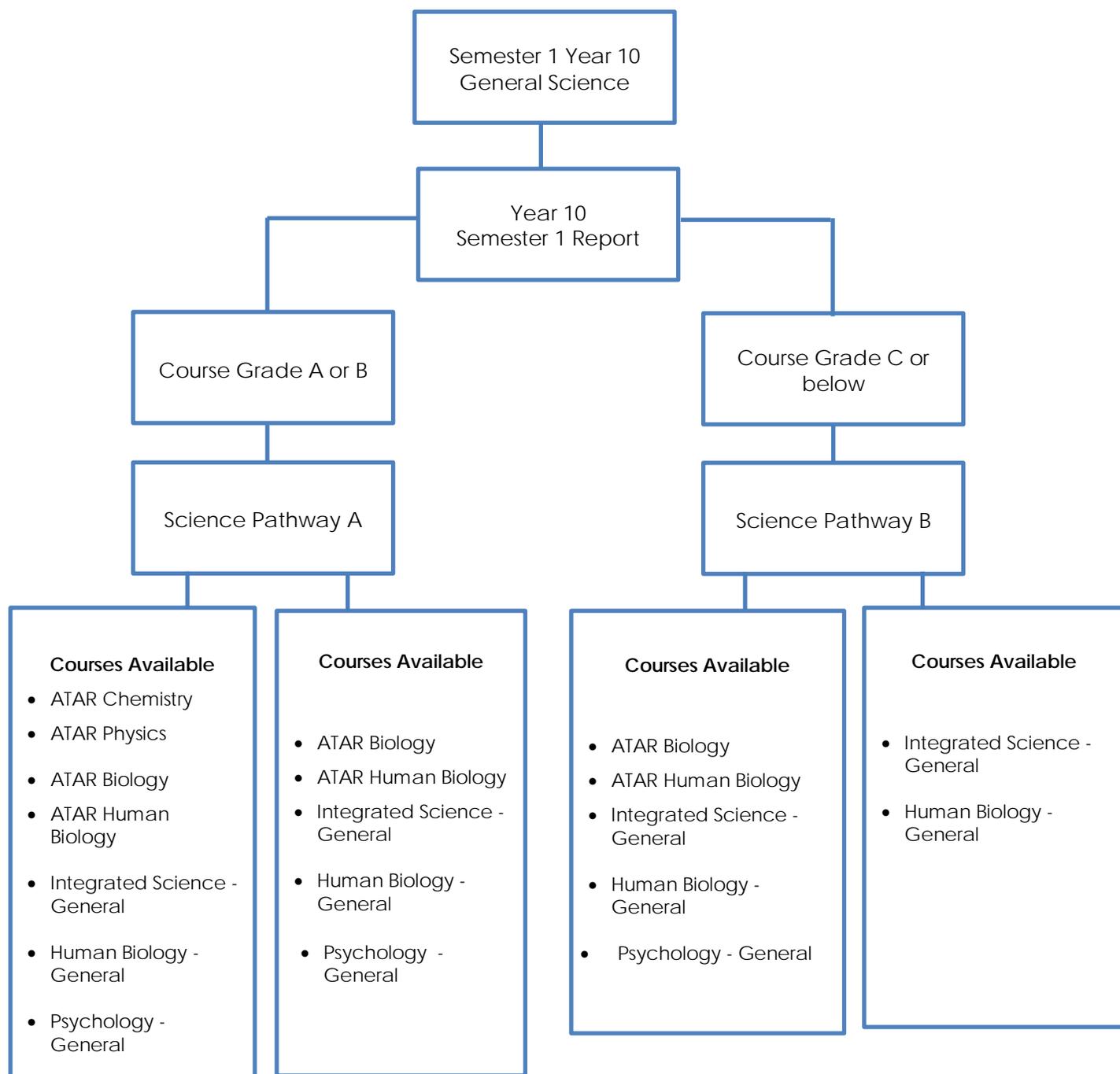
All students in Year 10 Science will sit the same course and assessments in Semester 1 and then be placed in Pathways based on Semester 1 results for Semester 2. Students need to be aware that these Semester 2 pathways will have an impact on what courses students may be able to choose in Years 11 and 12.

### Assessment Structure

Year 10 Science Assessments will take the form of tasks such as

- Investigations
- Research projects and presentations
- Practical and laboratory reports
- In class written responses
- Topic tests
- Semester 1 and 2 Exams

## Science Pathways Year 10 to Year 11



## **Human Biology ATAR**

The Human Biology ATAR course gives students a chance to explore what it is to be human - how the human body works, the origins of human variation, inheritance in humans, the evolution of the human species and population genetics. Through their investigations, students research new discoveries that increase our understanding of human dysfunction, treatments and preventative measures.

Practical tasks are an integral part of this course and develop a range of laboratory skills; for example, biotechnology techniques. Students learn to evaluate risks and benefits to make informed decisions about lifestyle and health topics, such as diet, alternative medical treatments, use of chemical substances and the manipulation of fertility.

### **Unit 1: The Functioning Human Body.**

This unit looks at how human structure and function supports cellular metabolism and how lifestyle choices affect body functioning. In particular, the course focuses on various systems of the body: respiratory, cardiovascular, digestive, excretory and the musculoskeletal systems. Using knowledge of cell structure, function and metabolic activities, students will learn how each system is interdependent all allows the human body to function efficiently.

### **Unit 2: Reproduction and Inheritance.**

This unit provides opportunities for students to explore the transmission of genetic material to the next generation, the role of males and females in reproduction and how interactions between genetics and the environment influence early development. They will learn how processes for gamete production and zygote formation contribute to human diversity and produce new genetic combinations. Students will study the application of technological advances, the impact of medical knowledge and the issues associated with human reproduction.

### **Unit 3: Homeostasis and Disease.**

This unit explores the nervous and endocrine systems, the mechanisms that help the systems of the body to function within the optimal range and the body's immune responses to invading pathogens. Students will study the complex interactions between the nervous system, the endocrine system and behavioural mechanisms in maintaining the internal environment. Students will explore the non-specific defences of the body that can be aided by the use of antibiotics and antiviral drugs and specific resistance produce long-lasting immunity. They will study how vaccinations can result in immunity to infections.

### **Unit 4: Human Variation and Evolution.**

In this unit, students will explore the variations that exist between humans in their changing environment and evolutionary trends in human ancestors. They will study the effect of changing environments on genetic variation and gene pools, evolutionary mechanisms such as natural selection, migration and random events. Students will study how natural selection and isolation may lead to the evolution of new species and discuss the evidence for these changes.

This subject should be considered for potential careers in Education, Medical and Paramedical fields, Food and Hospitality, Childcare, Sport and Social Work.

## **Biology ATAR**

Students will explore biological concepts relating to microscopic organisms through the ecosystems and the way biological systems interact and are interrelated. Fieldwork, laboratory activities, investigations and other research techniques will provide evidence-based information to analyse and problem solve biological questions.

### **Unit 1: Ecosystems and biodiversity.**

Students will analyse the biotic and abiotic components of ecosystems and dynamic processes including the movement of energy and matter, the interactions between species and the effects of interactions on population dynamics. They will use classification systems to compare organisms and examine evolutionary relationships. Biodiversity will be explored and the range of conservation strategies from being undertaken to conserve and sustain biodiversity within ecosystems.

### **Unit 2: From single cells to multicellular organisms.**

In the unit, students will explore the structure and function of organisms using a range of hands laboratory activities including microscopy, data loggers and laboratory experimentation. They will study cells and the exchange of materials between cells and their external environment, the processes of photosynthesis and respiration and role of enzymes in controlling biochemical systems. The specialisation of systems in multicellular organisms including plants and animals will be studied including digestive, transport and gas exchange systems and comparisons made between species.

### **Unit 3: Continuity of species.**

This unit will focus on mechanisms of inheritance and the transmission of genetic material from one generation to another. Examination of the structural properties of the DNA molecule and the factors influencing the way the genetic code is expressed in organisms. Recombinant DNA and DNA identification technologies will be studied and their application to agriculture and conservation strategies. Students will study the theory of evolution by natural selection and formation of species and the evidence put forward to support the theory of evolution.

### **Unit 4: Surviving in a changing environment.**

Examination of the need for organisms to survive to their internal and external environments. Students study the principles of homeostasis and the mechanisms organisms use to respond to changes in the environment such as temperature, water and salt concentrations. The cause, spread and control of infectious diseases is examined.

This subject should be considered for potential careers in Medicine, Veterinary, Food, Marine Sciences, Agriculture, Biotechnology, Environmental Rehabilitation, Biosecurity, Quarantine, Conservation and Eco-tourism.

## **Chemistry ATAR**

Chemistry aims to equip students with the knowledge, understanding and opportunity to investigate properties and reactions of materials. Students develop an understanding of the theories and models used to describe, explain and make predictions about chemical systems, structures and properties. It also enables students to relate chemistry to other sciences including biology, geology, medicine, molecular biology and agriculture and prepares them for future study in the sciences.

### **Unit 1: Chemical fundamentals: structure, properties and reaction.**

In this unit, students relate matter and energy in chemical reactions as they consider the breaking and reforming of bonds as new substances are produced. Students can use materials that they encounter in their lives as a context for investigating the relationships between structure and properties.

### **Unit 2: Molecular interactions and reactions.**

Students develop their understanding of the physical and chemical properties of materials. They learn how rates of reaction can be measured and altered to meet particular needs, and use models of energy transfer and the structure of matter to explain and predict changes to rates of reaction.

### **Unit 3: Equilibrium, acids and bases, and redox reactions.**

In this unit, students investigate acid- base equilibrium systems and their applications. They use contemporary models to explain the nature of acids and bases, and their properties and uses. This understanding enables further exploration of the varying strengths of acids and bases. Students investigate the principles of oxidation and reduction reactions and the production of electricity from electrochemical cells.

### **Unit 4: Organic chemistry and chemical synthesis.**

This unit focuses on organic chemistry and the processes of chemical synthesis by which useful substances are produced for the benefit of society. Students investigate the relationship between the structure, properties and chemical reactions of different organic functional groups and the vast diversity of organic compounds.

This subject should be considered for potential careers in Forensic Science, Environmental Science, Engineering, Medicine, Dentistry, Pharmacy, Sports Science, Winemaking, Agriculture and Food Technology.

## **Physics ATAR**

Physics is a fundamental science that endeavours to explain natural phenomena. It uses 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.

### **Unit 1: Nuclear and Electrical Physics.**

In this unit students develop an understanding of nuclear reactions and electricity. Students explore the ways physics is used to explain energy transfers and transformations that are pivotal to modern industrial societies. Students apply the nuclear model of the atom to investigate radioactivity, and learn how nuclear reactions convert mass into energy. They examine the movement of electrical charge in circuits and use this to analyse electrical phenomena.

### **Unit 2: Linear Motion and Waves.**

In this unit, students develop an appreciation of how motion and waves can be used to predict a wide range of phenomena. Students describe linear motion in terms of position and time data, and examine the relationships between force, momentum and energy. Students investigate common wave phenomena, including sound and earthquake waves, and compare the behaviour of these waves with the behaviour of light.

### **Unit 3: Gravity and Electromagnetism.**

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

### **Unit 4: Revolutions in Modern Physics.**

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

This subject should be considered for potential careers in Science, Engineering, Medicine, Medical Technologies and Technology.

## **Human Biology General**

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

### **Unit 1: Healthy Body**

This unit explores how the systems of the human body are interrelated to help sustain functioning to maintain a healthy body. Cells, transport, respiratory, circulatory, digestive and urinary systems are studied along with looking at how our lifestyle choices can affect these systems.

### **Unit 2: Reproduction**

This unit explores the role that males and females have in reproduction, including contraception, and the issues of sexually transmitted infections. Students learn about the reproductive systems of males and females, the healthy development of embryo's and reproductive technologies.

### **Unit 3: Coordination**

This unit explores bones, muscles, nerves and hormones and how they maintain the body to act in a coordinated matter. Conditions affecting these systems, such as sporting injuries, hearing and vision defects will also be studied.

### **Unit 4: Infectious Disease**

This unit explores the causes and spread of disease and how humans respond to invading pathogens. Prevention of transmission, improvements in technology and the use of medications to control the spread of disease is also looked at.

This subject should be considered for potential careers in Education, Paramedical, Food and Hospitality, Childcare, Sport, Health and Social Work.

## **Integrated Science General**

The Integrated Science course enables students to investigate science issues, in the context of the world around them. It incorporates aspects of biology, chemistry, geology and physics and can also include less traditional areas such as forensic science and biotechnology. Integrated science encourages students to be questioning, reflective and critical thinkers about scientific issues.

### **Unit 1: Biological and Earth Systems.**

This unit looks at the processes involved in the functioning of systems from the macro level to systems at the organism, cellular and molecular level. Students recognise the interdependence of these systems and investigate the effect of human activity on systems.

### **Unit 2: Physical and Chemical Systems.**

This unit looks at the processes involved in the transformations and redistributions of matter and energy in biology, chemical and physical systems, from the atomic level to the macro level. Students investigate the properties of elements, compounds and mixtures and how these substances interact in chemical reactions to produce new substances. The concepts of forces, energy and motion are also explored.

### **Unit 3: Biological and Earth Systems.**

This unit looks at ideas relating to the processes involved in the movement of energy and matter in ecosystems. Students will investigate a number of diverse ecosystems, exploring the range of living and non-living components, to understand the dynamics, diversity and interrelationships of these systems.

### **Unit 4: Physical and Chemical Systems.**

This unit provides students with the opportunity to conduct scientific investigations that will increase their understanding of important scientific concepts and processes. Students will investigate how chemical reactions occur, differences between mixtures and solutions, the effect of forces on motion and energy transformations.

This subject should be considered for potential careers in Marine, Forensics, Environment and Conservation.

## **Psychology General**

Psychology is the scientific study of how people think, feel and act. Through this course students will gain valuable insights and understanding into both themselves and their wider world. Psychological and biological knowledge form the basis of personality, intelligence, morality, and communication development. This allows for systematic exploration into the complexities of human behaviour based on evidence gathered through planned investigations. Psychology is rigorous in its use of the Scientific Method.

### **Unit 1: Personality**

This unit provides a general introduction into personality and intelligence. Students research a number of influential theories and discover the impact culture and others have on behaviour. Different methods of data collection are outlined and ethical considerations applicable to psychological research are introduced.

### **Unit 2: The Role of the Brain**

This unit focuses on the stages of development of the brain and the role played by nature and nurture. Through research, students will explore the impact of factors influencing behaviour and the shaping of attitudes, values and beliefs. Students will analyse descriptive data in order to identify patterns and draw conclusions.

### **Unit 3: States of Consciousness and Conflict Resolution**

This unit expands on the personality theories studied in Unit 1. Students will use this prior knowledge to explore how personality can shape motivation and performance. Different states of consciousness are introduced as students explore factors which determine friendships and conflict resolution.

### **Unit 4: Linking the Brain and Behaviour**

This unit focuses on brain functioning and scanning techniques to demonstrate the link between the brain and behaviour. Popular theories such as Piaget's Cognitive Development and Kohlberg's Moral Development are explored. Continuing their understanding of psychological research students learn about the impact of environment on individuals using the study of behaviours observed in groups.

This subject should be considered for potential careers in Health, Education, Social Work, Psychology, Counselling, Law & Marketing

## Technologies



**Head of Learning Area:**

Mr Brad Nicholas

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Year 11		Year 12	
Children, Family and the Community - General	Units 1 and 2	Children, Family and the Community - General	Units 3 and 4
Design Photography - General	Units 1 and 2	Design Photography - General	Units 3 and 4
Food Science and Technology - General	Units 1 and 2	Food Science and Technology - General	Units 3 and 4
Materials Design & Technology Wood - General	Units 1 and 2	Materials Design & Technology Wood - General	Units 3 and 4
Certificate II in Engineering (Pathways)	VET	Certificate II in Engineering (Pathways)	VET

### **Children, Family and the Community General**

The Children, Family and the Community General course focuses on factors that influence human development and the wellbeing of individuals, families and communities. Students explore the health of individuals and communities and the protective and preventative strategies that impact on growth and development. They engage in shared research, examine goal setting, self-management, decision making, communication and cooperation skills when creating products, services or systems that will assist individuals, families and communities to achieve their needs and wants.

#### **Unit 1**

This unit focuses on family uniqueness. Students examine the role of families and the relationships between individuals, families and their communities.

#### **Unit 2**

This unit focuses on families, relationships and living in communities. The influence of biological and environmental factors, lifestyle behaviours and health status on growth and development is studied. Students explore the health of individuals and communities and the protective and preventative strategies that impact on growth and development.

#### **Unit 3**

In this unit, students investigate the principles of development and how these relate to the domains and theories of development. Students examine and evaluate the features of products, services and systems for individuals and families. They examine the diverse and dynamic nature of families in Australia. They recognise and acknowledge cultural diversity, and inequity and injustice issues. Students develop effective self-management and interpersonal skills to recognise and enhance personal relationships, enabling them to take active roles in society.

## **Unit 4**

In this unit, students examine the effect on an individual's development and wellbeing in a society characterised by rapid change. They explore contemporary Australian issues or trends relating to families and communities at the state and national level and are introduced to a range of advocacy types. Students examine developmental theories and their influence on cognitive development. Students use effective self-management and interpersonal skills when developing or assessing products, processes, services, systems or environments.

## **Design Photography General**

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 to specific audiences with specific intentions or purposes via visual media forms. 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.

### **Unit 1: Design Fundamentals**

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

### **Unit 2: 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. Students explore design elements and principles and the design process in a project communicating something of themselves. Students increase familiarity with basic production skills and processes, materials and technologies.

### **Unit 3: Commercial Design**

Students become aware that design has commercial considerations that are influenced by various stakeholders to produce products, services and brands. Commercial design is client and market driven and is a reflection of contemporary consumer demands. Students are introduced to a client-focused design brief to create a product or service. They plan, develop and analyse to create designs that reflect the client, audience, and market needs. They also consider commercial and manufacturing requirements for a real world solution, with relevant production skills and processes, materials, and technologies.

### **Unit 4: Influential Design**

The focus of this unit is the communication of ideals, messages, information and values, to influence opinion and attitudes. Students produce products and visual layouts for specific and applied contexts with an understanding of applied semiotics and the construction of meaning. They analyse the audience in terms of empathy, profiling and stereotyping, and develop persuasive solutions using a research, testing and feedback mechanism.

## **Food Science and Technology General**

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.

### **Unit 1: Food choices and health**

This unit focuses on the sensory and physical properties of food that affect the consumption of raw and processed foods. Students investigate balanced diets, the function of nutrients in the body and apply nutrition concepts that promote healthy eating. They study health and environmental issues that arise from lifestyle choices and investigate factors which influence the purchase of locally produced commodities.

### **Unit 2: Food for communities**

This unit focuses on the supply of staple foods and the factors that influence adolescent food choices and ethical considerations. Students recognise factors, including processing systems, that affect the sensory and physical properties of staple foods. They explore food sources and the role of macronutrients and water for health, and nutrition-related health conditions, such as coeliac and lactose intolerance, which often require specialised diets. Students consider how food and beverage labelling and packaging requirements protect consumers and ensure the supply of safe, quality foods.

### **Unit 3: Food science**

This unit explores the societal, lifestyle and economic issues that influence food choices. Students research the effect of under-consumption and over-consumption of nutrients on health and investigate a range of diet-related health conditions that affect individuals and families.

Using scientific methods, students examine the functional properties that determine the performance of food and apply these in the planning and preparation of food products and processing systems.

### **Unit 4: The undercover story**

This unit focuses on food spoilage and contamination and explores reasons for preserving food. Students investigate food processing techniques and the principles of food preservation. They examine the regulations which determine the way food is packaged, labelled and stored and how the principles of the Hazard Analysis Critical Control Point (HACCP) system are administered and implemented to guide the production and provision of safe food.

## **Materials Design and Technology (Wood) General**

The Materials Design and Technology General course is a practical course. Working with materials, students develop a range of manipulation, processing, manufacturing and organisational skills. When designing with materials, they develop cognitive skills, such as solving problems, generating ideas, creative design strategies and communicating what they do. This makes them more technologically literate and, as consumers, enables them to make more informed decisions about the use and misuse of technology. The Materials Design and Technology General course aims to prepare all students for a future in a technological and material world by providing the foundation for lifelong learning about how products are designed and how materials are developed and used.

### **Unit 1**

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. 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.

## Unit 2

Students interact with products designed for a specific market. They use a range of techniques to gather information about existing products and apply the fundamentals of design. Students learn to conceptualise and communicate their ideas and various aspects of the design process within the context of constructing what they design. Students, in consultation with teachers, select projects of interest and then design and make products suitable for a specific market.

## Unit 3

Students develop an understanding of the elements and fundamentals of design and consider human factors involved in the design, production and use of their projects. They develop creative thinking strategies and work on design projects within specified constraints. Students learn about the classification and properties of a variety of materials and make appropriate materials selection for design needs. Students learn about manufacturing and production skills and techniques. They develop the skills and techniques appropriate to the materials being used and gain practice in planning and managing processes through the production of design project. They learn about risk management and ongoing evaluation processes.

## Unit 4

Students learn about the nature of designing for a client, target audience or market. Students learn about the nature, properties and environmental impacts related to a variety of materials, and production techniques. Students apply an understanding of the elements and fundamentals of design and consider human factors involved in their design projects. They develop creative thinking strategies, work on design projects within specified constraints and consider the environmental impacts of recycling of materials. Students extend their understanding of safe working practices and contemporary manufacturing techniques, and develop the knowledge, understanding and skills required to manage the processes of designing and manufacturing.

## **Certificate II Engineering Pathways - VET** **MEM20413 Certificate II Engineering**

*The training and assessment for this qualification is delivered under a third party arrangement with CARTEC Training RTO 52502*



The Certificate II in Engineering Pathways is designed for students interested in engineering or related working environments. The skills and concepts embedded within this qualification teach students the base knowledge needed to gain an apprenticeship in mechanical, industrial and production engineering environments, as well as providing insight into the varied engineering fields.

Competencies included but are subject to change;

Apply principles of occupational health and safety in the work environment
Develop a career plan for the engineering and manufacturing industry
Undertake a basic engineering project
Participate in environmentally sustainable work practices
Organise and communicate information
Use oxy-acetylene and soldering equipment
Use hand tools
Use power tools/hand held operations
Use engineering workshop machines
Use electric welding machines
Use fabrication equipment
Work in a team

## Vocational Education

Careers Counsellor: Mrs Sue Beedie

Contact Details: susan.beedie@cewa.edu.au



Year 11		Year 12	
Workplace Learning	Endorsed Program	Workplace Learning	Endorsed Program
Careers and Enterprise General	Units 1 and 2	Careers and Enterprise General	Units 3 and 4

**Students taking a non-University pathway in Year 11 (non-ATAR pathway) are encouraged to participate in Workplace Learning. A fee is associated with this course.**

### **Workplace Learning - Endorsed Program [Year 11 or Year 12]**

#### **Rationale**

The Workplace Learning endorsed program provides an opportunity for a student to demonstrate, and develop increasing competence in the core skills for work, often referred to as generic, transferable or employability skills. A student learns to apply and adapt the workplace skills that are necessary to understand and carry out different types of work, and that play a key role in lifelong learning.

Developing competence in workplace skills assists an individual to gain employment, and in the longer term, to progress within the organisation or industry area in which they are employed, and to contribute successfully to the organisation's objectives and to the wider community.

A unit is awarded towards WACE for each unit of work completed (55 hours), along with a log book and work place journal.

A maximum of 4 units - 2 in Year 11 and 2 in Year 12 can be awarded.

### **Career and Enterprise - General**

**This course is compulsory for students selecting Workplace Learning.**

Career Education involves learning to manage and take responsibility for personal career development. The Career and Enterprise General course involves recognising one's individual skills and talents, and using this understanding to assist in gaining and keeping work. The course develops a range of work skills and an understanding of the nature of work. Key components of the course include: the development of an understanding of different personality types and their link to career choices; entrepreneurial behaviours; learning to learn; and the exploration of social, cultural and environmental issues that affect work, workplaces and careers

#### **Unit 1**

The focus of this unit is exploring work and networks. Students develop an understanding of aspects of work, such as part-time, full-time, flexi hours, volunteer work and unemployment. They learn that positive self-esteem and self-management are required to access work opportunities and acquire skills to build careers. Students learn the basic organisation and roles associated with different workplace structures, and develop awareness that employment is connected with responsibility for themselves and others.

## **Unit 2**

The focus for this unit is entry-level work readiness. Students explore the attributes and skills necessary for employment, and identify their personal strengths and interests, and the impact these have on career development opportunities and decisions.

## **Unit 3**

This unit explores the constant change in the complex relationships between career management, workplaces and influences and trends. Entrepreneurship and flexibility are encouraged in the application of career competencies for career development.

## **Unit 4**

This unit explores the constant change in the complex relationships between career management, workplaces and influences and trends in a global environment. Career development frameworks are constructed to guide future decision-making.

## **VET in Schools**

VET in Schools programs enable secondary students to undertake a nationally recognised VET qualification while completing their Western Australian Certificate of Education.

Students receive vocational training reflecting specific industry competency standards and delivered by a registered training organisation (RTO) or a school in partnership with an RTO.

VET in Schools programs allow students to:

- Develop industry specific skills;
- Gain nationally recognised VET qualifications and units of competency while still completing their senior secondary school qualification;
- Develop employability skills; and
- Gain an understanding of the world of work which is valuable experience to assist with planning and pursuing their career pathways.

To find out more visit;

<http://vetinonet.dtwd.wa.gov.au/VETinschools>

There are some small privately run RTO's that also offer courses. Please see Mrs Beedie to more information.

Places on these courses are very competitive.

## **School Based Apprenticeships and Traineeships - by invitation only**

Apprenticeships and traineeships equip young people with employability skills and a nationally recognised qualification.

School based apprenticeships and traineeships are paid employment based training programs for full time students 15 years of age and over. Under these arrangements the student is both a full time student and a part time employee with the same employment and training privileges and responsibilities as other apprentices/trainees.

To be a school based apprentice/trainee a student must fulfil certain requirements, including;

- Enter into a training contract with an employer to complete an apprenticeship/traineeship;
- Have their school's agreement to undertake the school based apprenticeship/traineeship; and
- Have the completed units of competency of their apprenticeship/traineeship included on their Western Australian Certificate of Education.

## Learning Support: Transition Programs

Head of Learning Area:

Mr Mark Cornish

Contact Details:

[mark.cornish@cewa.edu.au](mailto:mark.cornish@cewa.edu.au)



Year 11		Year 12	
Preliminary Religion and Life	P Units 1 and 2	Preliminary Religion and Life	P Units 3 and 4
Preliminary English	P Units 1 and 2	Preliminary English	P Units 3 and 4
Preliminary Mathematics	P Units 1 and 2	Preliminary Mathematics	P Units 3 and 4
Certificate II in Skills for Work and Vocational Pathways	VET (completed over two years)		

### **Preliminary Religion and Life (PREL)**

#### **Rationale**

The Religion and Life Preliminary course provides students with opportunities to learn about one or more religions. They recognise features of religion and the role religion plays in human affairs. Through the course, students learn and apply skills that enable them to learn about religion and the role it plays in society and in the lives of people. Students learn to use information about religion and follow suitable steps that assist with and help them to engage with their own learning.

#### **Aims**

The Religion and Life Preliminary course aims to develop students':

- understanding the place of religion in the lives of people
- understanding of the place of religion in society and the role it plays in society
- use of religious terms and concepts
- use of skills and processes that enable them to engage with, and participate in, their own learning about religion and life
- ability to share with others what they have learnt about religion and life.

#### **Unit 1**

The focus for this unit is experiences of religion. This unit helps students develop a basic understanding of religion and how it is present in society. Through drawing on personal experience and examples, they familiarise themselves with some of the main features of religion.

#### **Unit 2**

The focus for this unit is people and religion. This unit helps students further develop a basic understanding of religion. Through drawing on personal experience and examples, they familiarise themselves with some of the main features of religion, including how people express religion in their own lives and ways people participate in religion.

## **Preliminary English (PENG)**

### **Rationale**

The English Preliminary course recognises that language plays a central role in human life: it provides a vehicle for communication and independence. An understanding of language and the ability to use it effectively empowers students. It gives them access to knowledge, enables them to play an active part in society and contributes to their personal growth.

In this course, students study language through the use of receptive and expressive communication. The course recognises the diversity of the student population and builds on their knowledge of how language works, relevant to their needs, skills and interests.

Students develop skills to communicate and respond to ideas, feelings and attitudes and to interact effectively with others.

### **Aims**

The English Preliminary course aims to develop students':

- understanding of how to use language in a variety of forms and situations, depending on individual needs and capabilities
- receptive skills which can include reading, comprehending, listening and/or viewing
- expressive skills which can include writing, speaking, acting, signing, gesturing and/or creating multimodal texts.

### **Unit 1 and Unit 2**

The focus for these units is independence. Students develop and apply language skills within their family, school, social and community contexts.

## **Preliminary Mathematics (PMAT)**

### **Rationale**

The Mathematics Preliminary course recognises some students have significant limitations in basic mathematical understanding and application. However, these same students have the potential to learn, especially when involved in a learning program which connects with their current experience and knowledge. The course focuses on functional numeracy embedded in familiar and meaningful contexts which are relevant to young adults.

In the Preliminary Mathematics course, the main emphasis is on developing a student's understanding of the basic mathematics concepts that they need in order to make sense of, and to be able to function as independently as possible within their home, community and work environments.

This course develops students' understanding of how our number system works in order to recognise the magnitude of numbers. Students develop basic number sense in relation to everyday routine, familiar mathematical tasks. They solve simple daily problems involving money and time, which is a particular focus for functional numeracy. Students develop the skills to solve simple everyday problems involving the four arithmetic operations, measurement, and chance and data.

The course also includes a focus on the spatial concepts involved in location and using simple maps, so that students can independently move from, for example, their home to a work environment. Students also work with shape in 2-dimensional and 3-dimensional contexts. They become familiar with diagrams and language associated with spatial problems, and recognise their existence in everyday contexts.

## Aims

The Mathematics Preliminary course aims to develop students':

- understanding and application of functional numeracy concepts, with a particular focus on their understanding of whole numbers, money and time
- use of counting, basic facts, mental calculations or a calculator to solve everyday problems, and using their understanding of the magnitude of numbers to know whether an answer makes sense within the context
- understanding of the measurement concepts related to length, mass and capacity
- understanding of spatial concepts so they can follow directions to locate places and positions, and to recognise and use the characteristics of common 2D and 3D shapes
- understanding of concepts of chance and data so that students can use this to predict common events, and to interpret commonly-used forms of data, such as timetables.

## FSK20119 Certificate II in Skills for Work and Vocational Pathways - VET

*The training and assessment for this qualification is delivered under a third party arrangement with IVETI*

RTO No: 40548



## Rationale

Emmanuel Catholic College has an auspice agreement with Skills Strategies International in the delivery and assessment of this certificate.

The Certificate I in Access to Vocational Pathways and the Certificate II in Skills for Work and Vocational pathways are accredited courses that provide the “basic skills and knowledge” of work readiness and an opportunity to become familiar with post-school training environment and assessment formats.

The school curriculum doesn't allow access to a variety of life or work skills that are stand alone and assessable. The Certificate, however, offers a variety of training opportunities to underpin pathway planning and post-school transition

This qualification is designed for individuals who require further foundation skills development to prepare for workforce entry or vocational training pathways.

It is suitable for individuals who require:

- a pathway to employment or vocational training
- reading, writing, numeracy, oral communication and learning skills at Australian Core Skills Framework (ACSF) Level 3
- entry level digital literacy and employability skills
- a vocational training and employment plan.

Foundation Skills Training Package qualifications may not be listed as an entry requirement for vocational qualifications.

## Assessments

Students are provided with a Learner Guide where they compile their evidence in order to demonstrate that they can meet the units of competency.

Further forms of evidence take place in the following formats:

- Oral questions
- Observations
- Demonstration
- Third Party report
- Portfolio

The units of competency for this course:

<b>FSKWTG03</b>	Write basic workplace information
<b>FSKRDG04</b>	Read and respond to basic workplace information
<b>FSKNUM03</b>	Use whole numbers and money up to one thousand for work
<b>FSKNUM04</b>	Locate, compare and use highly familiar measurements for work
<b>FSKWTG09</b>	Write routine workplace texts
<b>HLTAID003</b>	Provide first aid
<b>FSKDIG03</b>	Use digital technology for routine workplace tasks
<b>FSKLRG09</b>	Use strategies to respond to routine workplace problems
<b>FSKLRG11</b>	Use routine strategies for work-related learning
<b>FSKNUM14</b>	Calculate with whole numbers and familiar fractions, decimals and percentages for work
<b>FSKNUM15</b>	Estimate, measure and calculate with routine metric measurements for work
<b>FSKOCM07</b>	Interact effectively with others at work
<b>FSKRDG10</b>	Read and respond to routine workplace information
<b>BSBWHS201</b>	Contribute to the health and safety of self and others

## 2021 Partnering Registered Training Organisations in delivering Certificate courses (VET) at Emmanuel Catholic College

SIS20115 Certificate III Sport and Recreation  
SIS20213 Certificate II Outdoor Education  
BSB30115 Certificate III Business  
FSK20119 Certificate II in Skills for Work and Vocational Pathways  
RTO: IVET  
RTO No: 40548



MEM20413 Certificate II Engineering  
RTO: CARTEC Training  
RTO No: 52502



10741NAT Certificate III in Christian Ministry and Theology  
RTO: Institute of Faith Education  
RTO No: 31402



## Career Information

It is essential for students to plan ahead by seeking out career guidance and information that will give them an understanding of the relationship between their school program and their future role in society. By doing so, students gain a sense of direction regarding long-term plans.

Following, are several resources from which career information and assistance may be obtained:

### **Career Development & VET Coordinator**

The College Career Development & VET Coordinator, Mrs Beedie, provides a personalised information and counselling service on employment, training and education opportunities. All Years 10 students will meet with Mrs Beedie and / or a member of the College Executive to discuss their course selections and select a program of study for Year 11. Parents will be invited to attend the course selection interview with their son or daughter early in Term 3.

### **Publications**

A number of publications are produced each year to assist students with career choices and course / program selections. These include:

- Job Guide: <https://www.education.gov.au/job-guide>
- University Prospectuses;
- TAFE Website
- TISC Guide

### **Teachers and Heads of Learning Area**

Your subject / course teachers and the Heads of Learning Area are the best people to talk to about your suitability for particular courses / endorsed programs in Year 11. It is highly recommended that when considering your program of study for Year 11, you discuss with your current subject or course teachers and the relevant Head of Learning Area your suitability for undertaking the particular course / endorsed program you are interested in.

### **Friends and Relatives**

It is important for students to talk to a number of people - parents, relatives, friends, teachers, neighbours or others who are actually working in their area of interest, in order to obtain as much information as possible.

### **Useful Internet Sites**

A list of Internet Sites that may be of assistance to students and parents is available from Mrs Beedie. Many other Internet Sites providing information on specific occupations and other relevant information can be found by simply undertaking a Google search.

# Awards

## SCSA Awards

### Beazley Medal: WACE

The Beazley Medal: WACE is awarded for excellence to the eligible student who achieves the top WACE award score which is used to rank students for the general exhibition.

### Beazley Medal: VET

The Beazley Medal: VET is awarded to the eligible student who has demonstrated the most outstanding performance in a VET Certificate II or higher and in their other WACE achievements.

### General Exhibitions ATAR

Forty awards, known as general exhibitions, are awarded to the eligible students who obtain the highest WACE award score. The WACE award score is based on the average of five scaled examination scores, calculated to two decimal places, with at least two from each of List A and List B.

### General Exhibition (ATSI) ATAR

One award, known as the general exhibition (ATSI), may be awarded to the Aboriginal and Torres Strait Islander student who is eligible and achieves the highest WACE award score. To be eligible for this award, the student must be an Aboriginal or Torres Strait Islander as defined by the Australian Bureau of Statistics. A student may receive both a general exhibition and the general exhibition (ATSI).

### Course Exhibitions ATAR

A course exhibition may be awarded to the eligible student obtaining the highest examination mark for each ATAR course, provided that at least 100 candidates sat the examination. To be eligible for a course exhibition, the student must have completed the pair of Year 12 units in the course in the year of the award and have not previously sat the WACE examination for that course.

### Certificates of Excellence ATAR

Certificates of excellence are awarded to eligible candidates who are in the top 0.5 percent of candidates in each ATAR course examination, based on the examination mark, or the top two candidates (whichever is greater) in a course where at least 100 candidates sit the ATAR course examination. The number of certificates of excellence issued for each course is based on the number of candidates who sit the ATAR course examination. Where a course includes both written and practical components, the examination mark will be determined using an appropriate statistical process to combine the two examination marks. To be eligible for a certificate of excellence, the student must have completed the pair of Year 12 units in the course in the year of the award and have not previously sat the WACE examination for that course.

### VET Exhibitions

A VET exhibition may be awarded to the eligible student who has demonstrated the most outstanding performance in an AQF VET Certificate II or higher and in their course achievements. The student who is ranked first in the selection process for a VET certificate of excellence will be awarded the VET exhibition in that industry area.

## Certificates of Excellence VET

Certificates of excellence may be awarded to eligible Year 12 students who complete an AQF VET Certificate II or higher in one of the 133 training package industry areas and who are in the top 0.5 percent of candidates. The units of competency achieved for the certificate may have been undertaken in VETis courses or other VET programs.

## Awards for Outstanding Achievement in the WACE

Certificates of merit and certificates of distinction recognise student achievement in the WACE and are dependent on the degree of difficulty of the courses and programs undertaken together with the student's level of achievement. These awards will be based solely on the grades awarded to students by their schools.

A certificate of merit or a certificate of distinction is to be awarded to each eligible student who obtains:

Certificates of Merit:	150-189 points
Certificates of Distinction	190-200 points

Guide to the allocation of points for the certificates of merit and distinction

Points (per unit)	ATAR Courses	General Courses	Foundation Courses	VET Qualifications
10	A			
9	B			Certificate IV+ Replaces two Year 11 and four Year 12 units
8		A		Certificate III Replaces two Year 11 and four Year 12 units
7		B		
6				Certificate II Replaces two Year 11 and two Year 12 units

More detailed information regarding SCSA Awards can be found at:  
[www.scsa.wa.edu.au/internet/Senior\\_Secondary/Exhibitions\\_and\\_Awards](http://www.scsa.wa.edu.au/internet/Senior_Secondary/Exhibitions_and_Awards)

# University Entrance

## *Requirements for Admission to University*

### University of Notre Dame Australia ([www.nd.edu.au](http://www.nd.edu.au))

The University of Notre Dame Australia is a Catholic independent university situated in Fremantle that seeks to enrol students who wish to make a special contribution to society. Notre Dame does not rely on the ATAR to determine university entrance. The selection system for Notre Dame is a highly sophisticated one where applicants apply to the university directly, not through the Tertiary Institutions Services Centre (TISC).

#### **Selection Criteria for Notre Dame:**

- a. Full academic records for Years 11 and 12, including SCSA Statement of Results.
- b. Meet SCSA Secondary Graduation requirements.
- c. Meet the University's English Language requirement.
- d. Should have an Australian Tertiary Admission Rank (minimum rank of 70.00 or higher).
- e. A personal statement provided by the student in a form of an essay, outlining individual qualities, goals and motivation for seeking admission to Notre Dame.
- f. References from school and work contacts.
- g. A completed application form including supporting documentation.
- h. Personal interview with a member of the University.

#### **Alternative Entry to Notre Dame**

The Tertiary Enabling Program is a 13-week, one semester program, which runs twice a year, for students who have narrowly failed to satisfy the academic requirements for admission. Students should submit an application to the course of their choice at Notre Dame and they will be advised as to whether they have been accepted into the course or they should apply for the Tertiary Enabling Program. The Foundation program is a year-long program designed for students who have not met the ATAR requirements to study and prepare for university entrance. Students/parents should check the University of Notre Dame website for more details.

### University Entrance - Public Universities in WA

There are four public universities and one private university in Western Australia. Entry to the public universities is coordinated by TISC. Applications are made in Term 3 in Year 12. The public universities are:

- Curtin University of Technology
- Edith Cowan University
- Murdoch University
- The University of Western Australia

In order to qualify for admission a student must fulfil the following criteria:

- a. Meet the **WACE** requirements prescribed by the SCSA.
- b. Achieve **English Language Competence** as prescribed by the individual universities.
- c. Attain a **sufficiently high ATAR** for entry to a particular university course.
- d. Satisfy any prerequisites or special requirements for entry to particular courses.

**Any Year 12 student from Emmanuel Catholic College intending to study for University Entrance via an ATAR pathway should note the following requirements:**

1. Students will select six accredited Courses including Religious Education, or five accredited courses plus one VET certificate.
2. A minimum of four ATAR Courses combination needs to be chosen in Year 12 for an ATAR Pathway.
3. English or Literature must be studied.
4. The Tertiary Entrance Aggregate will be determined on the sum of the best 4 ATAR Courses studied at the end of Year 12.
5. The mix of different Courses units should be determined by a student's abilities, interests and intentions.
6. Course prerequisites for university courses of interest must be met.
7. **Students who achieve a majority of 'C' and 'B' grades in Year 11** should consider taking five ATAR Courses and one General Course in Year 12.
8. **Certain Course combinations are not acceptable** in relation to the calculation of the ATAR. An example of an unacceptable combination is English and Literature, another is Maths Applications and Maths Methods.

### **CQ University Perth**

CQ University has campuses all over Australia. Applications can be made online directly to the University.

### **Alternative entry in University**

All universities offer alternative entry via bridging courses, portfolios or recognition of Certificate courses. It is highly recommended that such options are researched by individual students to gauge the optimal pathway.

## The Australian Tertiary Admission Rank (ATAR)

Entry into the public universities in Western Australia is a matching process of people who want to go to university and the number of places that are available.

To assist in this process a student's Tertiary Entrance Aggregate (TEA) is converted to an Australian Tertiary Admissions Rank (ATAR), and places will be offered on the basis of this ranking. An ATAR is a number between 99.95 and zero that reports your rank position relative to all other students. If you have an ATAR of 70.00, for example, it indicates that your results are equal to or better than 70% of the Year 12 school leaver age population.

The Tertiary Entrance Aggregate (TEA) is calculated and forms the basis for the determination of the ATAR. Students will be informed of their ATAR as well as their TEA. Information relating to cut-offs for various university courses provided by universities and reported in the newspapers will refer to the ATAR.

### Conditions for the Determination of an Australian Tertiary Admissions Rank

The following points concerning the determination of the ATAR have been agreed to by the four universities.

- **All SCSA-Developed ATAR Courses of Study** are eligible for use in determining an ATAR.
- For a student's Course to be used in the calculation of his/her ATAR:
  - A **pair of units** need to be completed
  - The **external assessments** need to be undertaken
- The final Course Level of Achievement will be a **50:50 combination of internal and external assessments**.
- A student's TEA will be determined by the sum of a student's **best four scaled scores**.
- There will be **no need for List 1, List 2** (in this aggregate) as breadth of study is covered by the WACE requirements.
- There will be some unacceptable Course combinations for the determination of the ATAR
- For the purpose of determining an ATAR all universities will allow **accumulation of final Course Levels of Achievement** over a period of years.
- Courses undertaken on a **private basis** can be used in the determination of an ATAR. The final score of Achievement for a Course undertaken on a private basis will be 100% of the external assessment.
- The determination of a student's **ATAR is independent** of his/her achieving WACE or competence in English.

Please check the Tertiary Institutions Service Centre website for more details [www.tisc.edu.au](http://www.tisc.edu.au)

### University Entrance - Additional Information

Students aspiring to university entrance need to aim for an ATAR of 70 or higher. It should be remembered that:

1. The academic rigour of the course still remains high.
2. Failure rates for first year students at public universities need to be considered.
3. Employment prospects for students graduating with lower grades are less promising.

## Alternative Pathway Entrance into University

University	Minimum Entry Requirement	Contact Information
<b>Curtin University of Technology</b>	English language competency In many cases a diploma and subject Pre-requisites are recommended. Alternative Entry: UniReady - one year	University Admissions Centre T: 08 9266 1000 F: 08 9266 3331 E: <a href="mailto:futurestudents@curtin.edu.au">futurestudents@curtin.edu.au</a> W: <a href="http://www.curtin.edu.au">www.curtin.edu.au</a>
<b>Edith Cowan University</b>	Certificate IV English language competency Portfolio Entry Pathway Alternative Entry: ECU University Preparation- one year	Student Recruitment Office of Marketing and Development T: 134ECU(134 328) F: 08 6304 2166 E: <a href="mailto:futurestudy@ecu.edu.au">futurestudy@ecu.edu.au</a> <a href="http://www.reachyourpotential.com.au">www.reachyourpotential.com.au</a>
<b>Murdoch University</b>	FlexiTrack course Certificate IV - English language competence Alternative Entry: OnTrack- one semester	Prospective Students and Admission Centre T: 1300 MURDOCH (1300 687 3624) F: 08 9360 6491 E: <a href="mailto:admissions@murdoch.edu.au">admissions@murdoch.edu.au</a> W: <a href="http://www.murdoch.edu.au">www.murdoch.edu.au</a>
<b>University of Notre Dame Australia</b>	English language competence Alternative Entry: The Foundation Year OR Tertiary enabling Program- one semester, dependent on undergraduate degree.	Admissions Office T: 08 9433 0533 F: 08 9433 0544 E: <a href="mailto:future@nd.edu.au">future@nd.edu.au</a> W: <a href="http://www.nd.edu.au">www.nd.edu.au</a>
<b>University of Western Australia</b>	Diploma English language competence Subject prerequisites Alternative Entry support: Broadway Program for students that have narrowly missed their ATAR prerequisite.	Admissions Centre T: 08 6488 2477 Country callers: 1800 653 050 F: 08 6488 1226 E: <a href="mailto:general.enquiries@uwa.edu.au">general.enquiries@uwa.edu.au</a> W: <a href="http://www.studyat.uwa.edu.au">www.studyat.uwa.edu.au</a>
<b>CQ University Perth</b>		Perth Campus T: 13 27 86 or 9260 4000 W: <a href="http://www.cq.edu.au">www.cq.edu.au</a>

## Admission to TAFE

Vocational education and training has become increasingly important to school leavers seeking to join the work force. TAFE offers students an enormous range of subjects and courses to meet their specific career goals and is the State's largest vocational education and training provider.

Further Information can be found at North Metropolitan TAFE [www.northmetrotafe.wa.edu.au](http://www.northmetrotafe.wa.edu.au) (formally Central TAFE) or South Metropolitan TAFE [www.southmetrotafe.wa.edu.au](http://www.southmetrotafe.wa.edu.au) (formally Challenger TAFE and Polytechnic West).

**TAFE Offers:** Award Courses  
Trade Training  
Entry and Bridging Courses

### Award Courses

In line with the Australian Qualifications Framework (AQF), TAFE offers Award Courses which range from the basic Certificate I Course to the more advanced Diploma Courses, as follows:



TAFE courses have a variety of entrance requirements, and it is important that applicants consult the Entrance Requirements and Selection Criteria for the appropriate course before they apply.

### Trade Training

Pre-apprenticeship and pre-vocational courses, off-the-job training for apprentices, post trade courses and traineeships.

### Entry and Bridging Courses

Gives students sufficient skills and confidence to enter mainstream TAFE courses.

### Areas of Study

Industry areas include:

1. Aerospace, Maritime, Logistics	8. Defence
2. Agricultural Animals Science & Environment	9. Education & Community Services
3. Automotive	10. Engineering & Mining
4. Business & Finance	11. English, Languages & Foundation Studies
5. Building & Construction	12. Health, Beauty & Fitness
6. Communications & Printing	13. Hospitality, Travel & Tourism
7. Creative Industries	14. Information Technology Library & Digital

## **How TAFE Select Successful Applicants**

For full-time study at TAFE, students will need to complete an online application form. Students seeking to enrol at TAFE should be aware of the following:

The Australian Tertiary Admission Rank IS NOT used to assess your application. TAFE uses Grade achievement, either A, B or C, and prior certificate attainment, to determine places for competitive courses.

Please follow this link for TAFE admissions guide for entry to full time courses:

<https://www.fulltimecourses.tafe.wa.edu.au/sites/default/files/uploads/TAFE-admissions-guide-V2-Final.pdf>

To apply for TAFE courses:

<https://tasonline.tafe.wa.edu.au/Default.aspx?ReturnUrl=%2f>

## **Move between TAFE & University**

An ATAR is not the only means of entry to university in Western Australia. TAFE can be your stepping stone to a university education. Many TAFE graduates gain admission to Australian universities each year.

What you need to know:

- TAFE graduates need to apply through the Tertiary Institutions Services Centre (TISC) for admission to the public universities ([www.tisc.edu.au](http://www.tisc.edu.au)) and apply directly for admission to the University of Notre Dame Australia.
- In order to be considered for a university place you will need to meet the minimum entry requirement. This is the lowest level of educational achievement universities require.
- Achieving the minimum entry requirement does not guarantee entry to a particular course or that an applicant is competitive enough to be selected for a place at the university.
- Entry to courses is very competitive and some university courses have subject prerequisites. Completing a diploma or advanced diploma may increase your chance of selection.
- Depending on what you have previously studied, some universities may give you credit for the work you have already done, meaning it will take you less time to complete your university qualification. This is referred to as advanced standing or credit transfer. Once you have been accepted into a university course you will be able to discuss this possibility with the university.

For information about how to improve your chances of selection contact your preferred university's admissions centre.

## **Folio Courses**

Folios are required for only a selected number of qualifications within the Arts and Entertainment industry area. The folio score will replace the skills / education development section of the selection criteria. For these qualifications, the skills / education development score will be awarded based on the folio submitted and not on secondary school achievement.

The folio may require submission of art, photography or audio-visual work to demonstrate proficiency in that field.

After the folio closing date, the State Training Provider Admissions Centre will assess the number of applications for these qualifications and then a decision will be made as to the competitiveness of the qualification. If a qualification is deemed competitive, applicants will be notified of the specific folio requirements and when the folio needs to be submitted.

# Contacts

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