



# Curriculum Handbook

Year 12, 2022

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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 to 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**  
**Principal**

This booklet contains information on all Courses planned for Year 12 and is one of a range of supports offered by the College to assist you to plan for the future. While Course content makes up the bulk of material in the booklet, information relating to the WA Certificate of Education (WACE), University and TAFE entry requirements are also provided to assist your decision-making process.

The College works with senior students, and particularly Year 12 students, in a manner which recognises them as young adults. It is important that students respond to this approach with an attitude that shows a deep engagement and strong commitment to their studies. It is an ideal time to re-visit goals and to identify practices that will assist students achieve their goals.

Year 12 is a very short academic year. The final year of secondary education is made up of three terms only, as Term Four is used for final assessments and examinations. It is essential that students begin Year 12 with a clear focus and a strong resolve to work consistently throughout the year.

Please do not hesitate to contact Mr Edwards should you wish to clarify any issues pertaining to course selection. My best wishes to all students as they journey through their final year of secondary education at Emmanuel Catholic College.

Mr Leo Di Gregorio  
**Principal**

## Important Dates

### **Friday 2 July 2021**

Semester One Reports – Live on SEQTA

### **Monday 19 July 2021 (Week 1)**

Year 12, 2022 Subject Selection Parent Information Night

### **Monday 26 – Friday 30 July 2021 (Week 2)**

Subject Selections Interviews (during class time)

This publication has been produced to assist students in the selection of Courses for 2022 and is current as of 1 July 2021. 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

### To Students

The information contained in this Handbook is presented to you at this time to assist in making important decisions about your future education and possible career choices. During the year you will have been thinking seriously about the decisions you must make for 2022. This book is designed to help you and your parents to decide which subjects, will best suit your abilities, interests and aspirations. All students should seek advice before arriving at final decisions about subjects for Year 12. Discussions with your parents are vital, as parents support will be needed no matter what choice is made. Student that require course changes will meet with Mr Edwards, Mrs Beedie and Ms Carlucci in Term 3.

In order to make the right choice of subjects in Year 12, it is important that students consider their future career options and post school education. Students and their parents are encouraged to gather as much information as possible. As students learn more about themselves and the opportunities available to them, their decisions and career planning will become more sharply focused. In considering their career options, students should take into account their academic ability, skills, talents, areas of interest and personality.

### Helpful Steps

In considering a career and choosing subjects it may be helpful for students to work through the following checklist:

1. Review your Year 11 report.
2. List your positive qualities and talents. Identify your interests and values.
3. List **challenging/realistic** goals for yourself.
4. Identify subjects that you have studied in which you have achieved good results.
5. Identify subject pre-requisites for specific courses at TAFE or University.
6. Consider how the subjects offered relate to work or further training.
7. List the different types of career options available to you.
8. List your aims for the future (e.g. Employment, University, TAFE, Apprenticeship).
9. Identify the entry requirements for Post Secondary Courses.

### To 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 Year 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 Training Providers.
- Generally, more interesting and challenging careers.
- Self-satisfaction.

## What happens after Year 12

Essentially, once Emmanuel Catholic College students leave Year 12, they follow three main pathways:

- (i) **University** – including the public universities (University of WA, Murdoch University, Curtin University, Edith Cowan University, CQ University), as well as the only private Catholic university, The University of Notre Dame Australia.
- (ii) **TAFE** – South Metropolitan TAFE and North Metropolitan TAFE. There are many private RTO's that also offer Certificate courses.
- (iii) **Employment or further study** – this includes apprenticeships, traineeships, further study at Independent Colleges as well as employment.

Educational opportunities are provided for all students to succeed at their chosen pathways, whether University, TAFE or employment-bound.

### What decisions do Parents and Students need to make?

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

- (i) The strong connection that exists between Years 11 and 12 and the destinations that a student will access after they have left school (post-school options). This will be determined by the ability and determination of the student, as well their interest and work ethic.
- (ii) The divergence between the selection criteria for the main post-school destinations. It is possible for a student to miss out on the achievement of WACE, entry into the TAFE and University through poor subject selection.
- (iii) The increasing number of pathways between the TAFE and University.
- (iv) 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.

Decision-making may include the following questions:

- *Which career/course would I like to pursue?*
- *What are my main options after leaving school?*
- *What is the entrance criteria needed to get there?*
- *What background do I need to meet this entrance criterion?*

## Types of Courses in Year 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).

**Vocational Education and Training (VET) including Certificate Courses** are for students who are aiming to enter further training or the workforce directly from school.

**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.

**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.

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 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 12 Curriculum and Assessment

### Courses

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

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 6. The complete list of Courses offered by the College available in the section “2022 Year 12 Course Minimum Entrance Requirements”

### External WACE Assessments

All students in Year 12 must sit either an Examination for their ATAR courses or an Externally Set Test (EST). 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>

### Vocational Education Courses (VET)

Assessment is based on students demonstrating 100% competency in each component of the course. Each course has nominal hours which need to be completed.

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

## Achievement Standard

**Students will be required to achieve 14 C grades** (or equivalents, see below) in Year 11 and Year 12 units, **including at least six C grades in Year 12 units** (or equivalents). Unit equivalence can be obtained through Vocational Education and Training (VET) programs and/or endorsed programs. The maximum unit equivalence available through these programs is eight units – four Year 11 units and four Year 12 units.

(iv) **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*

## 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.

All VET programs are delivered as part of an auspiced agreement with a Registered Training Organisation (RTO). For details, please refer to page 59.

## Endorsed Programs

Endorsed programs address areas of learning not covered by WACE courses. Examples include workplace learning, Cadets WA, performance in school productions, elite sport programs 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. Any students wishing to gain credit for an Endorsed program, other than Workplace Learning must make an appointment with Mr Edwards prior to the commencement of Year 12.

## How to Choose Subjects for Year 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 Courses at tertiary level.

### 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 on Courses

	Pathways	Recommended for	Year 12 Subjects
University Ready	ATAR	Students who meet all prerequisites for at least 4 ATAR subjects	At least 4 ATAR Subjects
	Cert IV	Students that intend to attend Curtin or ECU and enter courses that require equivalent to an ATAR of 70	Cert IV ATAR English + 4 other General/VET courses
	University Preparation Courses (eg. Murdoch Uni FlexiTrack & Curtin Uni- Ready)	Students that intend to attend Murdoch Uni or Curtin Uni and enter courses that require equivalent to an ATAR of 70	FlexiTrack or UniReady + 5 other General/VET courses
	Portfolio Entry	Students with intention 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

**Students considering an ATAR 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 a University Pathway must study at least four ATAR Courses to access University.

**Students considering a Certificate IV or FlexiTrack pathway****Courses to choose:**

1. Religion and Life (General)
2. English (ATAR for Cert IV, General)
3. Course Choice (1) – General
4. Course Choice (2) - General
5. Course Choice (3) - General
6. Certificate IV or Murdoch Uni FlexiTrack or Curtin UniReady

**Students considering a General Pathway****Courses to choose:**

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

**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)
6. Course Choice (2)

**Plus either;**

- Workplace Learning (formally INSTEP) 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>

## Entrance Requirements for Year 12 Courses

Entrance Requirements refer to the standard of academic performance that a student needs to achieve in order to demonstrate their suitability for a particular course. **Suitability refers to their aptitude, work ethic and background knowledge in order to achieve success in the particular subject.** 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 12 courses that are too difficult for them often develop negative attitudes towards the course, which regularly affects 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 12 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 12 courses.

**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 12 based on their performance in Year 11, is to enroll in a related course for which he or she has achieved the Entrance Requirements. If marks improve during Year 11 Semester 2, then an appointment can be made with the Deputy Principal after reports have been issued.

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 Year 12 are **English** and **Religion and Life**.

The study of courses in Year 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.**

**2022 YEAR 12 COURSE MINIMUM ENTRANCE REQUIREMENTS**

Listed below are the Courses / Endorsed Programs that the College is intending to offer to students enrolling in Year 12. 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 11 Semester One Report.

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 11 Requirements
<b>Religion (Compulsory)</b>	Religion and Life – General	Nil
	Religion and Life – ATAR	Pre-requisite of 60% or above in ATAR Year 11
<b>English (Compulsory)</b>	English – General	Nil
	English – ATAR	Pre-requisite of 60% or above in ATAR Year 11
	Literature – ATAR	Pre-requisite of 60% or above in ATAR Year 11
<b>Italian as a Second Language</b>	Italian as a Second Language – ATAR	Pre-requisite of 60% or above in ATAR Year 11
<b>Humanities &amp; Social Sciences</b>	Certificate III in Business – VET	Ongoing course from Year 11 (partial completion 2021)
	Certificate III in Business – VET	Pre-requisite completion of Certificate II in Workplace Skills (BSB20120)
	Economics – ATAR	Pre-requisite of 60% or above in ATAR Year 11
	Geography – General	Nil
	Modern History – General	Nil
	Modern History – ATAR	Pre-requisite of 60% or above in ATAR Year 11
	Politics & Law – General	Nil
Politics & Law – ATAR	Pre-requisite of 60% or above in ATAR Year 11	
<b>Health &amp; Physical Education</b>	Certificate III in Sport and Recreation - VET	Certificate III in Sport and Recreation (partial completion 2021)
	Health Studies	Nil
	Physical Education Studies – General	Nil
	Physical Education Studies – ATAR	Pre-requisite of 60% or above in ATAR Year 11
<b>Mathematics</b>	Mathematics Essential – General	OLNA achieved
	Mathematics Applications – ATAR	Pre-requisite of 65% or above in ATAR Year 11
	Mathematics Methods – ATAR	Pre-requisite of 60% or above in ATAR Year 11
	Mathematics Specialist – ATAR	Pre-requisite of 60% or above in ATAR Year 11
<b>Science</b>	Biology – ATAR	Pre-requisite of 60% or above in ATAR Year 11
	Chemistry – ATAR	Pre-requisite of 60% or above in ATAR Year 11
	Human Biological Science – ATAR	Pre-requisite of 65% or above in ATAR Year 11
	Human Biological Science - General	Nil
	Integrated Science – General	Nil
	Physics – ATAR	Pre-requisite of 60% or above in ATAR Year 11
Psychology – General	Grade C (60%) or above in year 11 Psychology	

Learning Area	Course/Program	Minimum Entrance Year 11 Requirements
<b>Technologies</b>	Children, Family and Community – General	Nil
	Certificate II in Engineering (Pathway) - VET	Must have studied Certificate II in Engineering in Year 11
	Design – Photography (General)	Nil
	Food Science and Technology	Nil
	Materials Design and Technology (Wood) - General	Nil
<b>The Arts</b>	Dance – General	Nil
	Design – Graphics – ATAR	Pre-requisite of 60% or above in ATAR Year 11
	Design – Graphics – General	Completed at least Year 9 Design – B Grade or above
	Drama – ATAR	Pre-requisite of 60% or above in ATAR Year 11
	Drama – General	Nil
	Media Production & Analysis – ATAR	Pre-requisite of 60% or above in ATAR Year 11
	Media Production & Analysis – General	Nil
	Music - General	Competent on an instrument or voice for performance
	Visual Arts – General	Nil
Visual Arts – ATAR	Pre-requisite of 60% or above in ATAR Year 11	
<b>Other</b>	Careers & Enterprise – General	Nil
	Workplace Learning	Nil
	Certificate IV	By appointment only
	UniReady (Curtin University Preparation Course)	By appointment only
	FlexiTrack (Murdoch University Preparation Course)	By appointment only

## Religious Education

**Head of Learning Area:**

Mr Christian Thompson

**Contact Details:**

[christian.thompson@cewa.edu.au](mailto:christian.thompson@cewa.edu.au)



Year 12	
Religion and Life ATAR	Units 3 and 4
Religion and Life General	Units 3 and 4

*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.

**This is a compulsory subject.**

Please note: no attempt is made to assess the students' faith.

### **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 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 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.

## English

**Head of Learning Area:**

Ms Vanessa Daly

**Contact Details:**

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Year 12	
Literature ATAR	Units 3 and 4
English ATAR	Units 3 and 4
English General	Units 3 and 4
English Foundation	Units 3 and 4

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

In the English Courses, 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 and therefore English is a compulsory subject.**

### **English - ATAR**

#### **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 may assist interpretation. Students compare and evaluate the effect of different media, forms and modes on the structure of texts and how audiences respond to them. Understanding of these concepts is demonstrated through the creation of imaginative, interpretive, persuasive and analytical responses.

#### **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 and the text and context. This provides the opportunity for students to extend their experience of language and of texts and explore their ideas through their own reading and viewing. Students demonstrate understanding of the texts studied through creation of imaginative, interpretive, persuasive and analytical responses.

## **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 and the power of representation. Students experience the aesthetic and intellectual pleasure that reading and creating literary texts can bring.

### **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. Through critical analysis and evaluation, the values and attitudes represented in and through texts and their impact on the reader are examined. Throughout the unit, students create analytical 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**

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. Analytical responses demonstrate increasing independence in interpreting texts and synthesising a range of perspectives into critical and imaginative responses. In creating imaginative texts, students experiment with literary conventions and reflect on how the created text takes into account the expectations of audiences.

## **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 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
- examine relationships between context, purpose and audience in different language modes and types of texts, and their impact on meaning
- consider how perspectives and values are presented in texts to influence specific audiences
- develop and justify their own interpretations when responding to texts
- learn how to communicate logically, persuasively and imaginatively in different contexts, for different purposes, using a variety of types of texts.

## **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
- analyse the ways in which authors influence and position audiences
- investigate differing perspectives and develop reasoned responses to these in a range of text forms for a variety of audiences
- construct and clearly express coherent, logical and sustained arguments and demonstrate an understanding of purpose, audience and context
- consider intended purpose and audience response when creating their own persuasive, analytical, imaginative, and interpretive texts.

## **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.

## 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.

## The Arts

**Head of Learning Area:** Mrs Sherie Chant

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Year 12	
Design Graphics ATAR	Units 3 and 4
Drama ATAR	Units 3 and 4
Media Production and Analysis ATAR	Units 3 and 4
Visual Arts ATAR	Units 3 and 4
Dance General	Units 3 and 4
Design – Graphics – General	Units 3 and 4
Drama General	Units 3 and 4
Media Production and Analysis General	Units 3 and 4
Music General	Units 3 and 4
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.

Possible projects may include but are not limited to:

Logo Design	Wall Mural	Jewelry Packaging Design
Magazine Covers	Company Stickers	Drink Labels & Packaging
Stencil Art	Children Book	Promotional Products
Street Wear T-shirt	Gaming Design Cover	Fashion Advertising

Students will complete a **Design Portfolio** that can be used to gain access to selected TAFE and University courses.

#### **Unit 3**

Students become aware that design has commercial considerations that are influenced by various stakeholders to produce products, services and brands.

#### **Unit 4**

The focus of this unit is the communication of ideals, messages, information and values, to influence opinion and attitudes.

## **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

Performance, Production and design Roles:

Acting	Directing	Dramaturgy
Scenography and Prop Design	Audio Visual and Multimedia	Lighting Design
Costume Design	Sound Design	Make-up Design

Students will complete a **Digital Drama Portfolio/Demo Reel** that can be used to gain access to selected TAFE and University courses, as well as auditioning within the Theatre / Film Industry.

### **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

### **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

## **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.

Possible projects may include but are not limited to:

Music Videos	YouTube Programs	Action Sequences
Documentary	Social Media Marketing TV	Animation
Current Affairs	Advertisement	Soap Operas
Film Noir	Feature Film Trailers	Art House Films

Students will complete a **Digital Portfolio** that can be used to gain access to selected Colleges, TAFE and University courses.

### **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.

### **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.

## **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.

Possible projects may include but are not limited to:

Oil Painting	Screen Printing	Fashion Textiles
3D Sculpture	Wearable Art	Digital Illustration
Clay Sculptures	Lino Prints	Etching
Illustration	Acrylic Painting	Aerosol Art

Students will complete a **Portfolio (Visual Art Diary)** of completed works that can be used to gain access to selected TAFE and University courses.

### **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.

### **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.

## **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.

Performance and Production Roles / Contexts may include but are not limited to:

Dance performer	Choreographer	Original Solo Composition
Costume Designer	Lighting Designer	Contemporary Dance
Audiovisual and Mutli Media	Live performance – Dance Showcase	Jazz, Hip Hop and Lyrical Dance

Through participation in the Dance General course, students develop transferable skills essential to their future. These include communication skills, collaborative teamwork skills, negotiation and conflict resolution skills, problem solving skills, as well as the ability to organise, analyse and evaluate. Participation may lead to opportunities for future study in dance or related arts fields.

Students will complete a **Digital Dance Portfolio** that can be used to gain access to selected TAFE and University courses, as well as for auditioning within the Dance Industry.

### 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.

Possible projects may include but are not limited to:

Logo Design	Wall Mural	Jewelry Packaging Design
Magazine Covers	Company Stickers	Drink Labels & Packaging
Stencil Art	Children Book	Promotional Products
Street Wear T-shirt	Gaming Design Cover	Fashion Advertising

Students will complete a **Design Portfolio** that can be used to gain access to selected TAFE and University courses.

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 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 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. 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. 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.

Performance, Production and design Roles:

Acting	Directing	Dramaturgy
Scenography and Prop Design	Audio Visual and Multimedia	Lighting Design
Costume Design	Sound Design	Make-up Design

While some students intend to make a career in drama and related fields, they also participate in drama for enjoyment and satisfaction. They experience the pleasure that comes from developing personal skills, knowledge and understandings that can be transferred to a range of careers and situations. The Drama General course builds confidence, empathy, understanding about human experience, and a sense of identity and belonging. These are invaluable qualities for contemporary living.

Students will complete **a Digital Drama Portfolio/Demo Reel** that can be used to gain access to selected TAFE and University courses, as well as auditioning within the Theatre / Film Industry.

### **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.

Possible projects may include but are not limited to:

Music Videos	Radio Plays	Film Noir
Documentary	TV Advertisement	Animation
Current Affairs	Art House Films	Soap Operas
YouTube Programs	Feature Film Trailers	Action Sequences

### **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.

The Music General course provides an opportunity for creative expression, the development of aesthetic appreciation and the pleasure and satisfaction that comes from listening to and making music independently and collaboratively with others. Studying music may also provide a pathway for further training and employment in a range of professions within the music industry.

Practical Projects / Contexts may include but are not limited to:

Western Art Music	Jazz	Contemporary Music
Musical Theatre	Music for Film and Television	World and Indigenous Music
Music Technology	Musical Performance	Audio Visual Production

Students will complete a **Digital Music Portfolio** that can be used to gain access to selected TAFE and University courses and connecting with a range of professions in the Music Industry

### Unit 3 and 4 – With different contexts from above

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.

Possible projects may include but are not limited to:

Oil Painting	Screen Printing	Fashion Textiles
3D Sculpture	Wearable Art	Digital Illustration
Clay Sculptures	Lino Prints	Etching
Illustration	Acrylic Painting	Aerosol Art

Students will complete a **Portfolio (Visual Art Diary)** that can be used to gain access to selected TAFE and University courses.

#### 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 12	
Physical Education Studies ATAR	Units 3 and 4
Physical Education Studies General	Units 3 and 4
Health Studies General	Units 3 and 4
Certificate III Sport and Recreation	VET (2-year course)

*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 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 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 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 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 & Social Sciences

**Head of Learning Area:**

Mr James Silver

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Year 12	
Economics ATAR	Units 3 and 4
Modern History ATAR	Units 3 and 4
Politics & Law ATAR	Units 3 and 4
Modern History General	Units 3 and 4
Politics & Law General	Units 3 and 4
Certificate III in Business (Continuous only from Year 11 course. Not offered in Year 12)	VET

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

### **Economics - ATAR**

Economics investigates the choices which all people, groups and societies face as they confront the ongoing problem of satisfying their unlimited wants with limited resources. Economics aims to understand and analyse the allocation, utilisation and distribution of scarce resources that determine our wealth and wellbeing.

#### **Unit 3 – Australia and the global economy**

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 – Economic policies and management**

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.

### **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.

#### **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 20<sup>th</sup> 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 & Law ATAR**

ATAR Politics & Law is a stimulating and appealing subject that explores the way in which societies are run, decisions are made, and laws are upheld. Students are given the opportunity to critically analyse the society in which we live regarding decision making processes, the effectiveness of these decisions made and the influence individual's morals, beliefs and goals have on these.

### **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.

## **Modern History - General**

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.

### **Unit 3**

Students learn about the evolving nature of societies and the various forces for continuity and change that exist. Students learn that some values, beliefs and traditions are linked to the identity of a society. They also learn that, in any period of change, there are those individuals and institutions that support change, but others that oppose it, and that there are different interpretations of the resultant society.  
*Chosen elective of study:* The USA between the wars 1918-1941

### **Unit 4**

Students learn that, throughout history, there have been events, ideas, beliefs and values that have contributed to underlying historical trends and movements. Students learn that historical trends and movements have particular underlying ideas, that different methods and strategies are used to achieve change, and that there are consequences for continuity and change. Some perspectives are omitted and others emphasised, both during the period of the trend or movement and subsequent to the trend or movement.  
*Chosen elective of study:* Nazism in Germany 1918–1945

## **Politics & Law - General**

The Politics and Law ATAR 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.

### **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**

***(continuing from partial completion in Year 11, 2021)***

**BSB30115 Certificate III Business**



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

**Not available for subject selection in Year 12, 2022 if student has not studied this course in Year 11 2021**

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.

Please note, a fee is associated with this course.

## Mathematics

**Head of Learning Area:**

Mrs Claire Wallace

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Year 12	
Mathematics Specialist ATAR	Units 3 and 4
Mathematics Methods ATAR	Units 3 and 4
Mathematics Applications ATAR	Units 3 and 4
Mathematics Essential General	Units 3 and 4
Mathematics Foundation General	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 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.

The course considers the following areas:

#### **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 3**

In this unit, students' 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**

In this unit 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 3**

In this unit 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. It is a requirement that the 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**

'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**

The Mathematics Essential General 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 3**

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.

### **Unit 4**

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 will be 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 General**

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.

## Science

**Head of Learning Area:**

Ms Kerry-Anne Randall

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

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

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

In this unit, students develop a deeper understanding of motion and its causes by using Newton's Laws of Motion and the gravitational field model to analyse motion on inclined planes, the motion of projectiles and satellite motion. They investigate electromagnetic interactions and apply this knowledge to understand the operation of direct current (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 Biological Science - 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 3: Coordination**

This unit explores bones, muscles, nerves and hormones and how they maintain the body to act in a coordinated manner. 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 current scientific issues.

### **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 3: States of consciousness**

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 selected for careers in Health, Education, Social Work, Psychology, Counselling, Law and Marketing.

## Technologies

**Head of Learning Area:**

Mr Brad Nicholas

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Year 12	
Children, Family and the Community – General	Units 3 and 4
Design (Photography) – General	Units 3 and 4
Food Science & Technology – General	Units 3 and 4
Materials Design & Technology (Wood) – General	Units 3 and 4
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 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 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 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 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
- Interact with computing technology
- Use hand tools
- Use power tools/hand held operations
- Use engineering workshop machines
- Use electric welding machines
- Use fabrication equipment
- Work in a team

Please note, a fee is associated with this course.

## Vocational Education

**Careers Counsellor:** Mrs Sue Beedie

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Year 12	
Workplace Learning	Endorsed Program
Certificate II in Skills for Work and Vocational Pathways	VET (must have studied in Year 11. Completed over two years)
Certificate (IV)	External (Fee for Service with Fremantle Education Centre)
FlexiTrack High	School-based Program (Fee for Service, partnering with Murdoch University)
UniReady	School-based Program (Fee for Service, partnering with Curtin University)

**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**

#### **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.

## **Careers & Enterprise**

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

Career Education involves learning to manage and take responsibility for personal career development. The Careers & 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 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.

## **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 iVET in the delivery and assessment of this certificate.

The Certificate II in Skills for Work and Vocational pathways is an accredited course that provide the "basic skills and knowledge" of work readiness and an opportunity to become familiar with post-school training environment and assessment formats.

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

Examples of units of competency for this course are:

<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

### **Certificate IV courses**

As an alternative entry into some Universities, students who have had limited success with ATAR in Year 11 but have a good record of attendance and have demonstrated a positive work ethic and aptitude, are given the option to undertake a **Certificate IV** qualification off campus at Fremantle Education Centre during Year 12 at the College. This is a 'fee for service' course and the cost of the course is borne by the parents, with the College making a contribution. (The College contribution is announced each year at the commencement of the school year). The courses run for one day a week. Attendance during school holidays is a possibility to give students extra support.

#### **The courses include:**

- **BSB40215 Certificate IV in Business**
- **CHC40213 Certificate IV in Education Support**
- **CHC42015 Certificate IV in Community Services**



The *proposed* training and assessment for this qualification is delivered under a third party arrangement with Fremantle Education Centre RTO 50354

#### **Pre-requisites**

Students **MUST** meet the English competency requirements through studying and passing **ATAR English** with a 60% or above score, in Year 11.

Students **MUST** meet the English competency requirements through studying and passing **ATAR English** with a 50% or above score, in Year 12.

The successful completion of the Certificate IV, with the English ATAR will allow access to a range of courses that have an entry requirement of an **ATAR of 70**. It is advisable to check the university entry requirements at the time of application.

Please note, a fee is associated with this course.

For full course details please visit: <http://fec.org.au/enquire-now/courses/>

For information on alternative entry into university please visit;

Murdoch University

<http://www.murdoch.edu.au/study/undergraduate-students/entry-requirements/alternative-entry-pathways>

ECU University

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

Curtin University

<https://futurestudents.curtin.edu.au/undergraduate/pathways/>

**This is not a guaranteed entry pathway, as course entry levels vary each year.**

## 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 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 for more information.

Places on these courses are very competitive.

### **Courses that provide direct entry to university:**

- **FlexiTrack High – Murdoch University Enabling Course**
- **UniReady – Curtin University Enabling Course**

UniReady and Flexitrack High are enabling programs. They are SCSA endorsed university preparation courses that qualify students to apply directly to university.

### **Rationale**

These programs target the non-traditional students who, although communicating aspirational intent for a university pathway, are not currently flourishing within the ATAR frameworks offered at school. Many of these non-traditional students have experienced setbacks in their educational trajectory and this often impacts self-efficacy and performance. Often, students have particular learning needs, and gaps in their academic skills as well as the social and emotional skills required for university learning. Therefore, the blended program offers students an enriched learning program with the extra support assisting in their learning journey, a university academic working in the online space out of school hours, and a school-based facilitator working face-to-face on the school timetable.

Students wishing to opt for an enabling program in Year 12 select this as one of their six school options.

### **The Right Fit**

Consideration of realistic student readiness (including skill level, commitment and study load) must be forefront when making student selections for this program. Students require sound literacy skills and a strong work ethic to engage sufficiently with the course. It is not recommended for students struggling in a general course. **We recommend students attempt ATAR subjects in Year 11** prior to undertaking this course. Students must be able to demonstrate a 'B' or higher in general English or a 'D' or higher in ATAR English in Year 11 to be accepted into this program. While the program does have embedded language lessons to increase academic writing skill, please note that they are not intended to up skill students specifically for English language competency.

### **Pre-requisites**

- **Grade B or higher in general English or a 'D' or higher in ATAR English in Year 11**
- **Plus, B grade or higher in most General subjects.**

On the successful completion of FlexiTrack High provides students entry for any undergraduate degrees at Murdoch University that has an indicative ATAR of 70 or less. It is designed for Year 12 students.

The course provides a structured, acculturating and supportive learning experience for aspirational students requiring alternatives to the ATAR pathway. Primarily the course focuses on developing the academic skills as well as the self-regulation and independent learning competencies needed to engage successfully with undergraduate study and flourish.

FlexiTrack Weekend workshops are run at various intervals throughout the program and FlexiTrack High students are encouraged to participate in these workshops.

### Learning outcomes for the FlexiTrack High

On successful completion of the four modules students should be able to:

- Use the University library (interface) to identify, locate and reference a range of academic resources related to a single topic.
- Summarise and critically analyse academic texts where information is presented in written and/or numeric form.
- Demonstrate an understanding of the academic terms “thesis” and “argument” through their identification and application.
- Construct an academic text using the appropriate structure and academic conventions.
- Present an original academic argument in both written and oral form.
- Apply a range of independent and collaborative learning skills such as time management, self-regulation, effective communication and teamwork to complete tasks within set timelines.

The training and assessment for this *qualification* is delivered under a third party arrangement with Murdoch University. FlexiTrack High is a Provider Endorsed Program and is equivalent to 4 units towards WACE attainment. For full course details please visit: <http://www.murdoch.edu.au/OnTrack/FlexiTrack/>

### Costs

This course is available to participating schools and cost involved are incurred by the student. Fees are \$1200 (GST inclusive). Emmanuel Catholic College will subsidise 50% of these fees upon course completion.

The UniReady primary focus is on developing transferable skills that are required to succeed at university. Students study two core compulsory units, and then two optional units chosen from a selection of four.

The structure is outlined below:

Core Units:

- Fundamentals of Academic Writing
- Foundations of Communication

Optional Units (2 must be chosen):

- Introduction to Humanities
- Introduction to Commerce
- Introduction to Health Science
- Applying Mathematics

Please note, optional units will be selected based on the university courses students have expressed an interest in studying at Curtin University. These decision will be based on the cohort as a whole and their needs. If upon selection of optional units, students will be advised of these and an opportunity to withdraw if this does not suit your pathway.

Successful completion of UniReady (which consists of passing all four units) and gives the students a "notional" ATAR score. As the score is not calculated by TISC it is not an ATAR score as such; rather it is recognised by Curtin as meeting the minimum entry requirements. Once the student has passed all four units, they can have **direct entry into a number of courses**. Please refer to the Uniready website for an updated list - <https://www.curtin.edu.au/uniready>.

Please note that units have a final examination except for Foundations of Communication.

### Costs

Fees for this course will be advised.

Emmanuel Catholic College will subsidise 50% of these fees upon course completion.

### **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.

## 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. 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 Tertiary Preparation Program is a six month 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
- CQ University

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 should note the following requirements:**

- a. Students will select six accredited Courses including Religious Education.
- b. A minimum of four ATAR Courses combination needs to be chosen in Year 12.
- c. English or Literature must be studied.
- d. The Tertiary Entrance Aggregate will be determined on the sum of the best 4 ATAR Courses studied at the end of Year 12.
- e. The mix of different Courses units should be determined by a student's abilities, interests and intentions.
- f. Course prerequisites for university courses of interest must be met.
- g. **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.
- h. **Certain Course combinations are not acceptable** in relation to the calculation of the ATAR. An example of an unacceptable combination is English and Literature.

## 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:

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

## Alternative Pathway Entrance into University

University	Minimum Entry Requirement	Contact Information
Curtin University	English language competency In many cases a diploma and subject Pre-requisites are recommended. Alternative Entry: UniReady Enabling Programs in Science, Engineering and Health. Portfolio Entry	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>
Edith Cowan University	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>
Murdoch University	FlexiTrack Alternative Entry: OnTrack - 14 week course On Track sprint - 4 week course (ATAR 60-69 or Cert IV) ATAR Rise applies	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>
University of Notre Dame Australia	English language competence Alternative Entry:  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>
University of Western Australia	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>

## 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.northmetrotage.wa.edu.au](http://www.northmetrotage.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:

<b>Certificate II</b> (Pre-Apprenticeship)	<b>Certificate III</b> (Entry Level Employment)	<b>Certificate IV</b> (Employment & Uni Entry)
<b>Diploma</b> (Employment & Uni Entry)	<b>Advanced Diploma</b> (Employment & Uni Entry)	<b>Associate Degree</b> (Employment & Uni Entry)

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.

<u>South Metropolitan TAFE</u>	<u>North Metropolitan TAFE</u>
<ul style="list-style-type: none"> <li>• Aerospace, Maritime and Logistics</li> <li>• Agriculture, Animals, Science &amp; the Environment</li> <li>• Automotive</li> <li>• Building and Construction</li> <li>• Business and Finance</li> <li>• Creative Industries</li> <li>• Defence</li> <li>• Education and Community Services</li> <li>• Engineering and Mining</li> <li>• Health, Beauty and Fitness</li> <li>• Hospitality, Tourism and Events</li> <li>• Information Technology, Library and Digital</li> </ul>	<ul style="list-style-type: none"> <li>• Agriculture, Animals, Science &amp; the Environment</li> <li>• Automotive</li> <li>• Building and Construction</li> <li>• Creative Industries</li> <li>• Education and Community Services</li> <li>• Engineering and Mining</li> <li>• English, Languages and Foundation Studies</li> <li>• Health, Beauty and Fitness</li> <li>• Hospitality, Tourism and Events</li> <li>• Information Technology, Library and Digital</li> </ul>

## **How TAFE Select Successful Applicants**

For full-time study at TAFE, students will need to complete an application form available from any TAFE College and submit it by the closing date. Applications may also be submitted electronically. 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 makes no differentiation between ATAR and General Course results. This factor has implications for maximising TAFE entry scores.

**In order to select students for each course TAFE applies:**

### ***Entrance Requirement and/or Specific Subject Selection Criteria***

#### **Entrance Requirement**

**Each course has Entrance Requirements. Students who do not meet the Entrance Requirement will not be considered.**

#### **Entrance Requirements:**

- Grades achieved in English and Math
- Achieved OLN or NAPLAN Band 8 or 9

Refer to each course for specific entry requirements.

## **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.

## 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.

### **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 12. It is highly recommended that when considering your program of study for Year 12, 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:

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

## Emmanuel Catholic College Awards

These Awards are all acknowledged on the College Honour Board.

### Academic Awards

- College Dux for both ATAR and General: The Rex McCarthy Award
- VET: The Westscheme Award for Excellence in Vocational Education and Training Course Awards

### Other Awards

- Christian Service Award: Sr Anna Fewer Award
- Emmanuel Award
- Year 12 Sportsperson Award
- Year 12 Artsperson of the Year Award

## 2022 Partnering Registered Training Organisations in delivering Certificate courses (VET) at Emmanuel Catholic College

**SIS30115 Certificate III Sport and Recreation**

**BSB30112 Certificate III Business**

**BSB20112 Certificate II in Business**

**FSK 20119 Certificate II Skills for Work & Vocational Pathways**

**22523VIC Certificate I Employment Pathways**

RTO: IVET

RTO No: 40548



**MEM20413 Certificate II Engineering**

RTO: CARTEC Training

RTO No: 52502



**BSB40215 Certificate IV in Business**

**CHC40213 Certificate IV in Education Support**

**CHC42015 Certificate IV in Community Services**

RTO: Fremantle Education Centre

RTO No: 50354



# Contacts

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