



Opportunities now...benefits for life

Year 11 and 12 Curriculum Handbook

2018

| <u>CONTENTS</u> | <u>PAGE NUMBER</u> |
|-----------------------------------|--------------------|
| Contents page | 1 |
| School contacts | 2 |
| Introduction | 3 - 5 |
| WACE | 6 - 9 |
| Vocational Education and Training | 10 - 16 |
| Certificate Course Offerings | 17-18 |
| SCSA Courses | 19 |
| Breadth of study – Lists A & B | 20 |
| Course Unit Descriptors - List A | 21 - 32 |
| Course Unit Descriptors - List B | 33 - 42 |
| Certificate Offerings at GMAS | 43 |
| Further Information | 44 - 45 |
| Course Planning Form | 46 |

USEFUL SCHOOL CONTACTS

Principal

Ted Kosicki

Email Address

tko@gmas.wa.edu.au

Deputy Principal

Jo Burns

Email Address

ibu@gmas.wa.edu.au

Head Of Curriculum

Philip Deroost

Email Address

pde@gmas.wa.edu.au

School Chaplain

Fr Earle Chamberlain

Email Address

ech@gmas.wa.edu.au

Head Of Senior School

Steve Treloar

Email Address

str@gmas.wa.edu.au

Head Of VET

Megan Grosse

Email Address

mgr@gmas.wa.edu.au

Year Coordinators

Andrew Bland – Year 10

Jon Yates – Year 11

Richard Dipane – year 12

Email Address

abl@gmas.wa.edu.au

iya@gmas.wa.edu.au

rdi@gmas.wa.edu.au

Middle Management

Fr Earle Chamberlain

Wade Jancey

Steven Riddell

Richard Dipane

Brad Taylor

Hamish Gibson

Conor Martin

Megan Grosse

Robyn Vogel

Philip Watts

Department

Religious Education

English and LOTE

Design and Technology

Mathematics

HASS (Acting)

Science

Learning Support

Careers / Vocational (VET)

Health & Physical Ed

The Arts

Email Address

ech@gmas.wa.edu.au

wja@gmas.wa.edu.au

sri@gmas.wa.edu.au

rdi@gmas.wa.edu.au

bta@gmas.wa.edu.au

hgi@gmas.wa.edu.au

cma@gmas.wa.edu.au

mgr@gmas.wa.edu.au

rvo@gmas.wa.edu.au

pwa@gmas.wa.edu.au

INTRODUCTION

The Western Australian Parliament passed legislation in 2005 to raise the school leaving age to 17. A student therefore has the following options:

1. Continue with Secondary education by enrolling in Senior School courses.
2. Find an appropriate apprenticeship or traineeship
3. Pursue training at another educational institution for example; a Business or Hospitality College.
4. A combination program involving part-time school/training and part-time work.

The Changing World of Work

The term 'career' was traditionally associated with paid employment and referred to a single occupation. In the current world of work the term 'career' is seen as a continuous process of learning and development. GMAS students will need to develop the knowledge and skills which will allow them to adapt to the rapid changes which are taking place in the world of work.

Their careers in the future are likely to involve:

- a range of different known and unknown careers or jobs.
- employment in a number of organisations.
- experience in more than one industry field.
- varying work arrangements (e.g. full-time, temporary, contract, self-employment).
- lifelong learning .
- periods 'out of work'.

Some of the questions students need to consider include:

- What am I passionate about?
- What are my immediate and future goals?
- What occupations am I considering?
- Do I want to continue further study?
- Have I discussed my career options with my parents/guardians/friends and/or others with experience?
- Where do I have to study/travel to before I reach my career aspirations?
- Am I aware of the requirements for entry into these career choices?
- Have I considered the education standards required for particular career pathways?

Students, whether planning to seek employment after gaining WACE Graduation or to continue with further studies (TAFE, tertiary or other) should choose courses which will maximise their options for the future. As students mature and learn more about their career options their chosen career path may well change. Their course choices should be broad enough to allow for flexibility for their future education and training.

It is important that students choose courses that:

- are in keeping with their academic ability
- enable them to work from their strengths
- challenge them to make the most of their capabilities
- provide them with the qualification needed to pursue their career and ambitions after they leave school
- they enjoy studying
- result in a workload that is manageable

To make informed decisions students need to research widely. It is important that they find out as much as they can about the careers they are interested in to help them make decisions about the courses to study in Years 11 and 12.

The following are resources for students to access:-

Library – Careers office

The following resources are available in the Library and the VET office:

- University handbooks and faculty guides
- Career books
- A range of resources on seeking employment

Internet

A very useful source of information to supplement student's knowledge about occupations they may have an interest in. All educational institutions have websites with course information. In addition there may be specific websites with information on careers in a particular area eg. Ace Day Jobs (Science) - www.abc.net.au/acedayjobs. More sites are listed on Page 5 and 6 under Careers Services.

Family and Friends

Students are encouraged to speak with someone who is currently employed in the type of work that they are interested in. These people are in the best position to provide detailed information about the specific career.

Career Development Information Centre 13 64 64

L7 GPO Building. 3 Forrest Place, Perth.

The centre provides detailed information about careers and further study options.

Prospective Student Advice Services

Prospective Student Advisors are invaluable sources of information about courses on offer at University and TAFEWA.

Curtin University
9266 9266
www.curtin.edu.au

Edith Cowan University
134 328
www.ecu.edu.au

Murdoch University
9360 6000
www.murdoch.edu.au

University of WA
6488 6000
www.uwa.edu.au

University of Notre Dame
9433 0555 or 1800 600 500
www.nd.edu.au

South Regional TAFE
www.southregionaltafe.wa.edu.au

Department of Training & Workforce Development
www.dtwd.wa.gov.au

UMAT Preparation
www.MedEntry.edu.au

Bunbury Regional Trade Training Centre
Contact the Head of VET (GMAS)

My University
www.qilt.edu.au

School Curriculum and Standards Authority (SCSA)
<http://www.scsa.wa.edu.au/>

TISC Tertiary Institutions Service Centre
www.tisc.edu.au

UMAT (Undergraduate Medicine and Health Sciences Admission Test)
<http://umat.acer.edu.au>

Career Services

The Department of Training and Workforce Development offers a variety of career services around the State to help you with your career planning, assessing your training options and your job search skills.

Apprenticeship/Traineeship Information 6551 5000

www.dtwd.wa.gov.au

Defence Force Careers Reference Centre 131 901

www.defencejobs.gov.au

This centre provides information on the careers available in the Air force, Army and Navy.

Centrelink / Department of Human Services

<http://www.centrelink.gov.au>

Job Guides online

www.myskills.gov.au

Jobjuice

www.jobjuice.com

Career Centre

www.careercentre.dtwd.wa.gov.au

Future Finder: School Code GMAS

www.myfuture.edu.au

Job Search

www.jobsearch.gov.au

WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION (WACE)

To qualify for a Western Australian Certificate of Education (WACE), a student must complete the following:

General Requirements:

- Demonstrate a minimum standard of literacy and numeracy either by achieving a Level 8 or higher in NAPLAN reading, writing and Numeracy or by passing the Online Literacy and Numeracy Assessments.
- Complete a minimum of 20 units or equivalents
- Complete either 4 or more Year 12 ATAR Courses or complete a Certificate 2 or higher

Breadth and Depth

- Students are to complete 20 course units or equivalents. This requirement must include at least:
 - 10 course units from year 12
 - Two Year 11 units from an English Course and one pair of Year 12 units from an English Course.
 - One pair of course units completed in Year 12 from each of List A Courses and List B Courses

Achievement Standard

- Achieve at least 14 “C” grades or higher (or equivalent) in Year 11 and 12 units with a minimum of 6 C grades or equivalent in Year 12.
- Complete 4 or more Year 12 ATAR Courses or complete an AQF VET Certificate 2 or higher.

Literacy and Numeracy Requirement.

- Complete at least four units of an English Course post Year 10 and studied over at least two years.
- Demonstrate a minimum standard of literacy and numeracy either by achieving a Level 8 or higher in NAPLAN reading, writing and Numeracy or by passing the Online Literacy and Numeracy Assessments.

Full details are available on the School Curriculum and Standards Authority website at:

<http://www.scsa.wa.edu.au/>

Please Note: Any student enrolled in an ATAR class must attend and make a genuine attempt at that courses WACE examination or those grades will not count toward the calculation of the WACE achievement standard.

The School Curriculum and Standards Authority will issue to all students who achieve Secondary Graduation the:-

WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION (WACE)

Achievement in courses may be accumulated towards the WACE throughout a person's lifetime.

What will the student receive?

At the end of their Senior Secondary Studies all students enrolled will receive a Folio of Achievement containing:

- Western Australian Certificate of Education (if attained)
- Record of Achievement
- Acknowledgement of English Language Competency
- Course report for each course studied, and/or, VET Units of Competency and/or VET qualifications (if attained)

COURSE LISTING

Students must complete, in their final WACE year (Year 12), at least one course from List A (arts / languages / social science) and List B (mathematics / science / technology).

Students therefore will be required to undertake at least one course from List A and one course from List B in their selections. For ATAR studies, a total of 6 courses need to be undertaken in Year 11.

Course and Unit Selections

As always, course and unit offerings will initially be determined by what the school can offer, taking into account the number of students in Year 11 and Year 12, the school community and available resources. Once this is determined, students' Course and unit selections should provide academic challenge and be based on students' interests, educational background, prior achievement and post-school aspirations.

The table further on in this booklet lists courses being offered as choices to students for 2018. Descriptors of courses that follow, do not fully cover all aspects of the courses or all of the course units available from the School Curriculum and Standards Authority – only those that will be initially on offer at GMAS for 2018. Some subjects listed may not run in 2018 if student selection numbers are insufficient or they cannot be staffed.

UNIVERSITY ADMISSION REQUIREMENTS FOR SCHOOL LEAVERS

Introduction

Students intending to study at any of the four public universities in Western Australia are required to apply through the **Tertiary Institutions Service Centre (TISC)**. Students have to apply directly to the University of Notre Dame Australia, a private university, for admission.

This information has been produced to inform teachers, students and parents of decisions made to date by the four Western Australian public universities concerning University Admission Requirements using the School Curriculum and Standards Authority Courses. TISC publishes the annual *Admission Requirements for School Leavers* brochure on its website. Students at GMAS will be issued with this information, or it can be accessed via the website: www.tisc.edu.au.

Summary of Requirements for University Admission to Curtin University of Technology, Edith Cowan University, Murdoch University and The University of Western Australia.

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

1. Achieve the Western Australian Certificate of Education (**WACE**) and
2. Achieve **competence in English** as prescribed by the individual universities, and
3. Obtain a **sufficiently high ATAR (Australian Tertiary Admission Rank)** for entry to a particular university and/or course, and
4. Satisfy any **prerequisites** or special requirements for entry to particular courses.

1. Western Australian Certificate of Education (WACE)

The universities require students to demonstrate breadth of study. All universities require students to achieve this via achieving the WACE.

The requirements for achieving the WACE are determined by the School Curriculum and Standards Authority.

2. Competence in English

Competence in English for the purpose of university admission will normally be a specified Level of Achievement in an English Course (generally a C level/50% pass in Year 12 English/English Literature).

The final Level of Achievement is to include the external assessment component for the English Course.

STAT and IELTS could be considered if a student fails to achieve the required English Course Level of Achievement

3. Conditions for the Determination of an Australian Tertiary Admission Rank

The ATAR is derived from the Tertiary Entrance Aggregate (TEA).

The TEA will be calculated by adding a student's best four scaled scores plus 10% of that student's best LOTE (eg. Italian ATAR), Maths Methods or Maths Specialist scaled score, based on the following rules:

- Only ATAR Courses can be used in the ATAR after sitting the external examination for those subjects.
- For all universities you may accumulate scaled scores which contribute to your ATAR over a maximum of five consecutive years, with no subject or course counting more than once.
- No more than two mathematics scaled scores can be used in the calculation of an ATAR.
- There are unacceptable course combinations whereby scores in both courses cannot both be used (GMAS does not currently offer unacceptable combinations of subjects – refer to the TISC website for listings).
- A LOTE, Maths Methods or Maths Specialist bonus of 10% of the scaled score is added to the aggregate of the best four scaled scores. If more than one LOTE has been sat, only one (the best) LOTE scaled score can be used as the LOTE bonus. You receive the bonus irrespective of whether your scaled score was counted as one of the best four.
- In calculating the scaled score, equal weight is given to the final school mark and the final examination mark.
- The maximum TEA is 410. This score is then used to create the ATAR (ranking) score.

UNIVERSITY ENTRANCE

Prerequisites

Some university courses will require prerequisite courses. For prerequisite purposes, results will be valid for five years. Refer to the TISC document: "Admission Requirements for School Leavers" (www.tisc.edu.au) to see listings of pre-requisites for courses at the various Universities. Make sure that you satisfy the prerequisites for admission to the university course of your choice.

Prerequisites are courses or special requirements that must be successfully completed for entry to particular university courses. Generally a scaled score of 50 or more in an ATAR course is required for prerequisites purposes.

Murdoch University does not require applicants to have undertaken specific prerequisite Courses and instead provides introductory units to enable its students to become skilled in specific areas in which they may be lacking.

For some university courses the special requirements may include bridging/special course units, interviews, auditions, folio presentations, manual dexterity tests, aptitude tests, fitness requirements, etc. Detailed information is available from the individual universities.

Comparability of Achievements in Courses

Admission into university is competitive, with most courses having more applicants than places. To process applicants fairly they will be ranked using the ATAR based on their course achievements.

TISC on behalf of the universities reserves the right to carry out appropriate statistical adjustments to ensure fairness to all students regardless of the school attended and course undertaken.

NOTRE DAME UNIVERSITY - Admission

Notre Dame has chosen not to use the combined central admissions processing agency (TISC) of the public universities in Western Australia. Prospective students apply directly to the University for admission. The selection system for Notre Dame is multifaceted. Notre Dame does not rely simply upon a numerical ATAR for University entry. Instead, it bases entry upon a range of different factors such as: academic records over Years 11 and 12, a student interview, contribution to school and community life, individual motivation, and recommendations by schools and employers.

Minimum Entry Requirements

1. Secondary Graduation. Applicants should have fulfilled the School Curriculum and Standards Authority's Secondary Graduation requirements.
2. English Language Competency. Applicants should have demonstrated achievement in an English Course to gain admission.
3. Students should have achieved an ATAR of 70.00 or higher. In addition to meeting academic minimum entry requirements applicants will need to demonstrate their ability to succeed in the chosen course and career by fulfilling Notre Dame's other (non-academic) entry requirements. This may be demonstrated through:
 - Interview
 - Personal statement
 - References and/or referee statements
 - Other relevant information

Special Provisions for WACE Candidates

Students who have a learning difficulty, disability or medical condition may be eligible for Special Provisions (**applied for through the school**). The School Curriculum and Standards Authority (SCSA) have developed a special provisions policy to assist identified candidates in completing the WACE examinations. The SCSA recognises that individual students, under circumstances outlined in the special provisions policy, may need special external assessment arrangements to allow them to demonstrate their knowledge, skills and understandings within certain courses. The underlying principle of special provisions is to ensure that the most appropriate, fair and reasonable arrangements and options are available for students to demonstrate their capabilities where their external assessment is affected by illness, impairment or personal circumstances. Special provisions are available for practical and written examinations. Students who are eligible for special provisions are not exempt from meeting the requirements for a Western Australian Certificate of Education (WACE), or from being assessed in a course. There are two types of special provisions for the WACE examinations:

Special examination arrangements – Candidates who have a temporary or permanent disability, illness and/or specific learning disability that could disadvantage them in timed assessments may apply to sit an examination under special conditions. Application is made prior to the examinations. **Examples** of disabilities/learning difficulties considered include: physical disability e.g. multiple sclerosis, illness e.g. diabetes, chronic fatigue syndrome, vision impairment, hearing impairment, fine motor disability, specific learning disability, psychological/neurological disability, dyspraxia and ADD/ADHD.

Sickness/misadventure provisions – Candidates who suffer from a temporary sickness, non-permanent disability or an unforeseen event close to or during the examinations, which they believe may have resulted in performance below expectations or non-attendance in particular examinations, are given the opportunity to apply for assessment consideration. Application is made immediately after the examinations. Arrangements that may be granted include: extra reading time, extra working time, non-working (rest) time, specialised equipment e.g. desks, chairs, food and extra drink, use of a scribe, use of a computer, paper modification e.g. coloured paper, brailed, enlarged, alternative format practical exam.

Applications for Special Provisions are made in Year 12 through the Enrichment Department. In order to qualify for *Special Provision*, copies of specialist reports that outline a formal diagnosis and meet WACE criteria are required. In addition the school needs to; demonstrate that a range of support and special arrangements have been in place to assist students, during Year 11 and 12 or as soon as a diagnosis is made, outline the success of these strategies and whether those students have availed themselves to the support offered. If you are unsure of whether your child may qualify for *Special Provision* please contact the Learning Support Department, Mr Conor Martin cma@gmas.wa.edu.au. More information about WACE *Special Provision* can be found on the School Curriculum and Standards Authority Website (<http://www.scsa.wa.edu.au>).

VOCATIONAL EDUCATION AND TRAINING (VET)

What Is Vocational Education and Training (VET)

The term Vocational Education and Training (VET) covers a range of work experiences and training activities within the secondary school curriculum. VET courses develop industry and workplace specific skills and knowledge. The objective of completing VET courses is to give students experience in the workplace, broaden post-school options and prepare them for the transition from school to work or future study.

There are many benefits to undertaking a VET course whilst at school which include:

- gaining a nationally recognised qualification
- developing relevant industry knowledge and skills for employment
- networking and establishing links with employers through work placement
- achieving points towards WACE
- providing a pathway to employment or further study

VET FEE STRUCTURE FOR GMAS

The following fee structure will be used and based on the days of school attendance (due to many students attending TAFE or BRTTC).

| Days per week (at TAFE or BRTTC) | School fee reduction per annum |
|----------------------------------|--------------------------------|
| 2 days | Reduced by \$1500 per year |
| 1 day | Reduced by \$750 per year |
| 0 days | Full fee paying |

Table 1: General features of Senior Secondary courses and programs

| Courses and Programs | General Features |
|--|---|
| General courses | <p>These courses are not externally examined. They each have an externally set task (EST) set by the School Curriculum and Standards Authority (SCSA).</p> <p>General courses are for students who are typically aiming to enter further vocationally based training, the workforce straight from school or an alternative pathway to university.</p> |
| Vocational Education and Training (VET) | <p>VET qualifications are for students wishing to participate in nationally recognised training. A Certificate II or higher is one of the range of requirements for achieving a WACE.</p> |
| Endorsed programs | <p>Endorsed programs are for students wishing to participate in programs which are delivered in a variety of settings by schools, workplaces, universities and community organisations. Workplace Learning is an endorsed program. Refer to the SCSA website for full details.</p> |
| Australian Tertiary Admission Rank (ATAR) courses | <p>ATAR (Australian Tertiary Admissions Rank) courses are for students who are aiming to go straight to university.</p> <p>These courses are examined externally. Student results in ATAR courses are used by the Tertiary Institutions Service Centre (TISC) to calculate a student's ATAR. The ATAR is used to determine eligibility for university entrance.</p> |

WACE achievement requirements for VET students:

General requirements

To achieve WACE in VET at GMAS, students must:

- demonstrate a minimum standard of literacy and numeracy (C Grade and either Band 8 in NAPLAN or OLNA)
- complete a Certificate II (or higher) VET qualification
- complete a pair of Year 11 and 12 units of English
- achieve a minimum of 14 C grades including at least 6 C grades in Year 12 units (or equivalents).

Unit equivalence

Unit equivalence can be obtained through VET qualifications and/or endorsed programs. The maximum unit equivalence available through VET in WA is 8 units – 4 Year 11 units and 4 Year 12 units. Students may obtain unit equivalence as follows:

- up to 8 unit equivalents through completion of VET qualifications, **or**
- up to 4 unit equivalents through completion of endorsed programs, **or**
- up to 8 unit equivalents through a combination of VET qualifications and endorsed programs, but with endorsed programs contributing no more than 4 unit equivalents.

For VET qualifications

- a Certificate I is equivalent to 2 Year 11 units
- a Certificate II is equivalent to 2 Year 11 and 2 Year 12 units
- a Certificate III or higher is equivalent to 2 Year 11 and 2 Year 12 units
- a partially completed Certificate III or higher is equivalent to 2 Year 11 and 2 Year 12 units (credit only allocated if the criteria for partial completion is met).

VET student pathways

Georgiana Molloy Anglican School's VET Department offers pathways that cater for varying student aspirations and academic abilities. VET Students follow one or more of the following pathways:

Pathway 1: Preparation for further TAFE training or employment

Pathway 2: Gaining a pre-apprenticeship or traineeship while still at school

VET students have up to **Term 1** to decide if the certificate/career pathway is suitable. If a student wishes to withdraw from a certificate, there may be limited academic options available, therefore, it is important students choose a certificate that most aligns to their realistic career aspirations.

VET PATHWAY OVERVIEW

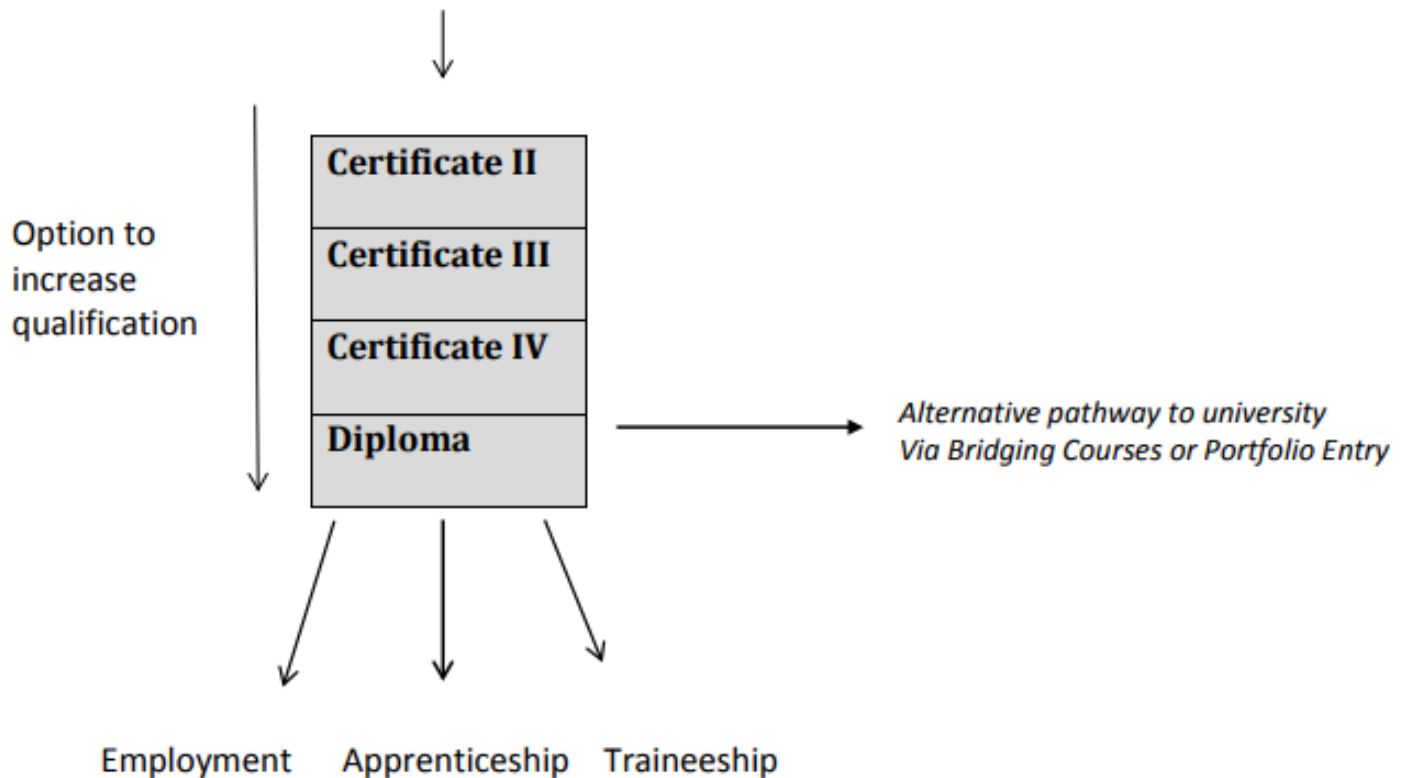
- Select up to 3 ATAR subjects
- Select a Certificate on campus at GMAS

ATAR PATHWAY

Select 4+ ATAR subjects
Refer to ATAR booklet

Requirements:

- 1) An English subject
- 2) A list B subject (Maths, Science or Technology)
- 3) 4 additional subjects
- 4) An additional certificate (optional) – *if an external certificate is also chosen, 3 additional subjects are to be chosen*



PORTFOLIO ENTRY PATHWAY

Students can apply directly to university using this option to gain entry to a variety of undergraduate courses including: Arts, Humanities, Science, Business, Health Science and Education. Students will need to submit a detailed portfolio, resume, letters of support and academic records.

Workplace Learning ADWPL

The Workplace Learning Endorsed Program provides the opportunity for students to demonstrate and develop employability skills learnt in VET. Some certificates require students to complete a work placement to gain hands-on experience in their learning area and other students choose to gain experience and/or attempt to gain an apprenticeship or traineeship.

Thursday and/or Friday are the preferred days for Work placements however, consideration can be made to alternative days depending on work place needs and individual student timetables.

They are also expected to complete a significant component of their workplace hours during school holidays and/or weekends.

The following requirements must be met in ADWPL:

- a minimum of 55 hours work placement completed in each semester of the course
- 10 employability skills must be assessed
- a logbook must be submitted with evidence and signatures to support presence in the workplace
- and tasks undertaken workplace supervisor assessments are completed every 55 hours of students attending the workplace

Alternative Pathways for University Entry Requirements

Curtin University

Curtin University will expect school leaver age applicants who seek entry via this pathway to have, as a minimum:

- Successfully completed an AQF/TAFE Certificate IV; and
- Achieved WACE; and
- Met Curtin University's competence in English requirement; and
- Met course prerequisite requirements.

Edith Cowan University

ECU will expect school leaver age applicants who seek entry via this pathway to have, as a minimum:
Successfully completed an ECU approved AQF/RTO Certificate IV as part of their Year 12 studies; and
Achieved WACE; and

- Met Edith Cowan University's competence in English requirement; and
- Met course prerequisite requirements.
- Students may apply direct to ECU using the Portfolio Entry Pathway.

The University of Western Australia

The University of Western Australia will accept an AQF/TAFE qualification at Diploma level as a basis of admission for a limited number of courses; however, school leavers using a diploma achieved during their Years 11 and 12 must also have:

- Achieved WACE; and
- Met UWA's competence in English requirement; and
- Met course prerequisite requirements. Selection is based on academic merit and entry via this route is very competitive.

Murdoch University

Have you considered completing a TAFE/Private RTO qualification as a pathway to university?
Certificate IV – Will make you eligible for admission into most Murdoch courses.

- TAFE Diploma or Advanced Diploma – May make you eligible for admission with up to one year's Advanced Standing.
- Life experience is taken into consideration at Murdoch, so you could also be considered for admission if you have a Trade Certificate and have worked in this trade.

Chiropractic, Law or Veterinary Science are not included as these courses have different entry requirements. If you are a school leaver who completed a Certificate IV or higher during high school you will also need to meet English Competency and WACE requirements.

Media and Creative Portfolio Entry: In addition to the requirements outlined above, Murdoch University offers a portfolio pathway for admission to the Bachelor of Arts degrees in Communication and Media Studies, English and Creative Writing, Games Art and Design, Graphic Design, Journalism, Photography, Public Relations, Radio, Screen Production, Sound, Theatre and Drama, and Web Communication. Students must satisfy Murdoch's English requirement, and should apply through TISC but submit their portfolios directly to the Student Centre at Murdoch University. Portfolios will be assessed by academic staff in the relevant discipline. For more information see www.murdoch.edu.au.

Information contained in this publication may have been updated as University entrance information is subject to change and it is recommended students consult individual universities to ascertain entry requirements.

Technical and Further Education (TAFE) and Private Training Providers

Proposed Minimum Entrance Requirement (MER)

Minimum Entrance Requirements determine an applicant's eligibility for a course. Minimum Entrance Requirements (entrance requirements or prerequisites) are the academic qualifications (or background) needed before applying for entry to a full-time TAFEWA Course.

Based on current information entry requirements will be expressed as competencies. These will include Literacy and Numeracy competencies as well as technical or competency based qualifications.

TAFEWA is made up of 5 colleges with over 50 campuses across Western Australia and is the largest provider of vocational education and training in the State. TAFE courses emphasise practical and professional vocational learning.

Courses are designed with industry participation so that training is industry relevant and students learn the latest work practices. TAFE also delivers bridging/entry courses that offer accessible pathways into study and assists in the provision of apprenticeships and traineeships that enable people to undertake training within employment.

TAFEWA qualifications are combinations of skills or competencies that are formally certified and nationally recognised as delivering assurance that the individual with the qualification can perform various job-related tasks at a certain standard. TAFE colleges offer courses at Certificate, Diploma and Advanced Diploma levels. Qualifications are recognised worldwide and can also be used to articulate into university degree courses across Australia

Competitive and Non-Competitive TAFE WA Courses

The courses offered by TAFEWA will be divided into two groups - those that are 'competitive entry' and those that are 'non-competitive entry'. The TAFE Admissions Centre will publish an annual list of competitive and non-competitive Courses.

Non-competitive

Courses are those where there are more places than applicants. Currently approximately 70% of applications processed by the TAFE Admissions Centre are for non-competitive courses. Applicants who meet TAFEWA's minimum entry requirements for non-competitive courses will automatically be offered a placement.

Competitive Courses are those where there are more applicants than places available. Students seeking places in competitive Courses will have to meet the MER plus address a set of selection criteria.

The selection criteria require the applicant to show evidence of:

- having established an education and training pathway
- work experience, including paid employment, voluntary work and community involvement
- academic and/or skill development achievement

More information and a full list of courses can be found at: [TAFE Admissions Guide](#)

* Students that have completed a VET qualification at school will be given preference over ATAR students in competitive entry courses as TAFE entry for these courses are by a points system.

TAFE Application

South Regional TAFE, Bunbury have already released their Vocational Educational and Training in School (VETiS) offerings for next year and applications are now open for students to apply.

- The first step will be for students to create a USI number from the following link <https://www.usi.gov.au/students/how-do-i-create-usi>
- Secondly students will need to have access to electronic copies of their Semester 1 school report and current resume.
- Thirdly students will need to schedule an appointment to meet with the VET Coordinator to access the online portal.

Who Can Apply?

Applications will be accepted from students who can meet the following criteria:

- Currently enrolled in high school and commencing Year 11 or 12;
- Will pass or have passed Year 10 with a 'C' grade average or better (the Year 10 mid-year report MUST be included for application purposes);
- Student application has been endorsed by their school.
- Meet Australian citizenship and/or visa requirements;
- Have not completed a Nationally Recognised VET qualification under the Vet in Schools program.

*Interviews will be conducted for competitive courses

How to Apply?

Applications must be submitted online through the SRTAFE 2018 VETiS applications portal. Please contact your School VET Coordinator to gain access to the portal.

Applications are to include electronic copies of your:

- Latest school report
- Current resume
- Additional documentation to support your application (optional)

Fees and Charges

Secondary school students undertaking VETiS programs as part of their secondary education including pre-apprenticeships in schools programs are exempt from tuition, resource and enrolment fees. However, depending on the chosen program students may be required to purchase a uniform, protective equipment, text books or trade equipment/tools. In most courses, qualifications are at different levels, each involving an increasing degree of skills. There are pathways and links between the courses to increase opportunities for further education and training.

The qualifications are:

Certificate I

This first level of qualification covers training in some essential skills and routine tasks.

Certificate II

Students acquire operational knowledge in skill areas where they can apply solutions to predictable problems. Suitable for Year 11.

Certificate III

Students learn additional theoretical knowledge and develop higher skills for solving a variety of problems. Certificate III is usually required for recognition as a tradesperson. Suitable for Year 12 or after Certificate II completion

Certificate IV

At this level students are developing a broad knowledge base. They learn to analyse and evaluate information and to apply the knowledge and skills to a wide variety of contexts. The duration of the Certificate IV is usually one year full-time or equivalent part-time. Suitable for Year 12 with an A in English

Diploma

Diploma Courses involve up to two years full-time study or equivalent part-time study. At this level theoretical knowledge and/ or technical and creative skills is developed at substantial depth. Analysis, judgement and planning are involved across a broad range of technical and/or management situations. Suitable for Year 12 with an A in English

Advanced Diploma

The Advanced Diploma is the highest TAFE qualification. It involves two to three years full-time or equivalent part-time study. Significant judgement in planning, technical or leadership functions is developed with highly specialised technical, creative or conceptual skills.

CERTIFICATE COURSE OFFERINGS 2018

| QUALIFICATIONS | LOCATION | DURATION | COST |
|---|----------------------------|-----------------------------|---------------------------|
| Certificate II Building and Construction | GMAS | 1-2 Years | \$160 |
| Certificate II Business (Year 11) | | 1-2 Years | Nil |
| Certificate III Business (Year 12 or after Completion of Certificate II Business) | | 1-2 Years | Nil |
| Certificate III in Early Childhood Education and Care* | | 1-2 Years | \$250 |
| Certificate II Sport and Recreation | | 1-2 Years | Nil |
| Certificate II in Conservation and Land Management | SWTAFE BUNBURY | Terms 1-3 Thurs and Fri | |
| Certificate II in Sport and Recreation | | Terms 1-3 Thurs and Fri | |
| Certificate II in Retail Cosmetics | | Semester 1 Thurs and Fri | |
| Certificate II in Salon Assistant | | Semester 1 Thurs and Fri | Tools ~\$120 |
| Certificate II in Financial Services | | Semester 1 Thurs and Fri | Text ~\$120 |
| Certificate III in Accounts Administration | | Terms 1-3 Thurs and Fri | |
| Certificate II in Information, Digital Media & Technology | | Semester 1 Thurs and Fri | |
| Certificate II in Automotive Servicing Technology (Light Pre App)* | | Terms 1-3 Thurs and Fri | Text ~\$120 |
| Certificate II in Automotive Servicing Technology (Heavy Pre App) * | | Terms 1-3 Thurs and Fri | Text ~\$120 |
| Certificate II in Hospitality | | Semester 1 Thurs and Fri | |
| Certificate II in Kitchen Operations* | | Terms 1-3 Thurs and Fri | |
| Certificate II in Retail Sales* | | Semester 1 Thurs and Fri | |
| Certificate II in Building and Construction* | | Semester 1 Thurs and Fri | |
| Certificate II in Electrotechnology* | | Terms 1-3 Thurs and Fri | |
| Certificate II in Engineering Pathways | Terms 1-3 Thurs and Fri | | |
| Certificate IV in Preparation for Nursing Education (Year 11s only) | SWTAFE Busselton | Terms 1-4 Fridays | Text ~\$120 |
| Certificate II in Engineering Pathways | BRTTC (BCC) | Terms 1-3 Thurs or Fri | RTO \$2750 BRTTC \$352 |
| Certificate II in Plumbing | | Terms 1-3 Thurs or Fri | RTO \$3000 BRTTC \$352 |
| Certificate III in Early Childhood Education and Care | | Terms 1-3 Wednesday | RTO \$1395 BRTTC \$352 |
| Certificate III in Education Support | | Terms 1-3 Tuesday | RTO \$995 BRTTC \$352 |

| | | | |
|--|----------------------------------|----------------------------------|-----------------------------|
| Certificate II Retail - Marketing & Merchandising | | Terms 1-3 Monday | RTO \$1800 BRTTC \$352 |
| Certificate III Retail - Supervision & Management | | Terms 1-3 Tuesday | RTO \$1800 BRTTC \$352 |
| Certificate IV Education Support (Year 12 Only) | | Terms 1-3 Tuesday | RTO \$1395 BRTTC \$352 |
| Certificate II Automotive Tyre Servicing Technology (AUR21916) AND Certificate II Automotive Steering & Suspension System Technology | BRTTC (ECC) | Terms 1-3 Friday | RTO \$2750 BRTTC \$352 |
| Certificate II Electrotechnology Career Start | | Terms 1-3 Thurs and Friday | RTO \$3600 BRTTC \$352 |
| Certificate II Construction Painting Pathway | | Terms 1-3 Thurs and Friday | RTO \$3000 BRTTC \$352 |
| Certificate II Data and Voice Communications | | Terms 1-3 Thurs and Friday | RTO \$3000 BRTTC \$352 |
| Certificate II in Skills for Work and Vocational Pathways | | Terms 1-3 TBC | RTO \$2000 BRTTC \$352 |
| Certificate II Construction Trades Pathway (Year 11 only) | | 2 Years Friday | RTO \$1500 BRTTC \$352** |
| Certificate II Medical Service First Response | | Terms 1-3 Thursday | RTO \$1800 BRTTC \$352 |
| Certificate III Business - Marketing & Information Management | | Terms 1-3 Thursday | RTO \$1800 BRTTC \$352 |
| Certificate III Business - Team Management | Terms 1-3 Friday | RTO \$1800 BRTTC \$352 | |
| Certificate III Community Services | Terms 1-3 Thursday | RTO \$1395 BRTTC \$352 | |
| Certificate III Dental Assistant | Terms 1-7 Thurs and Friday | RTO \$4900 BRTTC \$352** | |
| Certificate III Health Services Assistance | Terms 1-3 Friday | RTO \$2100 BRTTC \$352 | |
| Certificate III Individual Support | Terms 1-3 Wednesday | RTO \$2500 BRTTC \$352 | |
| Certificate IV Dental Assisting (Year 11 Only) | Terms 1-7 Thurs and Friday | RTO \$5900 BRTTC \$352** | |
| Certificate IV Community Services (Year 12 only) | Terms 1-3 TBC | RTO \$1495 BRTTC \$352 | |

* Denotes qualification requires completion of Work Placement hours

** Denotes BRTTC Fee is applied each year

SCHOOL CURRICULUM AND STANDARDS AUTHORITY (SCSA) COURSES

Courses and programs that contribute to the WACE

To meet the diverse range of students' needs and to ensure that students meet appropriate standards of achievement on the completion of their schooling, five types of courses/programs are available.

ATAR and General Courses comprise four units:

2 Year 11 units (which may be studied and reported to the Authority separately or as a pair), and a pair of Year 12 units (which must be studied and reported to the Authority as a pair).

ATAR Courses

ATAR courses are designed and examined by the Authority. Student results in ATAR courses are used by the Tertiary Institutions Service Centre (TISC) to calculate a student's Australian Tertiary Admissions Ranking (ATAR). The ATAR is used to determine eligibility for university entrance. Students seeking to achieve an ATAR will need to complete a minimum of four Year 12 ATAR Courses.

General Courses

There are four categories of General Courses. All these courses are developed by the Authority. General Courses are not examined by the Authority.

Standard General Courses

These are designed for students who are typically aiming to enter further training or the workforce directly from school.

Vocational Education and Training industry specific (VETIS) courses

The VETIS Courses have been developed in close consultation with WA Industry Training Councils. These VETIS courses are General Courses that include a full, nationally recognised AQF qualification and mandatory industry-related workplace learning.

Foundation Courses

The Foundation Courses have been developed 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 Year 12 without significant levels of student support.

Unit Equivalence

Unit equivalence can be obtained through VET qualifications and/or endorsed programs. The maximum unit equivalence available through VET in WA is 8 units – 4 Year 11 units and 4 Year 12 units. Students may obtain unit equivalence as follows:

- up to 8 unit equivalents through completion of VET qualifications, or
- up to 4 unit equivalents through completion of endorsed programs, or
- up to 8 unit equivalents through a combination of VET qualifications and endorsed programs, but with endorsed programs contributing no more than 4 unit equivalents.

For VET Qualifications

- a Certificate I is equivalent to 2 Year 11 units
- a Certificate II is equivalent to 2 Year 11 and 2 Year 12 units
- a Certificate III or higher is equivalent to 2 Year 11 and 2 Year 12 units
- a partially completed Certificate III or higher is equivalent to 2 Year 11 and 2 Year 12 units (credit only allocated if the criteria for partial completion is met).

BREADTH OF STUDY REQUIREMENT

(At least 1 subject must be selected from each list – total of 6 including English)

| LIST A | LIST B |
|--|---|
| Children Family and the Community (GEN) | Biological Sciences |
| Drama | Chemistry |
| Economics | *Food Science and Technology (GEN) |
| English (ATAR & GEN) | Human Biology |
| Geography | Integrated Science (GEN) |
| Japanese | *Materials Design and Technology (GEN) |
| Literature | Mathematics Applications |
| Media Production and Analysis (ATAR & GEN) | Mathematics Essentials |
| Modern History | Mathematics Methods |
| Music (ATAR & GEN) | Mathematics Specialist |
| Politics and Law | *Outdoor Education (GEN) |
| *Visual Arts | Physical Education Studies (ATAR & GEN) |
| | Physics |
| | Psychology |

NOTE: All subjects are at ATAR level (for ATAR calculation and University Entry, Units 1/2 Year 11 leading to Units 3/4 in Year 12) unless otherwise specified as “General (GEN)”. General subjects cannot contribute to ATAR scores, but do contribute towards WACE Graduation.

Certificate courses are not classified as List A or B so cannot be used to meet List A or B requirements (but do count towards WACE Graduation, TAFE entry etc.)

*** indicates that a course levy applies**

COURSE UNIT DESCRIPTORS

General Courses:

These are designed for students who are typically aiming to enter further training or the workforce directly from school. These do not have external examinations and cannot be used in Year 12 for calculating an ATAR score for University entrance.

ATAR Courses (Units 1 and 2: Year 11 and 3 and 4: Year 12)

These courses have external examinations and are used in Year 12 for calculating an ATAR score for University entrance.

LIST A COURSES

THE ARTS

DRAMA (DRA) ATAR

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

The Drama Course is designed to facilitate the achievement of four outcomes. These outcomes are based on the Arts learning area outcomes in the Curriculum Framework.

Outcome 1: Drama ideas. Outcome 2: Drama skills and processes. Outcome 3: Drama responses. Outcome 4: Drama in society

Unit 1

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

Unit 2

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

Leading to Units 3 and 4 in Year 12

Prerequisite minimum Year 10 achievement level – English Australian Curriculum C

Prerequisite minimum Year 11 achievement level (for Year 12 studies) – 55 % C

MEDIA PRODUCTION AND ANALYSIS (MPA) ATAR

The Media Production and Analysis ATAR Course aims to prepare all students for a future in a digital and interconnected world by providing the skills, knowledge and understandings to tell their own stories and interpret others' stories. Students learn the languages of media communication and how a story is constructed using representations. Students are encouraged to explore, experiment and interpret their world, reflecting and analysing contemporary life while understanding that this is done under social, cultural and institutional constraints. Students as users and creators of media products, consider the important role of audiences and their context.

Digital technologies have impacted upon and extended the capacity that the media play in Australian lives. Through new technologies, the role of the audience has shifted from a passive consumer to a more active participant, shaping the media through interaction and more accessible modes of production and dissemination of media work. Students' interaction and opportunity to use technologies enables them to engage with current media and adapt to evolving media platforms. The creation of convergent and hybrid media means that the system of communication changes as new media are developed. The local and global media contexts are continuously interacting, making audiences global consumers of media products. Through the consumption of global media work, awareness of global issues creates a collective consciousness and sense of responsibility, giving rise to the notion of audiences also being global citizens.

Through the process of investigation, students engage with topics, issues and themes which have global and local relevance, and artistic movements and styles which in turn, create new notions of media aesthetics. The production of media work enables students to demonstrate their understanding of the key concepts of media languages, representation, audience, production, skills and processes as well as express their creativity and originality.

When producing media work, students learn to make decisions about all aspects of production, including creative choices across pre-production, production and post-production phases. This provides an opportunity for students to reflect on and discuss their own creative work, intentions and outcomes. Within this process, skills are developed enabling students to manipulate technologies which simulate industry experiences.

The Year 11 syllabus is divided into two units:

Unit 1 – Popular culture

Students analyse, view, listen to and interact with a range of popular media, develop their own ideas, learn production skills and apply their understandings and skills in creating their own productions.

Unit 2 – Journalism

In this unit students will further their understanding of journalistic media. Students will analyse, view, listen to and interact with a range of journalistic genres and they undertake more extensive research into the representation and reporting of groups and issues within media work.

Leading to Units 3 and 4 in Year 12

Prerequisite minimum Year 10 achievement level - English Australian Curriculum B

Prerequisite minimum Year 11 achievement level (for Year 12 studies) – 55 % C

MEDIA PRODUCTION AND ANALYSIS (MPA) GENERAL

In Year 11 general Media Production students will have the opportunity to work with modern technologies, such as HD Film camera equipment and green screens. The General Media Production course aims to prepare all students for a future in a digital and interconnected world by providing the skills, knowledge and understandings to tell their own stories and interpret others' stories. Students will explore the areas of mass media and independent media including blockbuster films, TV and magazines and have the opportunity to plan and produce their very own short film, blog and zine.

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

Unit 1 – Mass Media

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

Unit 2 – Point of View

In this unit, students will be introduced to the concept and learn how a point of view can be constructed. They will analyse media work and construct a point of view in their own productions. Year 12 General Media Production is a very useful stepping stone into vocational courses offered at TAFE. Students who wish to work in Media related fields such as television, journalism, broadcasting, advertising and marketing will also find this course most useful. However, Media Production and Analysis is also an important course for developing general life-skills for all students as it helps us to analyse and deal with the impact of the Mass Media in our lives. It aims to prepare all students for a future in a digital and interconnected world by providing skills, knowledge and understandings to tell their own stories and interpret the stories of others.

The course is divided into two units which are delivered as a pair:

Unit 3 - Entertainment

The focus of the first semester unit is Entertainment. The emphasis for this unit will be on Hollywood film and music video clips. Students will be given the opportunity to view and study popular examples as well as produce their own productions.

Unit 4 – Representation and Reality

The second semester unit is Representation and Reality. Students will have the opportunity to choose from a range of media genres and styles and examine ways in which codes, conventions and techniques are used to dramatise and represent reality while at the same time engaging and informing audiences. In particular students will examine the role of celebrities and stars and how they can be constructed by the media. The focus for the unit will be on getting students to create a celebrity and producing a series of media productions featuring their creation.

Leading to Units 3 and 4 in Year 12

Prerequisite minimum Year 11 achievement level (for Year 12 studies) – 55 % C

MUSIC (MUS) ATAR

The Music ATAR Course encourages students to explore a range of musical experiences, developing their musical skills and understanding, and creative and expressive potential, through the context of Contemporary Music. The course consists of a 50% written component incorporating Aural and Theory, Composition and arrangement, Cultural and historical analysis, and a 50% practical component. The practical component can be delivered in a different context, and is independent of the written component. Students can choose to perform on an instrument or voice in one of four contexts. The Music 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. Studying music may also provide a pathway for further training and employment in a range of professions within the music industry.

The Music Course syllabus is designed around four key outcomes. These outcomes are based on the Arts learning area outcomes in the Curriculum Framework.

Outcome 1: Performing. Outcome 2: Composing/arranging. Outcome 3: Listening and responding. Outcome 4: Culture and society

Unit 1

Pop Music will be the main area of study in this unit, and students will be analysing songs from four different artists in the Pop genre. Students will also develop their aural and theory skills through regular dictations and activities and will also complete compositions, arrangements, and extended responses related to the cultural and historical side of the unit. Performance is a key aspect of the Course and students will perform numerous times throughout the unit in front of the class and to the public in an evening concert.

Unit 2

In this unit, students will concentrate on the area of Rock music. Students develop their analysing skills as we deconstruct the scores of four influential songs from this genre. Students also complete compositions, arrangements and extended responses on the cultural and historical background of this contemporary style of Music. Performance continues to be crucial in the course and students will perform numerous times throughout the unit, with peers given the ability to provide constructive criticism. Students are also encouraged to perform in small ensembles so as to gain experience in group performing.

Leading to Units 3 and 4 in Year 12

Prerequisite minimum Year 10 achievement level - English Australian Curriculum C

Prerequisite minimum Year 11 achievement level (for Year 12 studies) – 55 % C

NOTE: Students will be required to undertake vocal/instrumental tuition throughout Years 11 and 12

MUSIC (MUSG) GENERAL

The Music General course will run parallel with the Music ATAR course. The General course is designed to provide a flexible framework through which the areas of content can be taught. The course consists of a written component and a practical component. The written component incorporates Aural and Theory, Composition and Arrangement and Investigation and Analysis.

The practical component can be delivered in a different context, and is independent of the written component. Delivery of the practical component will require individual tuition from an instrumental teacher, taking place outside of the allocated classroom time.

Just as the Music ATAR course does, 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 to, compose, perform and analyse music, developing skills to confidently engage with a diverse array of musical experiences, both independently and collaboratively. Studying music may also provide a pathway for further training and employment in a range of professions within the music industry. The Music General Course syllabus is designed around the same four key outcomes as the Music ATAR course.

Units 1 and 2

In these units, 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(s) selected for study. Students develop skills, confidence and stylistic awareness to engage in music making as performers and audience members both individually and collaboratively.

Leading to Music General Units 3 and 4 in Year 12

Prerequisite minimum Year 10 achievement level – English Australian Curriculum C

Prerequisite minimum Year 11 achievement level (for Year 12 studies) – 55 % C

NOTE: Students will be required to undertake vocal/instrumental tuition throughout Years 11 and 12

VISUAL ARTS (VAR) ATAR

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

Unit 1 – Differences

The focus for this unit is differences. Students may, for example, consider differences arising from cultural diversity, place, gender, class and historical period. Differences relating to art forms, media and conventions may also provide a stimulus for exploration and expression. Students explore ways of collecting, compiling and recording information and documenting thinking and working practices. They explore approaches to drawing and develop awareness that each artist has his or her particular way of making marks to convey personal vision. Students examine how visual language and media choices contribute to the process of conveying function and meaning, and use a range of media and technologies to explore, create, and communicate ideas. Students recognise that visual artwork is subject to different interpretations and appreciate that informed responses should take into account the varying contexts within which a work of art is created. They develop awareness of styles of representation, examining distinctly individualistic approaches of artists in different times and places.

Unit 2 – Identities

The focus for this unit is identities. In working with this focus, students explore concepts or issues related to personal, social, cultural or gender identity. They become aware that self-expression distinguishes individuals as well as cultures. Students use a variety of stimulus materials and use a range of investigative approaches as starting points to create artwork. They develop a personal approach to the development of ideas and concepts, making informed choices about the materials, skills, techniques and processes used to resolve and present their artwork. Students develop understandings of the personal and/or public functions of art in the expression of identity, for example, spiritual expression, psychological expression, therapy, ceremony and ritual, and the purposes of art, such as narrative – telling personal stories or exploring myths. They understand that art may give form to ideas and issues that concern the wider community. Response to artwork stimulates insights, encourages deeper understandings, and challenges preconceived ideas. Students develop an awareness of how the visual arts may be both socially confirming and questioning, analyse their own cultural beliefs and values and develop deeper understandings of their own personal visual arts heritage.

A subject levy of \$160 will apply to this subject

Leading to Units 3 and 4 in Year 12

Prerequisite minimum Year 10 achievement level – English Australian Curriculum B

Prerequisite minimum Year 11 achievement level (for Year 12 studies) – 55 % C

ENGLISH & LANGUAGES OTHER THAN ENGLISH (LOTE)

ENGLISH (ENG) ATAR

In this course students study language through the use of written, visual and oral communication texts. Through the study of these texts, students learn about the English language, how it works and how to use it effectively. Students learn the conventions of English language to communicate ideas, feelings and attitudes and interact with others; to cope with increasingly complex communication demands; to explore and develop ideas, and access an increasing range of knowledge and ways of thinking. The English Course is designed to facilitate the achievement of four outcomes. These outcomes are based on the English learning area outcomes in the Curriculum Framework.

Outcome 1: Listening and speaking. Outcome 2: Viewing. Outcome 3: Reading. Outcome 4: Writing

Unit 1 ENG

Students explore how meaning is communicated through the relationship between language, text, purpose, context and audience. Through responding to and creating texts, students consider how language, structure and conventions operate in a variety of imaginative, interpretive and persuasive texts.

Study in this unit focuses on the similarities and differences between texts and how visual elements combine with spoken and written elements to create meaning. Students develop understanding of stylistic features and apply skills of analysis and creativity.

Unit 2 ENG

Students analyse the representation of ideas, attitudes and voices in texts to consider how texts represent the world and human experience. Analysis of how language and structural choices shape perspectives in and for a range of contexts is central to this unit. Students critically examine the effect of stylistic choices and the ways in which these choices position audiences for particular purposes, revealing and/or shaping attitudes, values and perspectives.

Leading to Units 3 ENG / 4 ENG in Year 12

Prerequisite minimum Year 10 achievement level - English Australian Curriculum C

Prerequisite minimum Year 11 achievement level (for Year 12 studies) – 55 % C

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 develops students' language, literacy and literary skills to enable them to communicate successfully both orally and in writing and to enjoy and value using language for both imaginative and practical purposes. Unit 1 focuses on students comprehending and responding to the ideas and information presented in texts. Unit 2 focuses on interpreting ideas and arguments in a range of texts and contexts.

LITERATURE (LIT) ATAR

The Literature ATAR Course focuses on the study of literary texts and developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language; evaluate perspectives and evidence; and challenge ideas and interpretations. The Literature ATAR course explores how literary texts construct representations, shape perceptions of the world and enable us to enter other worlds of the imagination.

In this subject, students actively participate in the dialogue of literary analysis and the creation of imaginative and analytical texts in a range of modes, media and forms. Students respond creatively and critically to literary texts drawn from the past and present and from Australian and other cultures. They reflect on what these texts offer them as individuals, as members of Australian society and as world citizens.

Unit 1 Literature

In Unit 1 students develop knowledge and understanding of different ways of reading and creating literary texts drawn from a widening range of historical, social, cultural and personal contexts. Students analyse the relationships between language, text, contexts, individual points of view and the reader's response. This unit develops knowledge and understanding of different literary conventions and storytelling traditions and their relationships with audiences. A range of literary forms is considered: prose fiction, poetry and drama. The significance of ideas and the distinctive qualities of texts are analysed through detailed textual study.

Unit 2 Literature

In Unit 2 students develop knowledge and understanding of intertextuality, the ways literary texts connect with each other. Drawing on a range of language and literary experiences, students consider the relationships between texts, genres, authors, readers, audiences and contexts.

The ideas, language and structure of different texts are compared and contrasted. Exploring connections between texts involves analysing their similarities and differences through an analysis of the ideas, language used and forms of texts.

Leading to Units 3 and 4 in Year 12

Prerequisite minimum Year 10 achievement level – English Australian Curriculum - 60% High C

Prerequisite minimum Year 11 achievement level (for Year 12 studies) – 55 % C

JAPANESE SECOND LANGUAGE (JSL) ATAR

This course progresses from the Year 7–10 curriculum, and focuses on further developing a student's knowledge and understanding of the culture and the language of Japanese-speaking communities. Students gain a broader and deeper understanding of the Japanese language and extend and refine their communication skills. The Japanese: Second Language ATAR course can connect to the world of work, further study and travel. It also offers opportunities for students to participate in the many sister school and student exchange programs between Western Australia and Japan. The Japanese: Second Language ATAR course is designed to equip students with the skills needed to function in an increasingly globalised society, a culturally and linguistically diverse local community, and to provide the foundation for life-long language learning.

The Japanese Second Language ATAR course is designed to facilitate achievement of the following outcomes.

Outcome 1 – Listening and responding. Students listen and respond to a range of texts.

Outcome 2 – Spoken interaction. Students communicate in Japanese through spoken interaction.

Outcome 3 – Viewing, reading and responding. Students view, read and respond to a range of texts.

Outcome 4 – Writing. Students write a variety of texts in Japanese.

The Year 11 syllabus is divided into two units, each of one semester duration:

Unit 1

This unit focuses on ^{にちじょうせいかつ}日常生活 (Daily life). Through the three topics: My life ^{せいかつ}私の生活, Home life ^{せいかつ}学校と家で
の生活, and Daily life ^{せいかつ}生活をくらべて, students further develop their communication skills in Japanese and gain a broader insight into the language and culture.

Unit 2

This unit focuses on ようこそ、私の国へ! (Welcome to my country). Through the three topics: Welcoming a guest ようこそ!, Seasonal activities and celebrations しきとイベント, and Healthy lifestyles けんこう, students extend their communication skills in Japanese and gain a broader insight into the language and culture.

Leading to Units 3 and 4 in Year 12

Prerequisite minimum Year 10 achievement level – English Australian Curriculum C, Japanese C.

Prerequisite minimum Year 11 achievement level (for Year 12 studies) – 55 % C

HUMANITIES AND SOCIAL SCIENCES (HASS)

ECONOMICS (ECO) 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. Economics develops the knowledge, reasoning and interpretation skills that form an important component of understanding individual, business and government behaviour at the local, national and global levels. The Economics ATAR Course encompasses the key features which characterise an economist's approach to a contemporary economic event or issue: the ability to simplify the essence of a problem; to collect economic information and data to assist analysis and reasoning; to think critically about the limits of analysis in a social context; and to draw inferences which assist decision-making, the development of public policy and improvement in economic wellbeing. The Economics ATAR Course develops reasoning, logical thinking and interpretation skills demanded by the world of work, business and government. These skills relate to a variety of qualifications in vocational, technical and university education contexts. The learning experiences available through studying this course explore the knowledge, values and opinions which surround the complex range of economic events and issues facing our community, such as unemployment, income distribution, business strategy and international relations. Economic literacy developed through this course enables students to actively participate in economic and financial decision-making, which promotes individual and societal wealth and wellbeing.

Unit 1 – Microeconomics

This unit explores the theory that markets are an efficient way to allocate scarce resources, using real world markets with an emphasis on the Australian economy. When the forces of demand and supply do not allocate and price resources in a way that society would regard as efficient, equitable or sustainable, market failure can occur. Students examine examples of market failure along with a range of government policy options that can be applied to achieve more desirable outcomes. Students are also introduced to the language of economics and the use of theories and models to explain and interpret economic events and issues.

Unit 2 – Macroeconomics

This unit explores the government's role in a modified market economy and Australia's recent (the last ten years) and contemporary (the last three years) macroeconomic performance. The cyclical fluctuations in the level of economic activity result in changes in the levels of output, income, spending and employment in the economy which, in turn, have implications for economic growth, inflation and unemployment. Students examine the role of government, through its spending and taxing powers, which can affect the allocation and price of resources, and the level of economic activity by targeting economic objectives.

Leading to Units 3 and 4 in Year 12

Prerequisite minimum Year 10 achievement level – HASS Australian Curriculum B, English Australian Curriculum B

Prerequisite minimum Year 11 achievement level (for Year 12 studies) – 55 % C

GEOGRAPHY (GEO) ATAR

The study of geography draws on students' curiosity about the diversity of the world's places and their peoples, cultures and environments. It enables them to appreciate the complexity of our world and the diversity of its environments, economies and cultures and use this knowledge to promote a more sustainable way of life and awareness of social and spatial inequalities. In the senior secondary years, the Geography ATAR Course provides a structured, disciplinary framework to investigate and analyse a range of challenges and associated opportunities facing Australia and the global community.

These challenges include rapid change in biophysical environments, the sustainability of places, dealing with environmental risks, and the consequences of international integration. Geography addresses questions about the interaction of natural and human environments within various natural and social systems. It examines the factors that impact upon decisions about sustainability, the conflicting values between individuals and groups over sustainability and the degree of commitment towards sustainable development. Geography as a discipline values imagination, creativity and speculation as modes of thought. It provides a systematic, integrative way of exploring, analysing and applying the concepts of place, space, environment, interconnection, sustainability, scale and change.

These principal geographical concepts are applied and explored in depth through unit topics to provide a deeper knowledge and understanding of the complex processes shaping our world. Taken together, the ability of students to apply conceptual knowledge in the context of an inquiry, and the application of skills, constitute 'thinking geographically' – a uniquely powerful way of viewing the world. The course builds students' knowledge and understanding of the uniqueness of places and an appreciation that place matters in explanations of economic, social and environmental phenomena and processes. It also develops students' knowledge about the interconnections between places. Nothing exists in isolation. Consequently, the subject considers the significance of location, distance and proximity. Through the study of geography, students develop the ability to investigate the arrangement of biophysical and human phenomena across space in order to understand the interconnections between people, places and environments. As a subject of the humanities and social sciences, geography studies spatial aspects of human culture using inquiry methods that are analytical, critical and speculative. In doing so, it values imagination and creativity. As a science, geography develops an appreciation of the role of the biophysical environment in human life, and an understanding of the effects human activities can have on environments. As a result, it develops students' ability to identify, evaluate and justify appropriate and sustainable approaches to the future by thinking holistically and spatially in seeking answers to questions. Students are encouraged to investigate geographical issues and phenomena from a range of perspectives, including those of Aboriginal and Torres Strait Islander Peoples.

Unit 1 Natural and ecological hazards

The focus of this unit is the geography of natural hazards and impact minimisation. The increasing incidence of hazards, together with their impact on standards of living, has prompted the active search for proposed solutions. An understanding of how these hazards are perceived and managed at a local, regional and global level is developed in a range of ways. First, an understanding of hazards (geomorphic and atmospheric) is developed. Secondly, the spatial distribution of hazards, the cause and impact and increased risks due to urbanisation and poor management are explored. Finally, students investigate strategies to minimise the risks associated with hazards.

Unit 2 Global networks and interconnections

The focus of this unit is the geography of sustainable resource use. Natural resources provide the basis for economic growth in Australia. There is an unprecedented global demand for these resources. Future provision will require application of sustainable management practices to resource development and the surrounding environment. Regional perspectives supported with local area case studies are used to investigate spatial patterns that emerge between resource developments, local communities and market destinations.

There is a need to evaluate management practices that can sustain these resources into the future. Approaches to sustainable management can vary significantly between countries in terms of social, economic and environmental factors. Students will compare these spatial patterns and practices in resource use in Australia to those in a less developed country.

Leading to Units 3 and 4 in Year 12

Prerequisite minimum Year 10 achievement level – HASS Australian Curriculum B, English Australian Curriculum B

Prerequisite minimum Year 11 achievement level (for Year 12 studies) – 55 % C

MODERN HISTORY (HIM) ATAR

The Modern History ATAR Course enables students to study the forces that have shaped today's world and provides them with a broader and deeper comprehension of the world in which they live. While the focus is on the 20th century, the course refers back to formative changes from the late 18th century onwards and encourages students to make connections with the changing world of the 21st century. Modern History enhances students' curiosity and imagination and their appreciation of larger themes, individuals, movements, events and ideas that have shaped the contemporary world. The themes that run through the units include: local, national and global conflicts and their resolution; the rise of nationalism and its consequences; the decline of imperialism and the process of decolonisation; the continuing struggle for the recognition of human rights; the transformation of social and economic life; the regional shifts in power and the rise of Asia; and the changing nature and influence of ideologies. The Modern History ATAR Course begins with a study of key developments that have helped to define the modern world, with special attention given to important ideas and their consequences.

This provides a context for a study of movements for change in the 20th century that have challenged the authority of the nation-state, the principal form of political organisation in the modern world. Students then investigate crises that confronted nation-states in the 20th century, the responses to these crises and the different paths nations have taken in the modern world. The course concludes with a study of the distinctive features of world order that have emerged since World War II and that are central to an understanding of the present. The Modern History ATAR Course continues to develop the historical skills and understandings taught in the Year 7–10 History curriculum. Students pose increasingly complex questions about the past and use their historical inquiry skills, analytical skills and interpretation of sources to formulate reasoned answers to those questions.

The opportunities to apply these skills are sequential and cumulative so that students develop an increasingly sophisticated understanding of the different and sometimes conflicting perspectives of the past. Students are introduced to the complexities associated with the changing nature of evidence, its expanding quantity, range and form; the distinctive characteristics of modern historical representation; and the skills that are required to investigate controversial issues that have a powerful contemporary resonance. Students develop increasingly sophisticated historiographical skills and historical understanding in their analysis of significant events and close study of the nature of modern societies.

Unit 1 – Understanding the modern world

This unit examines developments of significance in the modern era, including the ideas that inspired them and their far-reaching consequences. Students examine **one** development or turning point that has helped to define the modern world. Students explore crucial changes, for example, the application of reason to human affairs; the transformation of production, capitalism and consumption, transport and communications; the challenge to social hierarchy and hereditary privilege, and the assertion of inalienable rights; and the new principles of government by consent. Through their studies, students explore the nature of the sources for the study of modern history and build their skills in historical method through inquiry. The key conceptual understandings covered in this unit are: what makes an historical development significant; the changing nature and usefulness of sources; the changing representations and interpretations of the past; and the historical legacy of these developments for the Western world and beyond.

Unit 2 – Movements for change in the 20th Century

This unit examines significant movements for change in the 20th century that led to change in society, including people's attitudes and circumstances. These movements draw on the major ideas described in Unit 1, have been connected with democratic political systems, and have been subject to political debate. Through a detailed examination of **one** major 20th century movement, students investigate the ways in which individuals, groups and institutions have challenged existing political structures, accepted social organisation, and prevailing economic models, to transform societies. The key conceptual understandings covered in this unit are: the factors leading to the development of movements; the methods adopted to achieve effective change; the changing nature of these movements; and changing perspectives of the value of these movements and how their significance is interpreted.

Leading to Units 3 and 4 in Year 12

Prerequisite minimum Year 10 achievement level – HASS Australian Curriculum B, English Australian Curriculum B

Prerequisite minimum Year 11 achievement level (for Year 12 studies) – 55 % C

POLITICS AND LAW (PAL) ATAR

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

They relate through the judicial, executive and legislative arms of government; together they constitute how societies are governed. Laws generally embody social and political values that usually have a philosophical foundation. The Politics and Law ATAR Course aims to develop knowledge and understanding of the principles, structures, institutions, processes, and practices of political and legal systems, primarily in Australia and where appropriate, other systems and/or countries. The course challenges students to critically examine the effectiveness of political and legal systems using criteria, such as openness, responsiveness and accountability of those systems. The course provides for both a chronological and contemporary understanding of political and legal issues in society. The skills and values developed in the Politics and Law ATAR course aim to allow students to become informed, active and effective participants in the political and legal decisions that affect their lives within society. The study of the Politics and Law ATAR Course contributes to students' intellectual, social, and ethical development. The course aims to support all students in developing a sense of identity, and a sense of political, legal, cultural and social awareness. The study of the Politics and Law ATAR Course can be a valuable background to careers in law, political advocacy, public administration, international relations, foreign affairs, community development, teaching, journalism, human resource management, government and commerce.

Unit 1 Democracy and the rule of law

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

Unit 2 Representation and justice

This unit examines the principles of fair elections; including the electoral and voting systems in Australia since Federation and makes reference to recent elections and the electoral system of another country. It also examines the civil and criminal law processes in Australia; and an analysis of a non-common law system. Political and legal developments and contemporary issues are used to provide a framework for the unit.

Leading to Units 3 and 4 in Year 12

Prerequisite minimum Year 10 achievement level - HASS Australian Curriculum B, English Australian Curriculum B

Prerequisite minimum Year 11 achievement level (for Year 12 studies) – 55 % C

CHILDREN, FAMILY & 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 will progress through units in early growth and development, family diversity, discussing the various influences that impact on the ability of individuals and families which lead healthy lives and analyse resources and services for families. Students will also develop resources that support the development of children and develop a care package for an individual or family in need. Some of the students will get the opportunity to observe and assist in the early childhood classrooms at School. This course caters for students seeking career pathways in areas such as education, nursing, community services, childcare and health.

Leading to Units 3 and 4 in Year 12

Prerequisite minimum Year 10 achievement level - English Australian Curriculum C, HASS Australian Curriculum C

Prerequisite minimum Year 11 achievement level (for Year 12 studies) – 55 % C

LIST B COURSES

HEALTH AND PHYSICAL EDUCATION

OUTDOOR EDUCATION (OED) GENERAL

Through interaction with the natural world, Outdoor Education aims to develop an understanding of our relationships with the environment, others and ourselves. The Outdoor Education General course focuses on outdoor activities such as canoeing, bushwalking, orienteering, bike riding and aquatics and provides students with an opportunity to develop essential life skills and physical activity skills. It also helps develop self-awareness by engaging in a range of challenging outdoor activities. It enhances personal and group skills, builds confidence, empathy and self-understanding. Students are expected to plan and participate in a range of outdoor activities and learn to assess risk, and identify and apply appropriate management strategies and emergency response procedures.

A subject levy of \$700 will apply to this subject (to cover the cost of compulsory camps, excursions and training courses).

Leading to Units 3 and 4 in Year 12

Prerequisite minimum Year 10 achievement level - English Australian Curriculum B

Prerequisite minimum Year 11 achievement level (for Year 12 studies) – 55 % C

PHYSICAL EDUCATION STUDIES (PES) ATAR

Physical Education Studies contributes to the development of students' physical, social and emotional growth. In the Physical Education Studies ATAR course students learn about physiological, psychological and biomechanical principles, and apply these to analyse and improve personal and group performances in physical activities. Throughout the course, students learn through integrated written, oral and active learning experiences. The course also provides students with opportunities to develop skills that will enable them to pursue personal interests and potential in physical activity as athletes, coaches, officials, administrators and/or volunteers.

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

Unit 1

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

Unit 2

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

The Year 12 syllabus is divided into two units, each of one semester duration, which are delivered as a pair.

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.

Leading to Units 3 and 4 in Year 12

Prerequisite minimum Year 10 achievement level - English Australian Curriculum C, Science Australian Curriculum B

Prerequisite minimum Year 11 achievement level (for Year 12 studies) – 55 % C

PHYSICAL EDUCATION STUDIES (PES) GENERAL

Physical Education Studies contributes to the development of students' physical, social and emotional growth. The Physical Education Studies General course provides students with opportunities to understand and improve performance through the integration of theoretical concepts and practical activities. Through engagement as performers, leaders, coaches, analysts and planners of physical activity, students may develop skills that can be utilised in leisure, recreation, education, sport development, youth work, health and medical fields. The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair.

Unit 1

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

Unit 2

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

The Year 12 syllabus is divided into two units, each of one semester duration, which are delivered as a pair.

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.

Leading to Units 3 and 4 in Year 12

Prerequisite minimum Year 10 achievement level - English Australian Curriculum C, Science Australian Curriculum C

Prerequisite minimum Year 11 achievement level (for Year 12 studies) – 55 % C

MATHEMATICS

MATHEMATICS APPLICATIONS (MAA) 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 ATAR 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 TAFE.

The Year 11 syllabus is divided into two units, each of one semester duration.

Unit 1

Contains the three topics: Consumer arithmetic, Algebra and matrices, Shape and measurement. 'Consumer arithmetic' reviews the concepts of rate and percentage change in the context of earning and managing money, and provides a context for the use of spread sheets. 'Algebra and matrices' continues the Year 7–10 study of algebra and introduces the new topic of matrices. The emphasis of this topic is the symbolic representation and manipulation of information from real-life contexts using algebra and matrices. 'Shape and measurement' extends the knowledge and skills students developed in the Year 7–10 curriculum with the concept of similarity and associated calculations involving simple and compound geometric shapes. The emphasis in this topic is on applying these skills in a range of practical contexts, including those involving three-dimensional shapes.

Unit 2

Contains the three topics: Univariate data analysis and the statistical investigation process, Applications of trigonometry, Linear equations and their graphs. 'Univariate data analysis and the statistical investigation process' develop students' ability to organise and summarise univariate data in the context of conducting a statistical investigation. 'Applications of trigonometry' extends students' knowledge of trigonometry to solve practical problems involving non-right-angled triangles in both two and three dimensions, including problems involving the use of angles of elevation and depression and bearings in navigation. 'Linear equations and their graphs' uses linear equations and straight-line graphs, as well as linear-piece-wise and step graphs, to model and analyse practical situations.

*A bonus of 10% of your final scaled score for this subject is added to your aggregate (best 4) subject score when your TEA is calculated.

Prerequisite minimum Year 11 achievement level (for Year 12 studies) – 55 % C

MATHEMATICS METHODS (MAM) 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.

The Year 11 syllabus is divided into two units, each of one semester duration.

Unit 1

Contains the three topics: Functions and graphs, Trigonometric functions and Counting and probability. Unit 1 begins with a review of the basic algebraic concepts and techniques required for a successful introduction to the study of functions and calculus. Simple relationships between variable quantities are reviewed, and these are used to introduce the key concepts of a function and its graph. The study of probability and statistics begins in this unit with a review of the fundamentals of probability, and the introduction of the concepts of conditional probability and independence. The study of the trigonometric functions begins with a consideration of the unit circle using degrees and the trigonometry of triangles and its application. Radian measure is introduced, and the graphs of the trigonometric functions are examined and their applications in a wide range of settings are explored.

Unit 2

Contains the three topics: Exponential functions, Arithmetic and geometric sequences and series and Introduction to differential calculus. In Unit 2, exponential functions are introduced and their properties and graphs examined. Arithmetic and geometric sequences and their applications are introduced and their recursive definitions applied. Rates and average rates of change are introduced and this is followed by the key concept of the derivative as an 'instantaneous rate of change'. These concepts are reinforced numerically (by calculating difference quotients), geometrically (as slopes of chords and tangents), and algebraically. This first calculus topic concludes with derivatives of polynomial functions, using simple applications of the derivative to sketch curves, calculate slopes and equations of tangents, determine instantaneous velocities, and solve optimisation problems.

*A bonus of 10% of your final scaled score for this subject is added to your aggregate (best 4) subject score when your TEA is calculated.

Prerequisite minimum Year 11 achievement level (for Year 12 studies) – 55 % C

MATHEMATICS SPECIALIST (MAS) 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 it is recommended to be studied in conjunction with the Mathematics Methods ATAR Course as preparation for entry to specialised university courses such as engineering, physical sciences and mathematics. The Year 11 syllabus is divided into two units, each of one semester duration.

Unit 1

Contains the three topics: Combinatorics, Vectors in the plane and Geometry.

The three topics in Unit 1 complement the content of the Mathematics Methods ATAR Course. The proficiency strand of Reasoning, from the Year 7–10 curriculum, is continued explicitly in the topic Geometry through a discussion of developing mathematical arguments. This topic also provides the opportunity to summarise and extend students' studies in Euclidean Geometry, knowledge which is of great benefit in the later study of topics such as vectors and complex numbers. The topic Combinatorics provides techniques that are very useful in many areas of mathematics, including probability and algebra. The topic Vectors in the plane provides new perspectives on working with two-dimensional space and serves as an introduction to techniques which can be extended to three-dimensional space in Unit 3. These three topics considerably broaden students' mathematical experience and therefore begin an awakening to the breadth and utility of the subject. They also enable students to increase their mathematical flexibility and versatility.

Unit 2

Contains the three topics: Trigonometry, Matrices and Real and complex numbers.

In Unit 2, Matrices provide new perspectives for working with two-dimensional space and Real and complex numbers provides a continuation of the study of numbers. The topic Trigonometry contains techniques that are used in other topics in both this unit and Units 3 and 4. All topics develop students' ability to construct mathematical arguments. The technique of proof by the principle of mathematical induction is introduced in this unit.

*A bonus of 10% of your final scaled score for this subject is added to your aggregate (best 4) subject score when your TEA is calculated.

Prerequisite minimum Year 11 achievement level (for Year 12 studies) – 55 % C

| Year 11 | Year 12 | Background and Destination | Pre-requisite Minimum Year 10 Achievement | Exams |
|--|---|---|--|--|
| Mathematics Applications Units 1&2 ⇒ | Mathematics Applications Units 3 & 4 | For further education and training or university entry where further mathematics may be needed. Courses where knowledge of Calculus methods are not required. | Australian Curriculum C Grade. | Unit 1 & 2 in Year 11 Unit 3 & 4 in Year 12 |
| Mathematics Methods Units 1&2 ⇒ | Mathematics Methods Units 3&4 | For university courses where further mathematics is likely to be needed. Also suitable for preparation for higher level training in technical areas. | Final course score of 65% in Year 10 Pre-Methods course | Unit 1 & 2 in Year 11 Unit 3 & 4 in Year 12 |
| Methods + Specialist Units 1&2 ⇒ | Methods + Specialist Units 3&4 | Mathematics for university entry to specialist courses such as engineering, physical sciences and mathematics. | Final course score of 70% in Year 10 Pre-Methods/Specialist | Unit 1 & 2 in Year 11 Unit 3 & 4 in Year 12 |

MATHEMATICS ESSENTIALS GENERAL

A course which 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. The Year 11 syllabus is divided into two units, each of one semester duration.

Unit 1

This unit includes the following four topics:

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

Unit 2

This unit includes the following four topics:

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

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

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

Unit 1 provides students with the mathematical skills and understanding to solve problems relating to calculations, the use of formulas to find an unknown quantity, applications of measurement and the use and interpretation of graphs. The content of all topics is applied in contexts which are meaningful and of interest to their students. Possible contexts for this unit are earning and managing money and nutrition and health.

Unit 2 provides students with the mathematical skills and understanding to solve problems related to representing and comparing data, percentages, rates and ratios, and time and motion. Possible contexts for this unit are Transport and Independent living.

Leading to Units 3 and 4 in Year 12

Prerequisite minimum Year 11 achievement level (for Year 12 studies) – 55 % C

SCIENCES

BIOLOGICAL SCIENCES (BIO) ATAR

A unique appreciation of life and a better understanding of the living world are gained through studying the Biology ATAR Course. This course encourages students to be analytical, to participate in problem-solving and to systematically explore fascinating and intriguing aspects of living systems, from the microscopic level through to ecosystems. Students develop a range of practical skills and techniques through investigations and fieldwork in authentic contexts, such as marine reefs, endangered species, urban ecology, or biotechnology. Scientific evidence is used to make informed decisions about controversial issues. In Biology, students develop their understanding of biological systems, the components of these systems and their interactions, how matter flows and energy is transferred and transformed in these systems, and the ways in which these systems are affected by change at different spatial and temporal scales.

There are four units:

Unit 1: Biodiversity and the interconnectedness of life. Unit 2: Cells and multicellular organisms. Unit 3: Heredity and continuity of life. Unit 4: Maintaining the internal environment. In Units 1 and 2, students build on prior learning to develop their understanding of relationships between structure and function in a range of biological systems, from ecosystems to single cells and multicellular organisms. In Unit 1, students analyse abiotic and biotic ecosystem components and their interactions, using classification systems for data collection, comparison and evaluation. In Unit 2, students investigate the interdependent components of the cell system and the multiple interacting systems in multicellular organisms.

Leading to Units 3 & 4 in Year 12

Prerequisite minimum Year 10 achievement level – Science Australian Curriculum B, Australian Curriculum English C.

Prerequisite minimum Year 11 achievement level (for Year 12 studies) – 55 % C

CHEMISTRY (CHE) ATAR

The Chemistry ATAR Course equips students with the knowledge, understanding and opportunity to investigate properties and reactions of materials. Theories and models are used to describe, explain and make predictions about chemical systems, structures and properties. Students recognise hazards and make informed, balanced decisions about chemical use and sustainable resource management. Investigations and laboratory activities develop an appreciation of the need for precision, critical analysis and informed decision making. This course prepares students to be responsible and efficient users of specialised chemical products and processes at home or in the workplace. It also enables students to relate chemistry to other sciences, including biology, geology, medicine, molecular biology and agriculture, and prepares them for further study in the sciences. In Chemistry, students develop their understanding of chemical systems, and how models of matter and energy transfers and transformations can be used to describe, explain and predict chemical structures, properties and reactions.

There are four units:

Unit 1: Chemical fundamentals: structure, properties and reactions. Unit 2: Molecular interactions and reactions. Unit 3: Equilibrium, acids and redox reactions. Unit 4: Structure, synthesis and design. In Unit 1, students use models of atomic structure and bonding to explain the macroscopic properties of materials and to predict the products and explain the energy changes associated with chemical reactions. In Unit 2, they continue to develop their understanding of bonding models and the relationship between structure, properties and reactions, including consideration of the factors that affect the rate of chemical reactions

Leading to Units 3 and 4 in Year 12

Prerequisite minimum Year 10 achievement level – Extension Science B, English Australian Curriculum C, Extension Mathematics 70%

Prerequisite minimum Year 11 achievement level (for Year 12 studies) – 55 % C

HUMAN BIOLOGY (HBS) ATAR

The Human Biology (ATAR) Course gives students a chance to explore what it is to be human—how the human body works, the origins of human variation, inheritance in humans, the evolution of the human species and population genetics. Through their investigations, students research new discoveries that increase our understanding of human dysfunction, treatments and preventative measures. Practical tasks are an integral part of this course and develop a range of laboratory skills; for example, biotechnology techniques. Students learn to evaluate risks and benefits to make informed decisions about lifestyle and health topics, such as diet, alternative medical treatments, use of chemical substances and the manipulation of fertility.

Unit 1 – The functioning human body

This unit looks at how human structure and function supports cellular metabolism and how lifestyle choices affect body functioning. Cells are the basic structural and functional unit of the human body. Cells contain structures that carry out a range of functions related to metabolism, including anabolic and catabolic reactions. Materials are exchanged in a variety of ways within and between the internal and external environment to supply inputs and remove outputs of metabolism. Metabolic activity requires the presence of enzymes to meet the needs of cells and the whole body. The respiratory, circulatory, digestive and excretory systems control the exchange and transport of materials in support of metabolism, particularly cellular respiration. The structure and function of the musculo-skeletal system provides for human movement and balance as the result of the co-ordinated interaction of the many components for obtaining the necessary requirements for life. Students investigate questions about problems associated with factors affecting metabolism. They trial different methods of collecting data, use simple calculations to analyse data and become aware of the implications of bias and experimental error in the interpretation of results. They are encouraged to use ICT to interpret and communicate their findings in a variety of ways.

Unit 2 – Reproduction and inheritance

This unit provides opportunities to explore, in more depth, the mechanisms of transmission of genetic materials to the next generation, the role of males and females in reproduction, and how interactions between genetics and the environment influence early development. The cellular mechanisms for gamete production and zygote formation contribute to human diversity. Meiosis and fertilisation are important in producing new genetic combinations. The transfer of genetic information from parents to offspring involves the replication of deoxyribonucleic acid (DNA), meiosis and fertilisation. The reproductive systems of males and females are differentially specialised to support their roles in reproduction, including gamete production and facilitation of fertilisation. The female reproductive system also supports pregnancy and birth. Reproductive technologies can influence and control the reproductive ability in males and females. Cell division and cell differentiation play a role in the changes that occur between the time of union of male and female gametes and birth. Disruptions to the early development stages can be caused by genetic and environmental factors: inheritance can be predicted using established genetic principles. The testing of embryos, resulting from assisted reproductive technologies, is conducted for embryo selection, and the detection of genetic disease.

The application of technological advances and medical knowledge has consequences for individuals and raises issues associated with human reproduction. Students investigate an aspect of a given problem and trial techniques to collect a variety of quantitative and qualitative data. They apply simple mathematical manipulations to quantitative data, present it appropriately, and discuss sources and implications of experimental error. They also consider the limitations of their procedures and explore the ramifications of results that support or disprove their hypothesis. They are encouraged to use ICT in the analysis and interpretation of their data and presentation of their findings.

Leading to Units 3 and 4 in Year 12

Prerequisite minimum Year 10 achievement level – Science Australian Curriculum B, English Australian Curriculum B

Prerequisite minimum Year 11 achievement level (for Year 12 studies) – 55 % C

INTEGRATED SCIENCE GENERAL

The Integrated Science General course enables students to investigate science issues in the context of the world around them. It encourages students to develop their scientific skills of curiosity, observation, collection and analysis of evidence, in a range of contexts. The multidisciplinary approach, including aspects of biology, chemistry, geology and physics, further encourages students to be curious about the world around them and assume a balanced view of the benefits and challenges presented by science and technology. Students conduct practical investigations that encourage them to apply what they have learnt in class to real-world situations and systems.

Unit 1

The emphasis of this unit is on biological and Earth systems, focusing on the following topics: interrelationships between Earth systems, structure and function of biological systems, ecosystems and sustainability, species continuity and change. Possible contexts (this list is not exhaustive) which may be used for the teaching of the key concepts are: environmental degradation, marine biology, sustainability and biodiversity, water, biotechnology, aquaponics.

Unit 2

The emphasis of this unit is on physical and chemical systems, focusing on the following topics: atomic structure, chemical reactions, mixtures and solutions, motion and forces, energy. Possible contexts (this list is not exhaustive) which may be used for the teaching of the key concepts are: forensic science, rocketry, kitchen chemistry, cosmetics, marine archaeology, mining. Students can have some input into contexts at the start of the year.

Leading to units 3 and 4 in Year 12

Prerequisite minimum Year 10 achievement level – English Australian Curriculum C, Science Australian Curriculum C

PHYSICS (PHY) ATAR

In the Physics ATAR Course students will learn how energy and energy transformations can shape the environment from the small scale, in quantum leaps inside an atom's electron cloud, through the human scale, in vehicles and the human body, to the large scale, in interactions between galaxies. Students have opportunities to develop their investigative skills and use analytical thinking to explain and predict physical phenomena. Students plan and conduct investigations to answer a range of questions, collect and interpret data and observations, and communicate their findings in an appropriate format. Problem-solving and using evidence to make and justify conclusions are transferable skills that are developed in this course. In Physics, students develop their understanding of the core concepts, models and theories that describe, explain and predict physical phenomena.

There are four units: Unit 1: Thermal, nuclear and electrical physics. Unit 2: Linear motion and waves. Unit 3: Gravity and electromagnetism. Unit 4: Revolutions in modern physics. In Units 1 and 2, students further investigate energy, motion and forces, building on the ideas introduced in the F–10 Australian Curriculum: Science. In Unit 1, students investigate energy production by considering heating processes, radioactivity and nuclear reactions, and investigate energy transfer and transformation in electrical circuits. In Unit 2, students describe, explain and predict linear motion, and investigate the application of wave models to light and sound phenomena.

Leading to Units 3 and 4 in Year 12

Prerequisite minimum Year 10 achievement level - Extension Science B, English Australian Curriculum C, Extension Mathematics 70%

Recommended – Extension Maths B, Australian Curriculum English B

Prerequisite minimum Year 11 achievement level (for Year 12 studies) – 55 % C

PSYCHOLOGY (PSY) ATAR

In the Psychology ATAR Course students will be introduced to psychological knowledge, which supports an understanding of the way individuals function in groups. Students learn about major psychological models and theories, and the methods used to conduct scientific investigations in the discipline of psychology. Students apply research methods and ethical principles as they analyse data to illustrate how we examine phenomena, such as memory, attention, attitudes, personality and group behaviour. Acquiring this foundation of scientific method and critical thinking is a valuable skill, which students can apply throughout their study, work and everyday lives.

Unit 1

This unit focuses on a number of concepts that enable students to gain an understanding of how and why people behave the way they do. Students learn about the human brain and explore the impact of external factors on behaviour, such as physical activity and psychoactive drugs. Cognitive processes, such as sensation and perception, and selective and divided attention are investigated. Students examine different types of relationships and the role of verbal and non-verbal communication in initiating, maintaining and regulating these. Students are introduced to ethics in psychological research and carry out investigations.

Unit 2

This unit focuses on developmental psychology. Students analyse twin and adoption studies to gain insight into the nature/nurture debate and look at the role of play in assisting development. Students explore what is meant by the term personality and examine historical perspectives used to explain personality. They also explore behaviour and causes of prejudice. Psychological research methods studied in Unit 1 are further developed.

Leading to Units 3 and 4 in Year 12

Prerequisite minimum Year 10 achievement level – Science Australian Curriculum B, English Australian Curriculum C

Recommended – Australian Curriculum English B, Australian Curriculum Mathematics B

Prerequisite minimum Year 11 achievement level (for Year 12 studies) – 55 % C

TECHNOLOGIES

FOOD SCIENCE AND TECHNOLOGY GENERAL

Students develop their interests and skills through the design, production and management of food-related tasks. They develop knowledge of the sensory, physical, chemical and functional properties of food and apply these in practical situations. Students explore innovations in science and technology and changing consumer demands. New and emerging foods encourage the design, development and marketing of a range of products, services and systems. Food and allied health sectors represent a robust and expanding area of the Australian and global employment markets. The Food Science and Technology General course enables students to connect with further education, training and employment pathways and enhances employability and career opportunities in areas that include nutrition, health, food and beverage manufacturing, food processing, community services, hospitality, and retail.

A subject levy of \$160 per year will apply to this subject

Leading to Units 3 and 4 in Year 12

Prerequisite minimum Year 10 achievement level – English Australian Curriculum C, Food Science and Technology Australian Curriculum High C (in Year 9 or 10)

Prerequisite minimum Year 11 achievement level (for Year 12 studies) – 55 % C

MATERIALS DESIGN & TECHNOLOGY (WOODWORK) GENERAL

This practical enriched course allows students the opportunity to work with either wood or metal, designing and manufacturing two products over the course of the academic year. The two units covered in the course promote and support ideas, innovation and creativity. Successful students will research and test materials and use a variety of strategies to develop innovative and creative ideas to bring their final project to fruition. Students will also apply skills of management when planning and implementing their process whilst they manipulate tools and machines to produce high-quality products. Those students with a desire to take a pathway in a design or trade career will find this course beneficial as it prepares them for the experiences they will later encounter.

A subject levy of \$160 per year will apply to this subject

Prerequisite minimum Year 10 achievement level – English Australian Curriculum C, Materials Design and Technology Australian Curriculum High C (in Year 9 or 10)

Prerequisite minimum Year 11 achievement level (for Year 12 studies) – 55 % C

CERTIFICATE OFFERINGS AT GMAS



Certificate II Business & Certificate III in Business

This Certificate II and the Certificate III Business qualifications will develop your practical skills and knowledge to undertake a range of tasks in an office or business environment. You will learn skills to develop a broad range of competencies in varied office tasks, including customer service, basic accounting, workplace health and safety, workplace schedules and organisation. Further computing skills in word processing, spreadsheets and desktop publishing are developed.

Prerequisite minimum Year 10 achievement level – English Australian Curriculum C



Certificate II Building and Construction

This qualification provides a strong foundation for anyone wanting to work in the construction industry and focuses on OHS and workplace communication and onsite requirements. Course comprises of both theory and practical components. This qualification can be the first step towards a pre apprenticeship.

A subject levy of \$160 per year will apply to this subject

No prerequisites



Certificate III in Early Childhood, Education and Care

This qualification allows graduates to gain employment in the Early Childhood industry in a role which requires them to support children's development and wellbeing; design and implement the curriculum; and work within legal and ethical frameworks. It also prepares students with entry level management skills required for supervising the operation of the service. Throughout the qualification, students undertake work placements to gain industry experience required to work at this level. This qualification also provides an alternative university pathway to a Bachelor of Education (Primary or Early Childhood).

A subject levy of \$250 per year will apply to this subject

Prerequisite minimum Year 10 achievement level – English Australian Curriculum B, HASS Australian Curriculum B



Certificate II Sport and Recreation

This qualification provides skills and knowledge for an individual wishing to work in the fitness, sport and recreation industry. People with this qualification may provide support in the provision of fitness, sport and recreation programs including coaching and officiating. Certifications may include Level 1 Sports Trainer, Advanced First Aid, Level 1 AFL Officiating, Basic Netball Officiating and Active After School Certification.

Prerequisite minimum Year 10 achievement level – Physical Education Australian Curriculum

FURTHER INFORMATION

SCHOOL ASSESSMENT

Courses taken at school have equal standing with those studied in any other Western Australian school. Students are responsible for the completion of all work set for the course. Students with overdue assessments can be withdrawn from the timetable to complete the outstanding work. No prior warning may be given. The task completed at this time will contribute to the student's profile and folio of results. All course work completed during the year contributes to the final grade that is submitted to the School Curriculum and Standards Authority.

A student's final grade will also reflect uncompleted assessment items. Students in Years 11 and 12 are issued with a copy of the school's *Assessment Policy* which is also accessible via the school's website.

EXAMINATIONS

School examinations for ATAR subjects are:

- Year 11 – first and second semesters
- Year 12 – semester one and Term 3, Week 2 holidays and Term 4, Week 1.
- Some examinations may be scheduled during term breaks
- Semester 2 exams will be based on both Units studied in that academic year

Year 12 ATAR examinations are held in November and are primarily restricted to examination centres within WA. Practical and performance examinations will be held for some courses during the Term 3 break.

The WA School Curriculum and Standards Authority will contact Year 12 ATAR students to notify them directly of their examination centres. Each of the courses provides a pathway to the external Western Australian Certificate of Education (WACE) examinations. Students undertaking ATAR subjects in Year 12 must sit the final exam to receive Unit Completion towards graduation. Students with special needs must ensure that the school is aware of their situation well in advance of any scheduled assessment.

EXAMINATION RESULTS

Students who sit the examinations have their results recorded on their *Statement of Results*. For each course the following information is listed:

- school grade, numerical school assessment, raw examination mark, scaled mark (except in the case of English as a Second Language)
- decile place (except in the case of English as a Second Language)

A student's Australian Tertiary Admission Rank (ATAR) is calculated by the Tertiary Institutions Service Centre (TISC) and is not included on the Statement of Results. Students seeking advice regarding university admission should direct their enquiries to TISC (08 9318 8000).

REPORTS

The school issues the following reports:

Year 11

- Settling In Report in Term One
- Semester One Report
- Semester Two Report

Year 12

- Settling In Report in Term One
- Semester One Report
- Semester Two - Statement of Results (Term 4 before departure for ATAR exam study)

Sample course of Study Grid for a student undertaking an Australian Tertiary Admissions

Ranking Pathway (ATAR external examination candidate):

Year 11/12

Courses

ENGLISH ATAR
PHYSICS ATAR
MATHEMATICS APPLICATIONS ATAR
PHYSICAL EDUCATION STUDIES
HUMAN BIOLOGY ATAR
GEOGRAPHY ATAR

YR 11/12 GRID EXAMPLE

| | | | | | | |
|--------------------|-------|-------|-------|-------|-------|-------|
| Year 11 | ENG 1 | PHY 1 | MAA 1 | PES 1 | HBS 1 | GEO 1 |
| | ENG 2 | PHY 2 | MAA 2 | PES 2 | HBS 2 | GEO 2 |
| Year 12 | ENG 3 | PHY 3 | MAA 3 | PES 3 | HBS 3 | GEO 2 |
| | ENG 4 | PHY 4 | MAA 4 | PES 4 | HBS 4 | GEO 2 |

The information contained herein is seen as correct at time of printing

**FOR THE YEAR 11 COURSE SELECTION FORM LOG INTO SEQTA
TO ACCESS VET FORMS PLEASE SEE MRS MEGAN GROSSE
(HEAD OF VET GMAS)**

YEAR 11 COURSE SELECTION PLANNING FORM 2018

Course selections are submitted via the online process. This form is to assist with your selection of courses for 2018.

ATAR/VET pathway students:

- Choose 6 courses from those listed in the Course Selection Handbook (5 courses, plus a study period if undertaking a Cert III or higher and if doing an off campus certificate).
- If you are planning to receive a TER score for university entrance you must select English or Literature - this is mandatory. You must also select at least 1 English subject (List A) and 1 List B subject. This covers List A and B for the breadth of study requirement.
- Choose only 1 course from each line of the selection grid.

| COURSE NAME & CODE OR CERTIFICATE | LIST A OR B | GRADE PREREQUISITE/S | YEAR 10 SEMESTER 1 STREAM & GRADE | PREREQUISITE MET YES/NO |
|--|-------------|---|---|-------------------------|
| Example: <i>Human Biology ATAR</i> | <i>B</i> | <i>Science Australian Curriculum B, English Australian Curriculum B</i> | <i>Australian Curriculum B, Australian Curriculum A</i> | <i>Yes</i> |
| LINE 1 | | | | |
| LINE 2 | | | | |
| LINE 3 | | | | |
| LINE 4 | | | | |
| LINE 5 | | | | |
| LINE 6 | | | | |

Notes:

- **Grade Prerequisite/s** - Refers to course information in the Course Selection Handbook. Put N/A if no prerequisite is set.
- **Semester 1: Stream/Grade** - Refer to your GMAS Semester 1 Report for relevant course e.g. Science for Psychology, HASS for Geography, PE for Physical Education Studies. Seek updated marks/grades if needed.