



# **St Joseph's College**

## **Course Selection**

### **Handbook 2025**

#### **Year Eleven and Twelve**

*The life of every person is a special journey*

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## COLLEGE VISION STATEMENT

*The life of every person is a special journey.*

*St Joseph's College endeavours to help each person remain ever open  
to new discoveries along the path to full human development.*

*The College proclaims Christ as the measure of all wisdom  
and the true model of living.*

*Students, staff and parents are called to unity in the task of being  
a sacrament of hope and peace for our world.*



DE VIALAR



TO KNOW, LOVE AND SERVE



CHOOSE LIFE, GIVE HOPE, TAKE ACTION



## Introduction

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Decisions to be made by parents and students concerning the last two years of secondary education are not easy. The regulations and procedures are sometimes complex and the varied courses introduce terminology and concepts that may be new to many.

This resource contains information to help you and your child to decide which pathway to choose after Year Ten. Details are provided on various post school alternatives, in addition to Year Eleven and Year Twelve courses and the West Australian Certificate of Education (WACE).

It is essential that, if your child is returning to undertake Senior Secondary studies, a programme is selected that provides them with:

- a reasonable likelihood of success; and
- clearly defined opportunities to enter employment, training or higher education (university/TAFE) in their preferred field.

At St Joseph's College all Year Eleven and Twelve students:

- choose an ATAR, General or Vocational pathway
- may combine a limited number of courses from each pathway
- study six courses in Year Eleven and at least five courses in Year Twelve
- study Religion and Life as one of their courses in Years Eleven and Twelve
- select either English ATAR, Literature ATAR or English General
- must include at least one List A and one List B course
- will study Unit 1 and 2 in Year Eleven and Unit 3 and 4 in Year Twelve
- usually study the same courses in Year Eleven and Year Twelve

Before selecting courses of study for next year, students, in association with their parents, should:

1. Read all the material in this booklet.
2. Seek advice from their teachers and seriously consider their recommendations.
3. Be aware of prerequisites for each course. This preliminary choice will rely on 2024, Semester One results. Confirmation of course choices will depend upon final Year Ten results.
4. Investigate appropriate websites and/or handbooks (available in College Administration) to identify prerequisites for certain courses at universities and/or a TAFE. In addition, check Australian Tertiary Admission Rank (ATAR) cut-offs for entry into courses at the various Western Australian universities.
5. Carefully consider the degree of personal satisfaction and enjoyment they obtain from the various subjects. They are more likely to have success in subjects they enjoy.
6. **Be realistically aware of their capabilities.**
7. **Be aware that some courses may not eventually be timetabled if there is insufficient interest or where there is a clash with two subjects on at the same time.**

It is essential that students seek guidance from the Head of Secondary School, the Assistant Head of Secondary School, Heads of Department and/or Heads of Pastoral Care before deciding on a course of study for next year. The staff members students choose to consult for advice should be based upon their circumstances. Year Ten students are advised to take this process of subject selection for Year Eleven very seriously. Ensure you take the necessary time and care in making these decisions, **because changing your choices in the future may not be possible.**

**For most students there is no short cut to career choices. They must spend time and effort assessing their own abilities, interests and values, seeking accurate, up-to-date information, examining alternatives and discussing choices with others.**

## Academic Overview for Year Eleven and Twelve

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Year Eleven and Twelve are different years to all others in several ways, with the most obvious being the short length of the school year. The final year of secondary education is made up of three terms, as Term Four is only used for feedback on final assessments and examinations, preparation for ATAR examinations and student farewell activities. This ultimately means that there is no time for procrastination and rewards will come to those students who apply themselves consistently and commit wholeheartedly to achieving their goals.

Senior School offers all students at St Joseph's College a wonderful opportunity to gain their first preference in terms of post-secondary destinations. Therefore, students need to set clear goals and make a genuine effort to enjoy their final year of schooling.

### Transition

Commencing the final two years of Senior School is a significant phase for students. It is a period of great change and adjustment for both students and their families. It marks the transformation from adolescence to adulthood and presents new experiences in a challenging and different environment, with quite altered expectations from those of Year Ten.

Understanding the developmental issues facing students during the transition phase of education is the key to meeting their needs. St Joseph's College concentrates on the whole person paradigm of mind, heart, body and spirit to ensure that all students have their intellectual, social, physical and emotional needs addressed.

The major areas of adjustment include:

- schoolwork and homework
- organisation, time management and planning
- social interaction and changing friendships.

### Parent Communication

The College employs a wide variety of communication strategies to keep students, parents and the community informed. Informal telephone and email communications are still the first line of contact. In addition, the following communication takes place:

- **Parent/Teacher Night** – in Terms Two and Three, parents can meet with subject teachers to discuss their child's academic progress. Interviews are routinely requested for all Year Twelve students in all subjects.
- **Academic Reports** – an interim report is supplied at the conclusion of Term One and a formal report is supplied at the conclusion of each semester (end of Term Two and Term Four).

- **Special Events** – from time-to-time events are held at the College that parents are invited to attend. Events, venues and times will be communicated to parents via the College Newsfeed, learning management system (SEQTA), email, text messages and/or written correspondence.
- **Masses** – parents are welcome to attend masses as shown on the term calendar.
- **College Website** – The College website can be viewed at [sjc.wa.edu.au](http://sjc.wa.edu.au)
- **St Joseph's College Wisdom Newsfeed** – a live newsfeed informing parents and the community of topical issues, student activities, upcoming events and student achievements. This is also available on the College website and student Wisdom homepage.
- ~~**Parental Involvement** – parents are encouraged to actively participate within the St Joseph's College community and may wish to participate as part of the St Joseph's College P & F Association or volunteer their time to assist with uniform shop duties, College Advisory Council and sporting events.~~

St Joseph's College aims to foster an environment of inclusivity in which parent participation is encouraged. Communication between students, parents and staff is an important part of education and the College is committed to providing open, respectful and honest communication with parents.

We ask parents or guardians to follow the protocol and guidelines below.

For concerns of an **academic nature**, eg assessment policy, reporting procedures, curriculum issues, classroom management issues, please follow the procedure below:



For concerns of an emotional, social, psychological, behavioural or spiritual nature, please follow the procedure below:



Note: If the matter is serious, please contact the appropriate person given the situation.

## Pastoral Care

Pastoral Care is central to St Joseph's College's approach to educating the whole person. Pastoral care involves monitoring the overall well-being of students daily. This includes student stress, application to studies, attendance and personal health.

All teachers at St Joseph's College are part of the overall pastoral care programme and all students at the College are treated as individuals. If you have concerns that require a greater level of pastoral care, you are encouraged to contact the Head of Pastoral Care. If such concerns do exist, parents are advised to manage the matter as proactively as possible.

## Student Obligation

Students have an obligation:

1. To attend regularly and to participate in all class activities. The School Curriculum and Standards Authority (SCSA) recommends a minimum 80% attendance for the successful completion of Year Eleven and Twelve.
2. To perform those assessment tasks which are a part of the assessment programme.
3. To willingly and actively partake in all College activities.

Students electing not to complete the assessment tasks as detailed in the assessment outline run the risk, in the extreme case, of the teacher being unable to submit a final result for the appropriate course of study which may impact on the student's ability to achieve WACE.

## Pathways

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**Students at the College study either the ATAR or the General/Vocational Pathway**

| <b>ATAR PATHWAY</b>                      | <b>GENERAL / VOCATIONAL PATHWAY</b>      |
|--|--|
| ATAR courses are studied                 | General courses are studied              |
| Units 1 and 2 are studied in Year Eleven | Units 1 and 2 are studied in Year Eleven |
| Units 3 and 4 are studied in Year Twelve | Units 3 and 4 are studied in Year Twelve |
| Courses are content based                | Courses are content and practice based   |



|   |   |
|---|---|
| External examinations (WACE examinations) are sat at the end of Year Twelve | There is one externally set task for each course that students must complete in Term Two of Year Twelve |
| ATAR score is based on 50% school assessment and 50% external examinations  | High grades are important   |
| Students gain an ATAR score based on their best four subjects               | Workplace Learning placements are undertaken in Year Eleven and Year Twelve                             |
| A minimum of four ATAR courses are required but five or six are recommended | Certificate courses are undertaken in Year Eleven and Year Twelve.                                      |
| Students are aiming for university entrance                                 | Students are aiming for TAFE, industry, or possible alternative entry to university                     |
|   | School-based TAFE study is an option through this pathway   |

## Examinations and Externally Set Tasks (ESTs)

All students undertaking ATAR courses of study in Year Eleven and Twelve will undertake examinations in both Semester One and Semester Two. These are administered by the school, but may be written by an external body.

All students studying General courses will undertake ESTs in Semester One of Year Twelve. These are assessments completed under test conditions that must be completed by all schools. These are written by the School Curriculum and Standards Authority (SCSA) and administered state wide in all schools.

## Courses of Study

Students seeking university entry after Year Twelve should undertake a pathway that includes the highest level of English available.

## What if I Choose the Wrong Pathway?

There is some flexibility in enrolments once the school year has commenced. It is important to note, however, that the ability to move between courses is governed by set dates, as well as the College timetable. If students are struggling with a course workload, or are unhappy in a course, an interview with the Head of Secondary is advisable.

Where students are able to transfer between subjects, they must bear in mind that missed assessments and classwork may need to be completed, resulting in a significant workload for the student.

## Course Selection Process

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The following table outlines the timeline for the selection of courses for Year Eleven 2025.

| EVENT   | DATE                                     |
|---|--|
| Students receive their Semester One Progress Report (including Semester One Examination results)  | End of Term Two                          |
| The Year Eleven Course Selection Handbook is sent electronically to students and parents as well as made available on the St Joseph's College website, SEQTA Engage and SEQTA Learn   | Beginning of Term Three                  |
| Students are provided with initial Subject Selection paperwork  | Beginning of Term Three                  |
| Students meet with the Head of Secondary. An appointment time is scheduled for each student. Parents are invited to attend. Students are encouraged to make the meeting for the first week if they intend to apply for TAFE. The Head of VET will also attend these meetings. | Monday, 22 July to Friday, 2 August 2024 |
| Students complete their subject selection electronic form/paperwork   | Friday, 9 August 2024                    |
| Confirmation of courses   | Term Four                                |

**Please note: at any time during the Subject Selection process parents and students may book an interview with relevant staff to discuss their course options and recommendations.**

### What decisions do parents and students need to make?

The most fundamental decision which parents, students and the College need to make is:

#### ***What programme of study will lead the student to success?***

Students need to ask themselves:

- What career or course would I like to pursue?
- Do I want to go into the workforce, to training or to university?
- What are my options when I leave school?
- What prerequisites do I need to get there?
- Do I cope well with examinations or are my capabilities more practical in nature?

The Vocational pathway provides four additional opportunities to students through the Workplace Learning Programme, VET programmes, access to Profile courses and School-Based Traineeships (SBT).

### Workplace Learning

This programme is a part of the Vocational pathway and, in most instances, is only available to students undertaking the Vocational pathway.

The Workplace Learning Endorsed Programme provides an opportunity for students to demonstrate, and develop increasing competence in, the core skills for work, often referred to as employability skills.

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

Workplace Learning is an Authority-Developed Endorsed Programme that is managed by the College.

To complete this endorsed programme, a student works in one or more real workplace/s to develop a set of transferrable skills.

The student must also provide evidence of their knowledge and understanding of the workplace skills by completing the College's Workplace Learning Skills online modules after each fifty-five hours completed in the workplace.

Three weeks of the school year are set aside for this programme to run. As such, it is an expectation that General and VET students will participate in Workplace Learning.

## VET Programmes

There are many opportunities for VET training in the Vocational pathway. All Vocational students are required to complete a VET Certificate II or higher as part of their school programme. Below is an outline of VET that is available within the College.

|   |  |
|---|--|
| <b>Certificate II in Workplace Skills</b>   | May lead to the completion of Certificate III in Business in Year Twelve       |
| <b>Certificate II in Construction (Pathways)</b>                                    |  |
| <b>Certificate II in Music Industry</b>   | May lead to the completion of Certificate III in Music Industry in Year Twelve |
| <b>Certificate II in Visual Arts</b>  |  |
| <b>Certificate II in Engineering (Pathways)</b>                                     |  |
| <b>Certificate II in Applied Fashion Technology</b>                                 |  |
| <b>Certificate II in Outdoor Recreation /<br/>Certificate II in Sports Coaching</b> | Certificate II in Sport Coaching completed in the first year                   |

## Profile Courses

In Year Eleven, and some cases in Year Twelve, students may choose to apply for a TAFE Certificate where they attend TAFE one or more days per week. There is a specific number of certificates available, from Hospitality to Conservation and Land Management (please refer to the TAFE section for further information).

## School-Based Traineeships (SBT)

This programme is highly sought after by students who complete a Vocational pathway. Students must undergo a comprehensive application process, including an interview. The SBT programme requires the student to attend the host employee workplace one day per week, including during school holidays. To successfully complete an SBT students are required to complete a minimum number of hours in the workplace as well as theory components relating to their chosen qualification.

## Selecting Courses

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Making choices to study in Year Eleven should be based on the following considerations:

**Realistic assessments of ability, application and commitment:** it is highly recommended that students choose courses where they have met the prerequisites to ensure they have academic success and are able to cope with the workload of the particular course. It is essential for students to make choices which are realistic and in keeping with their academic ability.

**Interests and possible future careers:** selecting courses that are of interest to students is more likely to lead to success and enjoyment in their studies. Choices should be made to maximise options for the future. If future goals are uncertain, it is best to maintain a broad course to enable entry to a variety of post school destinations.

**Passion for a type of learning and context of learning:** the two available pathways cater to different types of learning with the ATAR pathway being more content and examination focused while the Vocational pathway is a more practical, skills-based option.

**Before selecting courses for study in Year Eleven or Year Twelve, students must note the following:**

1. Religion and Life is a compulsory subject in both Year Eleven and Year Twelve.
2. Foundation English, General English, ATAR English or ATAR Literature is a compulsory course in both Year Eleven and Year Twelve.
3. Students must include at least one List B subject within their course selection.
4. Students must observe the recommended prerequisites for subjects as outlined in this handbook.
5. At universities some courses have prerequisite subjects, whilst for other courses certain subjects are strongly recommended. Students should be aware of these requirements before making their choice of Year Eleven subjects.
6. Students who contemplate staying until the end of Year Twelve should have a clear idea of the subjects they intend to take over the two-year period. It would not be recommended for students to study the Year Twelve course without having studied the Year Eleven course.
7. In developing a timetable, the subjects offered and the number of classes in a particular subject are primarily dependent upon student selections and then subsequently upon human and capital resources.

**When students make unwise choices in the realms of pathways and courses and then desire to change, difficulties may arise as classes may be full or there may be no other suitable option on the same grid line. It is important, therefore, that students and parents give the most serious consideration to the recommendations made by teachers regarding the subjects that students should study in Years Eleven and Twelve.**

# Secondary Graduation Requirements

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## 1. CERTIFICATION

The Western Australian Certificate of Education (WACE)

**To achieve a Western Australian Certificate of Education, a student must:**

- demonstrate a minimum standard of literacy (reading and writing) and a minimum standard of numeracy, which requires students to have reached Band 8 in Reading, Writing and Numeracy in either year Nine NAPLAN, Year Ten Online Literacy and Numeracy Assessment (OLNA) or in further OLNA opportunities in Year Eleven and Twelve.
- complete a minimum of 20 units over two years.
- complete four or more Year Twelve ATAR courses or complete a Certificate II or higher.
- complete a minimum of ten Year Twelve units.
- complete two Year Eleven English units and one pair of Year Twelve English units.
- study one pair of Year Twelve course units from each List A (arts/languages/social sciences) and List B (mathematics/science/technology)
- achieve fourteen C grades in Year Eleven and Year Twelve. Including at least six C grades in Year Twelve.

Unit equivalence can be obtained through Vocational Education and Training (VET) programmes and/or Endorsed Programmes.

The Western Australian Statement of Student Achievement (WAASA) formally records:

- A statement of literacy and numeracy achieved
- Course results
- VET qualifications
- Endorsed Programmes

## 2. COURSE COMPLETION REQUIREMENTS

Regardless of the course in Year Eleven and Twelve, the following relate to the completion of courses:

- A student must complete all assessment requirements set by the College under the School Curriculum and Standards Authority Assessment Structure. Completion of assessment enables the College to award a grade for the course.
- The College requires students to complete assessments by submission dates as per the College Assessment Policy.
- All assessments must be completed prior to the submission of results to the School Curriculum and Standards Authority. The last day of submission of results is set by the School Curriculum and Standards Authority.

Year Eleven courses are assessed within the College. Assessment is based on semester examinations, tests, in-class work, assignments and practical work. The mix of these and other assessment types depends on the course studied.

The implications of these requirements are that students must hand in all work or sit any assessment, examination or test which is a part of the assessment programme for a course.

### **3. ENDORSED UNITS**

Endorsed Programmes are significant learning programs that have been endorsed by the School Curriculum and Standards Authority for students in Years Ten, Eleven and Twelve. Achievement of Endorsed Programmes can contribute up to 40% of the WACE.

In the Vocational pathway, Year Eleven and Twelve students will complete Workplace Learning placements which will count as Endorsed Programmes.

## University Entrance

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The following requirements must be met by students who are considering applying for university. Further details are available at the TISC website.

### **Achievement of WACE**

Graduating with a WACE is a requirement for entry to university. Meet the requirement for English competence as set out by the universities.

### **ATAR Score (Australian Tertiary Admission Rank). The following points apply to this requirement:**

- All ATAR courses Unit 3 and 4 are eligible for use in determining an ATAR.
- Units 3 and 4 have to be completed in order to derive an ATAR using this particular course. For the requirements of sufficient depth of study, it is advisable that students complete four units of study in the particular course over Year Eleven and Twelve.
- The final course result will come from 50% of the school assessment and 50% from the external examination in that course (WACE examination).
- The ATAR for a particular student will be determined as an aggregation of the student's four best scores. The ATAR is a number from 1 to 100 indicating the student's rank in the state. The combination of the four final results will produce a Tertiary Entrance Aggregate (TEA) out of 430 which is converted to a score out of 100 which is the ATAR.
- Students will need to avoid any pairing of prohibitive courses that the School Curriculum and Standards Authority determines.

### **University Prerequisites**

Some universities will continue to require prerequisites for courses which they offer. More often, universities will recommend the study of certain courses at school prior to entry. It is recommended that you check the relevant university website or the TISC website below.

#### **TISC**

<https://www.tisc.edu.au>

#### **University of Western Australia**

<https://www.uwa.edu.au/study/courses-and-careers/prerequisites-and-recommended-subjects>

#### **Curtin University**

[https://students.connect.curtin.edu.au/app/answers/detail/a\\_id/105/~prerequisites-for-a-course](https://students.connect.curtin.edu.au/app/answers/detail/a_id/105/~prerequisites-for-a-course)



## **Edith Cowan University**

<https://www.ecu.edu.au/degrees/undergraduate>

## **Notre Dame University**

<https://search.nd.edu.au/s/search.html?profile=programs&collection=notre-dame%7Esp-program&f.Study+level%7CprogramsDegreeLevel=Undergraduate>

## **Murdoch University**

<https://www.murdoch.edu.au/study/how-to-apply/entry-requirements>

## **Alternate University Entrance**

In recent years, universities have increasingly recognised the achievement of students involved in Vocational Education programmes. The universities recognise that very high achievement in this learning context demonstrates a commitment to study and developing skills. As such, all universities have forms of alternate entry. St Joseph's College students involved in the Vocational pathway have qualified for university entrance via this pathway when the opportunity for future tertiary study would have been denied through the ATAR pathway. Students should examine these possibilities by studying information available through individual universities and by talking to the Head of VET or Head of Secondary at the College.

## **Alternative Entry**

Curtin University – Portfolio Entry, Enabling courses (e.g. Uniready), TAFE ( or AQF/RTO qualifications (e.g. Certificate IV)

Edith Cowan University – Enabling courses (e.g. Uniprep), Experience based entry scheme, Creative Arts Portfolio entry, TAFE or AQF/RTO qualifications (e.g. Certificate IV)

Murdoch University – Experienced Based Entry, Creative Media Portfolio entry, Enabling courses (e.g. K-Track, OnTrack Flex), TAFE or AQF/RTO qualifications, (e.g. Certificate IV), Murdoch RISE

Notre Dame University – Tertiary enabling programmes (e.g. Tertiary Pathway Preparation, Uni Path), TAFE or AQF/RTO qualifications

## TAFE Entrance

The more demand for a course and/or the more conceptually difficult the course, the higher the prerequisite for entry to TAFE. A student's ability to access direct entry to university is related to their achievement in the ATAR pathway. A student's ability to access TAFE is dependent on grades achieved for courses and can also be determined by other requirements such as:

- Particular courses studied
- Folio work
- Interviews
- Certificate courses completed
- Work experience

If a student is using courses to gain entry into TAFE, the General courses are the appropriate form of study for this. Students should not undertake the study of ATAR courses with the view to entering TAFE. A student applying for a competitive TAFE course is given an entrance score, which is derived from the selection criteria. It will be different for each TAFE course applied for. Selection depends on the student's ranking compared with other applicants, and the number of places being offered in the relevant course.

### ENTRY TO NON-COMPETITIVE COURSES

Applicants for non-competitive courses need to demonstrate minimum literacy and numeracy skills or AQF levels. Requirements from ONE of the columns below need to be met. For example, a school leaver can apply by providing evidence against either the requirements in the 'School leaver' column or in the 'AQF' column.

|                             | School leaver  | Non-school leaver   | AQF**                             |
|-----------------------------|--|---|-----------------------------------|
| Certificate I               | Nil  | Nil   | Nil                               |
| Certificate II              | OLNA* or NAPLAN 9 Band 8   | C Grades in year 10 English and Maths or equivalent                 | Certificate I or Certificate II   |
| Certificate III             | OLNA* or NAPLAN 9 Band 8   | C Grades in year 10 English and Maths or equivalent                 | Certificate I or Certificate II   |
| Certificate IV              | C Grades in year 11 WACE General English, and OLNA* or NAPLAN 9 Band 8 | C Grades in year 11 English and Maths or equivalent                 | Certificate II or Certificate III |
| Diploma or Advanced Diploma | Completion of WACE General or ATAR (minimum C Grades) or equivalent    | Completion of WACE General or ATAR or equivalent (minimum C Grades) | Certificate III                   |

Some courses may specify entrance requirements, such as maths or a folio. Check the course entrance requirements for details.

Some courses require students to commence at a level specified in the training package. Check the training package or full time studies guide for details.

## ENTRY TO COMPETITIVE COURSES

Applicants for competitive courses need to demonstrate minimum literacy and numeracy skills or AQF qualification levels and respond to selection criteria.

Step 1: demonstrate literacy and numeracy skills or AQF qualification level. Requirements from ONE of the columns below needs to be met. For example, a school leaver can apply by providing evidence against either the requirements in the 'School leaver' column or in the 'AQF' column.

|                             | School leaver  | Non-school leaver   | AQF**                             |
|-----------------------------|--|---|-----------------------------------|
| Certificate I               | Nil  | Nil   | Nil                               |
| Certificate II              | OLNA* or NAPLAN 9 Band 8   | C Grades in year 10 English and Maths or equivalent                 | Certificate I or Certificate II   |
| Certificate III             | OLNA* or NAPLAN 9 Band 8   | C Grades in year 10 English and Maths or equivalent                 | Certificate I or Certificate II   |
| Certificate IV              | C Grades in year 11 WACE General English, and OLNA* or NAPLAN 9 Band 8 | C Grades in year 11 English and Maths or equivalent                 | Certificate II or Certificate III |
| Diploma or Advanced Diploma | Completion of WACE General or ATAR (minimum C Grades) or equivalent    | Completion of WACE General or ATAR or equivalent (minimum C Grades) | Certificate III                   |

Some courses may specify entrance requirements, such as maths or a folio. Check the course entrance requirements for details.

Some courses require students to commence at a level specified in the training package. Check the training package or full time studies guide for details.

Step 2: provide evidence against the selection criteria for courses with competitive entry. Applicants who can demonstrate minimum literacy and numeracy skills will be assessed and ranked against the following selection criteria. Offers will be made to applicants with the highest total point scores. Points are awarded to each applicant according to the following areas:

| Selection criteria – maximum 90 points   |  |
|--|--|
| Academic achievement – maximum 60 points   | Work history – maximum 30 points   |
| Derived from the highest points from either: <ul style="list-style-type: none"> <li>secondary education results; or</li> <li>completed AQF qualification.</li> </ul> An overview of the points used to calculate a score for academic achievement is provided in attachment A. | Credit for total hours worked at 0.003 points per hour: <ul style="list-style-type: none"> <li>employment</li> <li>work experience</li> <li>community services/volunteer work</li> </ul> |

### **Academic achievement (maximum 60 points).**

Demonstrated through secondary education results or a completed AQF qualification. If documents for both secondary education and completed AQF qualifications are provided, points will be calculated for both and the higher points used to calculate the score for academic achievement.

*Points awarded for secondary education results.* The score will be generated from the three completed full-year courses that award the highest points.

| Year          | WACE course level | C grade | B grade | A grade |
|---------------|-------------------|---------|---------|---------|
| Year 10       |                   | 6       | 8       | 10      |
| Year 11 or 12 | Foundation        | 6       | 8       | 10      |
| Year 11       | General           | 11      | 12.5    | 14      |
| Year 11       | ATAR              | 14      | 16      | 18      |
| Year 12       | General           | 14      | 15      | 16      |
| Year 12       | ATAR              | 18      | 20      | 20      |

*Points awarded for a completed AQF qualification.* Points are awarded for completed nationally recognised qualifications. If more than one AQF qualification has been completed, the one which awards the highest points score will be used.

|                  |                  | Course applying for |                |                 |                |         |                  |
|------------------|------------------|---------------------|----------------|-----------------|----------------|---------|------------------|
|                  |                  | Certificate I       | Certificate II | Certificate III | Certificate IV | Diploma | Advanced Diploma |
| Course completed | Pathway course   | 60                  | 60             | 60              | 60             | 60      | 60               |
|                  | Degree and above | 60                  | 60             | 60              | 60             | 60      | 60               |
|                  | Advanced diploma | 60                  | 60             | 60              | 60             | 60      | 60               |
|                  | Diploma          | 60                  | 60             | 60              | 60             | 60      | 60               |
|                  | Certificate IV   | 60                  | 60             | 60              | 60             | 50      | 50               |
|                  | Certificate III  | 60                  | 45             | 45              | 45             | 30      | 30               |
|                  | Certificate II   | 60                  | 30             | 30              | 25             | 20      | 20               |
|                  | Certificate I    | 60                  | 20             | 20              | 15             | 10      | 10               |

## TAFE Qualifications

A TAFE course can run from six months to three years depending on the level of certificate or diploma and is a very practical tool with highly relevant application to industry and responsiveness to the employment market.

As the workforce becomes more flexible and adaptable the need for prospective employees to demonstrate both theoretical knowledge and applicable skills will increase. It is not uncommon now to see a cross-over between studying at TAFE and a university. Firstly, students who study at TAFE develop the skills, maturity and foundational knowledge to move to a university course.

TAFE offers different levels of certification as well as diploma studies and associate degrees. The higher the certification and level of study, the more demanding are the skills and knowledge levels. TAFE provides good links between the different levels of qualifications as well as positioning students with higher TAFE qualifications for university consideration.

### **What the different certifications and higher study diplomas mean:**

***Certificate II:*** this provides direct entry to the job market. A student exiting with this level of study has skills related to industry and can undertake positions of employment requiring limited responsibilities.

***Certificate III:*** this certification assists with employment in junior to intermediate levels in areas related to the service industries. Apprenticeships and traineeships relate to this level of certification.

***Certificate IV:*** a more substantial level of knowledge and skills acquisition related to your area or industry. The level of responsibility for others increases with this certification.

***Diploma or Advanced Diploma:*** this level of study prepares you for professional and managerial status.

## Study and Feedback

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### Study in Years Eleven and Twelve

Study in Year Eleven and Twelve should include approximately three hours per night on five to six nights/days. This time should include set homework, assignments and ongoing revision.

It is essential that effective study habits are established quickly in Year Eleven. Support for study skills and organisational structures is available in Years Eleven and Twelve through your home room teacher, Heads of Department, Heads of Pastoral Care or Heads of Secondary.

Students who are undertaking the Vocational pathway are expected to develop and maintain a homework and study programme in line with the above points. The Head of VET assists students with this planning and monitors progress throughout the year.

Students in Year Eleven and Year Twelve must be able to demonstrate independent learning skills right from Week One of Term One. Their programme of learning in each course will move along quite rapidly and build upon knowledge from week to week. Students will also be receiving more homework than in previous years and the quantity of work completed in each lesson will increase. It is assumed that students will have completed their own daily revision of concepts and material learned *in their own time* – this is regarded as ‘study’.

The brain will only recall information if it has the chance to synthesise it. It also recalls information more readily if that information has been presented more than once. The aim of a good study programme is to repeatedly expose the brain to the information, so that recall will be quicker and more comprehensive each time. ‘Study’ is not a technique or activity reserved solely for the night before a test or the week before examinations. Effective study is on-going and regular throughout each school term.

### Study Skills Resources

There are numerous study skills learning programmes available through the educational community and most of these are conducted in school holiday time.

The best resource for study skills is a willing parent! Being able to share the techniques you personally use to keep on top of your daily workload and manage your time will pass on invaluable skills. Being interested in the work your son or daughter is learning at school and asking questions about their day can help even the most reluctant teenager to begin the process of synthesis as they talk about what material was covered in class.

Having trouble remembering the information in a particular course?

- The class teacher should be asked for hints and tips on how to remember the information.
- A weekly tally should be kept of how many 30 minute sessions are actually spent revising that course. If it is a very low total, then perhaps not enough time is spent revising for the information to be remembered.
- The amount of time spend in each session on that course should be increased. A reasonable aim is a total of 2-3 hours per week on each course.
- The Heads of Pastoral Care, Heads of Secondary and/or Heads of Department should be asked for study tips.
- Learning area based tutorials or Homework Club should be attended.

### **Parent Feedback**

Teachers will use numerical scores to record achievement and a grade will be given for all courses at the end of the year. The Semester Two reports for the Year Eleven academic year will indicate the final grade and mark for each course. To maintain a standard across the state and achieve comparability, the grade is confirmed by reference to Grade Descriptions. In Year Twelve a unit mark and grade will be submitted to the School Curriculum and Standards Authority for each course. The school numerical score will then be combined with the external examination result to determine a ranking process to gain an ATAR.

Students undertaking the Vocational pathway in Year Twelve complete Certificate courses and standards to TAFE level. High grades are the key factor in gaining entry to TAFE through this pathway. The Semester One Progress Report for Years Eleven and Twelve students will carry indicative results of the course completed to this point. An indicative grade and mark will be recorded on the report.

## Academic Awards

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### **School Curriculum and Standards Authority Awards**

A number of external awards are presented to school students across the state every year by the School Curriculum and Standards Authority. This section summarises these awards.

Your achievements in Year Eleven and Year Twelve will be used to determine if you are granted an award by the Authority.

Full details regarding exhibitions and awards are available on the Authority website: <https://senior-secondary.scsa.wa.edu.au/certification/exhibitions-and-awards>

#### ***Beazley Medal: WACE***

The Beazley Medal: WACE is awarded for excellence to the eligible student who achieves the top score based on the average of five scaled examination scores in ATAR courses.

#### ***Beazley Medal: VET***

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

#### ***General Exhibition***

Fifty awards are awarded to students who obtain the highest WACE award scores. The WACE award score is based on the average of five scaled examination scores in ATAR courses, with at least two from each of List A and List B.

#### ***Subject Exhibitions (ATAR Courses)***

A Subject Exhibition is awarded to the student obtaining the highest examination mark for each ATAR course, provided that at least 100 candidates sat the examination.

#### ***Certificates of Excellence (ATAR courses)***

Certificates of Excellence are awarded to eligible candidates who are in the top 0.5 per cent of candidates in each ATAR course examination, based on the examination mark.

#### ***VET Exhibitions***

A VET Exhibition may be awarded to the eligible student who has demonstrated the most outstanding performance in an AQF VET Certificate II or higher and in their other course



achievements. The student who is ranked first in the selection process for a VET Certificate of Excellence will be awarded the VET Exhibition in that industry area.

### ***Certificates of Excellence (VET)***

Certificates of Excellence may be awarded to eligible Year Twelve students who complete an AQF VET Certificate II or higher in one of the training package industry areas and who are in the top 0.5 percent of candidates.

### ***Certificate of Merit and Certificate of Distinction***

Certificates of Merit and Distinction recognise student achievement based on the grades awarded to students by their school.

Award winners have their names published in the West Australian in January each year as well as being presented with a special certificate. Students are encouraged to keep this in mind as they set their academic goals.

### **St Joseph's College Awards**

#### ***Dux – ATAR Pathway***

This award is presented to the Year Twelve student who has been determined to be the outstanding ATAR pathway student in the year. It is awarded based on the following considerations:

- Achievement of at least a B grade in Religion and Life
- Have the highest predicted ATAR calculated.

#### ***DUX – Vocational Pathway***

This award is presented to the Year Twelve student who has been determined to be the outstanding Vocational pathway student in the year. It is awarded based on the following considerations:

- Achievement of at least a B grade in Religion and Life
- The best overall performance across three courses based on grades and results
- The level of the nationally recognised VET qualification.

### ***Course Awards***

These are presented to the student achieving the highest school mark in each course.

## Calculating Your ATAR

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This table gives an indication of the minimum Tertiary Entrance Aggregate (TEA) for your four best subjects required to achieve a particular Australian Tertiary Admission Rank (ATAR).

Your TEA is the total of your four best subjects.

### TEA/ATAR Summary Table

*FOR ILLUSTRATION PURPOSES ONLY*

| ATAR  | Minimum TEA for ATAR |
|-------|----------------------|
| 30.00 | 131.0                |
| 40.00 | 152.6                |
| 50.00 | 175.4                |
| 55.00 | 186.4                |
| 60.00 | 199.1                |
| 61.05 | 201.2                |
| 62.00 | 203.5                |
| 63.00 | 205.7                |
| 64.00 | 207.9                |
| 65.00 | 210.2                |
| 66.00 | 212.5                |
| 67.00 | 215.1                |
| 68.00 | 217.4                |
| 69.00 | 219.7                |
| 70.00 | 222.1                |
| 71.00 | 224.5                |
| 72.00 | 226.8                |

| ATAR  | Minimum TEA for ATAR |
|-------|----------------------|
| 73.00 | 229.1                |
| 74.05 | 231.8                |
| 75.00 | 234.3                |
| 76.00 | 236.7                |
| 77.00 | 239.5                |
| 78.00 | 242.0                |
| 79.05 | 244.6                |
| 80.00 | 247.1                |
| 81.00 | 249.7                |
| 82.00 | 252.5                |
| 83.00 | 255.2                |
| 84.00 | 258.6                |
| 85.00 | 261.8                |
| 86.00 | 265.0                |
| 87.00 | 268.7                |
| 88.00 | 272.0                |
| 89.00 | 275.7                |

| ATAR  | Minimum TEA for ATAR |
|-------|----------------------|
| 90.00 | 279.6                |
| 91.00 | 283.8                |
| 92.00 | 288.1                |
| 93.00 | 293.0                |
| 94.00 | 298.4                |
| 95.00 | 304.5                |
| 96.00 | 310.8                |
| 97.00 | 319.1                |
| 98.00 | 329.9                |
| 98.50 | 337.2                |
| 99.00 | 345.6                |
| 99.50 | 360.0                |
| 99.70 | 369.3                |
| 99.90 | 383.4                |
| 99.95 | 390.4                |

## Additional Programmes

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### **COMPULSORY ACTIVITIES**

Apart from the opportunity to study SCSA accredited courses, there is a component of compulsory activity in which all students must participate. These programmes are briefly outlined below. Attendance and involvement in compulsory school activities is noted on the front of a student's academic report. Involvement in these activities can be used by students to assist in their university and TAFE applications.

#### St Joseph's Day

Held in Term One, St Joseph's Day is a celebration of our patron and includes student involvement in the organisation and management of a fundraising stall in collaboration with their home room. The day includes a College Mass and finishes with a whole school 'fete'.

#### House Sports Carnivals

St Joseph's College holds an annual Inter-House Swimming Carnival and Inter-House Athletics Carnival. All students are expected to be present on the day and take part in the activities, either through completion of events, provision of support (cheerleading, positive encouragement) of other house members, or acting as a marshal throughout the day.

#### Faith Based Incursions

As part of the faith formation process of St Joseph's students, an external organisation visits the College each year to run a programme that empowers students to live a life faithful to Gospel values. While not every year level necessarily participates in one of these incursions, Year Eleven is typically an included year level.

#### Year Twelve Retreat

Year Twelve students are required to attend the Year Twelve Retreat. The retreat is designed to offer students the opportunity to reflect on their studies and development so far and create goals and vision for the remainder of their senior schooling. Students travel to the retreat venue and spend several days exploring, developing and learning about what it is to be a Year Twelve and looking to the future as a responsible adult.

## EXTRA OPPORTUNITIES

In addition to the compulsory activities, St Joseph's College offers many opportunities for students to extend their College involvement and gain valuable experience in multiple learning areas.

### Associated and Catholic Colleges (ACC) Competitions

Students are chosen and invited to attend the ACC based on their performance in the Inter House Carnivals. St Joseph's College takes part in both the athletics and swimming carnivals at this level.

### Inter School Debating

St Joseph's College has a vibrant debating team who have successfully competed in the annual Inter School Competition against other local schools. By becoming involved in this activity students are able to develop their critical thinking, planning and oral presentation skills as well as achieve extra C grades towards WACE achievement.

### Holy Family Youth Ministry

The Holy Family Parish Youth Ministry meets on a regular basis for discussion and networking amongst the youth of our Parish. Camps are held throughout the year and once a month the Youth Ministry provides the music for Mass. This programme is currently managed by our College Chaplain – Father Joel Villanueva, OSJ and Ms Simone Meuzelaar.

### Catholic Performing Arts Festival

The St Joseph's College Secondary School Choir will participate in the Catholic Performing Arts Festival for the first time in 2024. It is envisioned that the College will continue to be a part of the event in an annual capacity.

## Students with Special Needs

Although students with special needs are assessed according to how they meet the criteria of the course, appropriate opportunities to demonstrate achievement of course objectives will be provided for them within the scope of the school's existing facilities.

Specific adjustments, including but not limited to provision of a scribe, extra time, rest breaks, and use of a computer) in test or exams will be granted to those students who have medical or psychometric testing which indicates that they fit the established criteria of the SCSA for special conditions in external examinations.

Existence of such conditions should be declared to the Head of Learning Support or Heads of Secondary as soon as they become known and must be advised in good time for the first set of examinations in any year. Documentation is required for student adjustments to be recognised by SCSA. Student adjustments may not be granted at St Joseph's College if documentation is not provided.

### Long Term Illness

A student with a long-term illness will be given special consideration according to the St Joseph's College Assessment Policy of the prevailing circumstances.

### Prolonged Absences

In the event of a prolonged absence due to illness or disability, allowances can be made for both ATAR and General courses. Special arrangements concerning assignments and tests can be made through the Head of Secondary and subject teachers. These arrangements may vary according to the circumstances.

### Changing Courses

**The last day for changing subjects in Year Eleven and Year Twelve is usually the second week in March but may be earlier for some courses. This date is guided by SCSA.**

Students taking up a course after it is well underway will be examined on the whole course in the same way as other students. Students who have not submitted assessment tasks because of late commencement resulting from a transfer from one school to another or a change of course, will, where possible, be provided with an opportunity to demonstrate achievement of course objectives for the section of work they have missed. Unfortunately, in some aspects of a course, this is not always possible.

## Important Dates in Year Eleven and Year Twelve

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Year Eleven and Twelve should be viewed as a combined time period for a student's completion of senior secondary school. There are some key dates that need to be planned for in order to gain the maximum benefit from this time. Please place these dates in your calendar now and do not plan family holidays, absences or other important events during these times.

### Year Eleven: 2025 likely dates

|  |                              |
|--|------------------------------|
| <b>College Ball</b>                                      | Early Term One               |
| <b>Combined Universities presentation</b>                | Early Term One               |
| <b>Year Eleven Semester One Examinations</b>             | Week Seven, Term Two         |
| <b>Year Eleven ADWPL (work experience)</b>               | Week Six and Seven, Term Two |
| <b>TISC presentation</b>                                 | To be advised                |
| <b>Year Eleven Semester Two Examinations &amp; ADWPL</b> | Week Six, Term Four          |

### Year Twelve: 2025 likely dates

|  |  |
|--|--|
| <b>College Ball</b>                                  | Early Term One   |
| <b>Combined Universities presentation</b>            | Early Term One   |
| <b>University Accommodation Applications</b>         | Dependent on accommodation requirements. You are encouraged to start investigating options as early as April |
| <b>Year Twelve Semester One Examinations</b>         | Week Six, Term Two   |
| <b>Year Twelve ADWPL (work experience)</b>           | Week Six and Seven, Term Two   |
| <b>Year Twelve Retreat</b>                           | To be advised  |
| <b>TISC presentation</b>                             | To be advised  |
| <b>University Early Offer Programme Applications</b> | From July  |
| <b>UCAT Assessment (for Medicine bound students)</b> | From July  |
| <b>University Applications General</b>               | August to September  |
| <b>University Scholarship Applications</b>           | Dependent on university and scholarship. Usually from October  |
| <b>Year Twelve Semester Two Examinations</b>         | Second week of the October holidays  |
| <b>ADWPL</b>   | Week Ten, Term Three   |
| <b>Year Twelve TISC Presentation</b>                 | Early Term Three   |
| <b>Year Twelve WACE Practical Examinations</b>       | Late September to early October (Saturday, Sunday and the public holiday included)                           |
| <b>Graduation Mass</b>                               | Week Two, Term Four  |
| <b>Presentation Night</b>                            | Week Three, Term Four  |
| <b>Year Twelve WACE Examinations</b>                 | November   |
| <b>STAT English Test (if required)</b>               | January of following year  |

## Course Information

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The following is a list of those courses being offered by St Joseph's College for Year Eleven in 2025 which are accredited by SCSA. As such, they count towards the WACE and for either university or TAFE admission. **A reminder that courses will only run if there is sufficient interest and that the College has the resources to run them.**

In 2024 students in Year Eleven will be able to choose a combination of ATAR, non-ATAR, Endorsed Programmes and Certificate courses. However, **final timetables will be dependent on scheduling and availability.**

When completing Subject Selection Forms all students must choose:

- a Religion and Life course
- an English course
- a Mathematics course

Some students may be required to complete the Workplace Learning Endorsed Programme if required by their Certificate course.

# St Joseph's College Courses 2025

## List A (Arts/English/Languages/Humanities and Social Sciences)

| Year Eleven, 2026   | Year Twelve, 2026                         |
|---|---|
| <b>Compulsory</b>   |   |
| <b>Religion and Life<br/>ATAR Unit 1 &amp; 2</b>          | Religion and Life<br>ATAR Unit 3 & 4      |
| <b>Religion and Life<br/>General Unit 1 &amp; 2</b>       | Religion and Life<br>General Unit 3 & 4   |
| <b>Literature<br/>ATAR Unit 1 &amp; 2</b>                 | Literature<br>ATAR Unit 3 & 4             |
| <b>English<br/>ATAR Unit 1 &amp; 2</b>                    | English<br>ATAR Unit 3 & 4                |
| <b>English<br/>General Unit 1 &amp; 2</b>                 | English<br>General Unit 3 & 4             |
| <b>Other Course Selections (List A)</b>                   |   |
| <b>Career &amp; Enterprise<br/>General Unit 1 &amp; 2</b> | Career & Enterprise<br>General Unit 3 & 4 |
| <b>Modern History<br/>ATAR Unit 1 &amp; 2</b>             | Modern History<br>ATAR Unit 3 & 4         |

## List B (Mathematics/Science/Technology)

| Year Eleven, 2025   | Year Twelve, 2026                             |
|---|---|
| <b>Other Course Selections (List B)</b>                   |   |
| <b>Biology<br/>ATAR Unit 1 &amp; 2</b>                    | Biology<br>ATAR Unit 3 & 4                    |
| <b>Chemistry<br/>ATAR Unit 1 &amp; 2</b>                  | Chemistry<br>ATAR Unit 3 & 4                  |
| <b>Human Biology<br/>ATAR Unit 1 &amp; 2</b>              | Human Biology<br>ATAR Unit 3 & 4              |
| <b>Physics<br/>ATAR Unit 1 &amp; 2</b>                    | Physics<br>ATAR Unit 3 & 4                    |
| <b>Mathematics Specialist<br/>ATAR Unit 1 &amp; 2</b>     | Mathematics Specialist<br>ATAR Unit 3 & 4     |
| <b>Mathematics Methods<br/>ATAR Unit 1 &amp; 2</b>        | Mathematics Methods<br>ATAR Unit 3 & 4        |
| <b>Mathematics Applications<br/>ATAR Unit 1 &amp; 2</b>   | Mathematics Applications<br>ATAR Unit 3 & 4   |
| <b>Mathematics Essential<br/>General Unit 1 &amp; 2</b>   | Mathematics Essential<br>General Unit 3 & 4   |
| <b>Physical Education Studies<br/>ATAR Unit 1 &amp; 2</b> | Physical Education Studies<br>ATAR Unit 3 & 4 |

If your child has a specific interest in a WACE course that is not offered above please speak to the Head of Secondary for further options.

Students who have not yet passed the OLNA may be automatically placed in a General or Foundation course in Religion and Life, English and/or Mathematics.

Whether a Year Twelve student chooses one or six ATAR courses, the Western Australian ATAR Examination must be completed at the end of the year. Failure to do so will result in no grade/mark for the entire course.

St Joseph's College offers students a study line in Year Twelve under the following conditions:

- ATAR Religion and Life is a subject studied in both Years Eleven and Twelve
- At least five ATAR courses are studied in Year Eleven and five ATAR courses are studied in Year Twelve



## ATAR Courses

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The ATAR course with the prerequisite Year Ten course and grades are listed below.

| ATAR COURSES               | LIST | YEAR TEN PREREQUISITE   | YEAR TEN GRADE   |
|----------------------------|------|---|------------------|
| Biology                    | B    | Science Principles<br>Biological Sciences Strand  | C<br>B           |
| Chemistry                  | B    | Science Principles<br>Chemical Sciences Strand<br>Mathematics Principles<br>Mathematics General | B<br>B<br>C<br>B |
| English                    | A    | English Principles<br>English General   | C<br>B           |
| Literature                 | A    | English Principles  | B                |
| Human Biology              | B    | Science Principles<br>Biological Science Strand   | C<br>B           |
| Mathematics Applications   | B    | Mathematics Principles<br>Mathematics General   | C<br>B           |
| Mathematics Methods        | B    | Mathematics Principles  | B                |
| Mathematics Specialist     | B    | Mathematics Principles  | A                |
| Modern History             | A    | HaSS<br>English Principles  | B<br>B           |
| Physical Education Studies | B    | Science Principles<br>Health Education<br>Physical Education                                    | B<br>B<br>B      |
| Physics                    | B    | Science Principles<br>Physical Sciences Strand<br>Mathematics Principles<br>Mathematics General | B<br>B<br>B<br>A |
| Religion and Life          | A    | Religious Education   | B                |

## Endorsed Programmes

| Year Eleven, 2025                          | Year Twelve, 2026                          |
|--|--|
| Workplace Learning<br>Work Placement 1 & 2 | Workplace Learning<br>Work Placement 3 & 4 |

**All students undertaking a Certificate Course MUST enrol in Workplace Learning.**

## VET Certificates

|  |
|--|
| <b>Certificate II in Workplace Skills</b>                                      |
| <b>Certificate III in Business</b>   |
| <b>Certificate II in Construction (Pathways-Trade)</b>                         |
| <b>Certificate II in Engineering (Pathways)</b>                                |
| <b>Certificate II in Outdoor Recreation/ Certificate II in Sports Coaching</b> |
| <b>Certificate II in Visual Arts</b>   |
| <b>Certificate II in Music Industry</b>  |
| <b>Certificate III in Music Industry</b>                                       |

The previously offered **Certificate II in Applied Fashion Technology** will not run in 2025. In its place will be **Materials Design & Technology (Textiles) General**. Details of this course are on the final page of the handbook.

Due to the practical nature of a certificate course it is typical for the average student to take two to three years to complete one certificate.

*If your child has an individual interest in an industry/certificate that is not listed above, please speak to the Head of VET regarding possible options. For example; childcare, tourism and digital technology. Other options may be available to accommodate your child's interest.*

**Please note that the availability of these subjects is determined by the number of students electing to do them. Insufficient numbers may mean that some subjects will not run. Availability may also be affected by staff and other resources.**

## Profile TAFE Certificates 2025

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All Profile certificates are delivered at Southern Regional TAFE, Albany Campus.

To access a Profile course the student must complete an application process with the Head of VET. All Profile courses are classified as competitive entry. This means that students will undergo an interview with Southern Regional TAFE.

### RECOMMENDED BACKGROUND

- minimum Year Ten completion with a C grade average across Mathematics and English.

# **WACE COURSE DETAILED INFORMATION**

## RELIGION AND LIFE ATAR

### Overview

This subject is suitable for students who are university bound. Students will sit external examinations when they have completed Units 3 and 4 and may use this as part of their Tertiary Entrance Aggregate (TEA).

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

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

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

### Year Eleven

#### Unit 1

The focus of this unit is the place of religion in society. It examines the responses of people to religion, in particular how people understand the response of religion to their concerns, needs and questions.

#### Unit 2

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

### Year Twelve

#### Unit 3

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

#### Unit 4

The focus for this unit is the interplay between religion and life. Students explore how religion responds to, and interacts with, issues that arise within society.

### Prerequisites

**Year Eleven:** attain a minimum B grade in the Year Ten English Principles and a minimum B grade in Year Ten Religious Education.

**Year Twelve:** attain a minimum C grade in Religion and Life ATAR Unit 1 and 2.

## RELIGION AND LIFE GENERAL

### Overview

This subject is suitable for students who are VET Pathway bound.

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

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

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

### Year Eleven

#### Unit 1

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

#### Unit 2

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

### Year Twelve

#### Unit 3

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

#### Unit 4

The focus of this unit is religious identity. It examines in more detail the influence of religion on people and how religious people interact with society. Students conduct research and consolidate the skills required for processing information and communicating findings about religion and life.

### Prerequisites

There are no prerequisites for either the Year Eleven or Year Twelve units.

# ENGLISH ATAR

## Overview

This subject is suitable for students who are university bound. Students will sit external examinations when they have completed Units 3 and 4 and may use this as part of their Tertiary Entrance Aggregate.

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

Students refine their skills across all language modes by engaging critically and creatively with texts. They learn to speak and write fluently in a range of contexts and to create a range of text forms. They hone their oral communication skills through discussion, debate and argument, in a range of formal and informal situations.

The English ATAR course focuses on developing students' analytical, creative, and critical thinking and communication skills in all language modes. It encourages students to critically engage with texts from their contemporary world, with texts from the past and with texts from Australian and other cultures.

## Year Eleven

### Unit 1

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

### Unit 2

Students analyse the representation of ideas, attitudes and voices in texts to consider how texts represent the world and human experience. Analysis of how language and structural choices shape perspectives in and for a range of contexts is central to this unit.

## Year Twelve

### Unit 3

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

### Unit 4

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

## Prerequisites

**Year Eleven:** attain a minimum C grade in Year Ten English Principles or a minimum B grade in English General.

**Year Twelve:** attain a minimum C grade in English ATAR Unit 1 and 2.

## LITERATURE ATAR

**Overview**

This subject is suitable for students who are university bound. Students will sit external examinations when they have completed Units 3 and 4 and may use this as part of their Tertiary Entrance Aggregate.

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 enjoy and 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.

The key difference between ATAR English and Literature is the depth of analysis, and a narrower focus of text types in Literature.

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.

**Year Eleven****Unit 1**

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

**Unit 2**

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

**Year Twelve****Unit 3**

Unit 3 develops students' knowledge and understanding of the relationship between language, culture and identity in literary texts. Students inquire into the power of language to represent ideas, events and people, comparing these across a range of texts, contexts, modes and forms. Through critical analysis and evaluation, the values and attitudes represented in and through texts and their impact on the reader are examined. Throughout the unit, students create analytical responses that are characterised by a confident, engaging style and informed observation.

**Unit 4**

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

**Prerequisites**

**Year Eleven:** attain a minimum B grade in Year Ten English Principles.

**Year Twelve:** attain a minimum C grade in English ATAR Unit 1 and 2.



## ENGLISH GENERAL

### Overview

This subject is suitable for students who are VET Pathway bound.

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.

Students comprehend, analyse, interpret and evaluate the content, structure and style of a wide variety of oral, written, multimodal, digital and media texts. Students learn how the interaction of structure, language, audience and context helps to shape how the audience makes meaning. Both independently and collaboratively, they apply their knowledge to create analytical, imaginative, interpretive and persuasive texts in different modes and media.

The English General course is designed to provide students with the skills that will empower them to succeed in a wide range of post-secondary pathways.

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.

### Year Eleven

#### Unit 1

Focuses on students comprehending and reporting to the ideas and information presented in texts.

#### Unit 2

Focuses on interpreting ideas and arguments in a range of texts and contexts.

### Year Twelve

#### Unit 3

Focuses on exploring different perspectives presented in a range of texts and contexts.

#### Unit 4

Focuses on community, local or global issues and ideas presented in texts and on developing students.

### Prerequisites

It is essential that students have demonstrated the Literacy requirement for Graduation. This standard is determined by the successful completion of the Online Literacy and Numeracy Assessment (OLNA).

## MODERN HISTORY ATAR

**Overview**

This subject is suitable for students who are university bound. Students will sit external examinations when they have completed Units 3 and 4 and may use this as part of their Tertiary Entrance Aggregate. Studying the Modern History ATAR course enables students to become critical thinkers and helps inform their judgements and actions in a rapidly changing world. Students are exposed to a variety of historical sources, including government papers, extracts from newspapers, letters, diaries, photographs, cartoons, paintings, graphs and secondary sources, in order to determine the cause and effect, and the motives and forces influencing people and events. Through the process of historical inquiry, students are encouraged to question and evaluate historical sources; identify various representations and versions of history; use evidence to formulate and support their own interpretations; and communicate their findings in a variety of ways.

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.

**Year Eleven****Unit 1**

This unit provides an introduction to significant developments in the modern period that have defined the modern world, and the ideas that underpinned them, such as liberty, equality and fraternity.

**Unit 2**

This unit examines significant movements developed in response to the ideas studied in Unit 1 that brought about change in the modern world and that have been subject to political debate. The unit focuses on the ways in which individuals, groups and institutions challenge authority and transform society.

**Year Twelve****Unit 3**

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

**Unit 4**

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

**Prerequisites**

**Year Eleven:** attain a minimum B grade in Year Ten Humanities and a minimum B grade in Year Ten English Principles.

**Year Twelve:** attain a minimum C grade in Modern History ATAR Unit 1 and 2.

# PHYSICAL EDUCATION STUDIES ATAR

## Overview

This subject is suitable for students who are university bound.

Students will sit external examinations when they have completed Units 3 and 4 and may use this as part of their Tertiary Entrance Aggregate.

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

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

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

## Year Eleven

### 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.

## Year Twelve

### 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.

## Prerequisites

**Year Eleven:** attain a minimum B grade in Year Ten Science Principles. In addition, students must attain a minimum B grade in Year Ten Health Education and a minimum B grade in Year Ten Physical Education.

**Year Twelve:** attain a minimum C grade in Physical Education ATAR Unit 1 and 2.

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|  | <p><b>Overview</b></p> <p>This subject is suitable for students considering either an ATAR or VET Pathway in Year Eleven and Year Twelve.</p> <p>The Career and Enterprise General course engages students in learning about developing their career in a constantly changing digital and globalised world. Careers are now considered to be about work, learning and life. Individuals need to be proactive, enterprising career managers who engage in lifelong learning.</p> <p>Workplaces have different structures which impact on their practices and processes and how they operate. Each workplace is unique and its organisation governs workplace settings and patterns of work.</p> | <p>The Career and Enterprise General course aims to provide students with the knowledge, skills and understanding to enable them to be enterprising and to proactively manage their own careers.</p> <p>The course reflects the importance of career development knowledge, understanding and skills in securing, creating and sustaining work. Work, including unpaid voluntary work, is fundamentally important in defining the way we live, relate to others and in determining the opportunities we have throughout life. The world of work is complex and constantly changing. The course recognises that work both reflects and shapes the culture and values of our society.</p> <p><b>Year Eleven</b></p> <p><b>Unit 1</b></p> <p>This unit enables students to increase their knowledge of work and career choices and identify a network of people and organisations that can help with school to work transitions.</p> <p><b>Unit 2</b></p> <p>This unit explores the attributes and skills necessary for employment and provides students with the opportunity to identify their personal strengths and interests and the impact of these on career development opportunities and decisions.</p> <p><b>Year Twelve</b></p> <p><b>Unit 3</b></p> <p>This unit is about adopting a proactive approach to securing and maintaining work and it involves self-management, using work search tools and techniques, developing career competencies and accessing learning opportunities.</p> <p><b>Unit 4</b></p> <p>This unit explores issues associated with career management, workplaces and influences and trends in times of change. Change can be analysed and the information used to inform strategies associated with self-management, career building and personal and professional learning experiences.</p> <p><b>Prerequisites</b></p> <p>There are no prerequisites for this course.</p> |
|--|--|---|

## MATHEMATICS SPECIALIST

### Overview

This subject is suitable for students who are university bound.

Students will sit external examinations when they have completed Units 3 and 4 and may use this as part of their Tertiary Entrance Aggregate.

Mathematics Specialist is the only ATAR

Mathematics course that should not be taken as a stand-alone course. It is recommended to be studied in conjunction with the Mathematics Methods ATAR course, as preparation for entry into specialised university courses such as Engineering, Physical Sciences and Mathematics.

This course will appeal to passionate mathematicians who wish to develop their skills even further.

The Mathematics Specialist ATAR course provides opportunities, beyond those presented in the Mathematics Methods ATAR course, to develop rigorous mathematical arguments and proofs and to use mathematical and statistical models more extensively.

### Year Eleven

#### Unit 1

Contains three topics: Combinatorics, Vectors in the plane, and Geometry that complement the content of the Mathematical Methods ATAR course. The three topics considerably broaden students' mathematical experience and therefore begin an awakening to the breadth and utility of the course.

#### Unit 2

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

### Year Twelve

#### Unit 3

Contains three topics: Complex numbers, Functions and sketching graphs and Vectors in three dimensions. Three-dimensional vectors are studied and vector equations and vector calculus are introduced, with the latter extending students' knowledge of calculus from the Mathematics Methods ATAR course.

#### Unit 4

Contains three topics: Integration and applications of integration, Rates of change and differential equations and Statistical inference. The study of differentiation and integration of functions continues, and the calculus techniques developed in this and previous topics are applied to simple differential equations, in particular in biology and kinematics. These topics demonstrate the real-world applications of the mathematics learned throughout the Mathematics Specialist ATAR course.

### Prerequisites

It is essential that students attain minimum A grade in Year Ten Mathematics Principles.

Year Twelve: attain a minimum C grade in Mathematics Specialist Unit 1 and 2.

*The CAS calculator is used throughout this course.*

# MATHEMATICS METHODS

## Overview

This subject is suitable for students who are university bound.

Students will sit external examinations when they have completed Units 3 and 4 and may use this as part of their Tertiary Entrance Aggregate.

This course focuses on the use of calculus and statistical analysis. 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.

This course will appeal to the more able mathematical student and one who is confident with algebra.

Mathematics Methods is an ATAR course which focuses on the use of calculus and statistical analysis.

## Year Eleven

### 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.

### 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, geometrically, and algebraically.

## Year Twelve

### Unit 3

The study of calculus continues by introducing the derivatives of exponential and trigonometric functions and their applications, as well as some basic differentiation techniques and the concept of a second derivative, its meaning and applications. The aim is to demonstrate to students the beauty and power of calculus and the breadth of its applications. The unit includes integration, both as a process that reverses differentiation and as a way of calculating areas.

### Unit 4

The logarithmic function and its derivative are studied. Continuous random variables are introduced and their applications examined. Probabilities associated with continuous distributions are calculated using definite integrals. Students are introduced to statistical inference.

## Prerequisites

**Year Eleven:** attain a minimum B grade in Year Ten Mathematics Principles.

**Year Twelve:** attain a minimum C grade in Mathematics Methods Unit 1 and 2.

*The CAS calculator is used throughout this course.*

# MATHEMATICS APPLICATIONS

## Overview

This subject is suitable for students who are university bound.

Students will sit external examinations when they have completed Units 3 and 4 and may use this as part of their Tertiary Entrance Aggregate.

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

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

Mathematics Applications is an ATAR course which focuses on the use of mathematics to solve problems in contexts that involve financial modelling, geometric and trigonometric analysis, graphical and network analysis, and growth and decay in sequences.

## Year Eleven

### Unit 1

'Consumer arithmetic' reviews the concepts of rate and percentage change in the context of earning and managing money. 'Algebra and matrices' and 'shape and measurement' continues the knowledge and skills students developed in the Year 7–10 curriculum.

### Unit 2

'Univariate data analysis and the statistical investigation process' develop students' ability to organise and summarise univariate data. 'Applications of trigonometry' extends students' knowledge of trigonometry to solve practical problems involving non-right-angled triangles in both two and three dimensions. 'Linear equations and their graphs' uses linear equations and straight-line graphs to model and analyse practical situations.

## Year Twelve

### Unit 3

'Bivariate data analysis' introduces students to methods for identifying, analysing and describing associations between pairs of variables. 'Growth and decay in sequences' employs recursion to generate sequences that can be used to model and investigate patterns of growth and decay in discrete situations. 'Graphs and networks' introduces students to the language of graphs and the way in which graphs can be used to analyse everyday situations.

### Unit 4

'Time series analysis' continues students' study of statistics. 'Loans, investments and annuities' aims to provide students with sufficient knowledge of financial mathematics to solve practical problems. 'Networks and decision mathematics' uses networks to model and aid decision making in practical situations.

## Prerequisites

**Year Eleven:** attain a minimum C grade in Year Ten Mathematics Principles or minimum B grade in Year Ten Mathematics General.

**Year Twelve:** attain a minimum C grade in Mathematics Applications Unit 1 and 2.

*The CAS calculator is used throughout this course.*

## MATHEMATICS ESSENTIAL

### Overview

This subject is suitable for students who are VET Pathway bound.

Mathematics Essential is a General 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 Mathematics Essential General course focuses on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives. It provides students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning and community settings.

### Year Eleven

#### Unit 1

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

#### Unit 2

This unit provides students with the mathematical skills and understanding to solve problems related to representing and comparing data, percentages, rates and ratios and time and motion. Students further develop the use of the mathematical thinking process and apply the statistical investigation process.

### Year Twelve

#### Unit 3

This unit provides students with the mathematical skills and understanding to solve problems related to measurement, scales, plans and models, drawing and interpreting graphs and data collection. Students use the mathematical thinking process and apply the statistical investigation process.

#### Unit 4

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

Students interested in studying an electrical trade are advised to complete this mathematics course, providing the pre-requisites can be met.

### Prerequisites

It is essential that students have demonstrated the Numeracy requirement for Graduation. This standard is determined by the successful completion of the Online Literacy and Numeracy Assessment (OLNA).



# BIOLOGY ATAR

## Overview

This subject is suitable for students who are university bound.

Students will sit external examinations when they have completed Units 3 and 4 and may use this as part of their Tertiary Entrance Aggregate.

This course is highly recommended for students who:

1. wish to follow a career in areas such as Medicine, Botany, Zoology, Physiology, Biochemistry, Genetics, Microbiology, Agriculture, Psychology, Environmental Sciences, Anthropology, Law, Geology, Marine Biology and Biotechnology.
2. Have a strong academic background in Year Ten and do not have specific career goals at present, but might choose to do Nursing, Journalism, Politics, Sociology, Education, or join the Armed Forces. In these careers, Biological Sciences provides a broad background to many issues of public concern, such as the application of techniques being developed in the area of reproductive and molecular biology, pollution and destruction of the ozone layer, the greenhouse effect, environmental management and conservation.

Biology is the study of the fascinating diversity of life as it has evolved and as it interacts and functions. Investigation of biological systems and their interactions, from cellular processes to ecosystem dynamics, has led to biological knowledge and understanding that enable us to explore and explain everyday observations, find solutions to biological issues, and understand the processes of biological continuity and change over time.

This course explores ways in which scientists work collaboratively and individually in a range of integrated fields to increase understanding of an ever-expanding body of biological knowledge.

## Year Eleven

### Unit 1

Students analyse abiotic and biotic ecosystem components and their interactions, using classification systems for data collection, comparison and evaluation.

### Unit 2

Students investigate the interdependent components of the cell system and the multiple interacting systems in multicellular organisms.

## Year Twelve

### Unit 3

Students investigate mechanisms of heredity and the ways in which inheritance patterns can be explained, modelled and predicted; they connect these patterns to population dynamics and apply the theory of evolution by natural selection in order to examine changes in populations.

### Unit 4

Students investigate system change and continuity in response to changing external conditions and pathogens; they investigate homeostasis and the transmission and impact of infectious disease; and they consider the factors that encourage or reduce the spread of infectious disease at the population level.

## Prerequisites

**Year Eleven:** attain a minimum C grade in Year Ten Science Principles with a minimum B grade in the Biological Science strand, as well as a minimum C grade in Year Ten English Principles or B grade in Year Ten English General.

**Year Twelve:** attain a minimum C grade in Biology ATAR Unit 1 and 2.

## CHEMISTRY ATAR

**Overview**

This subject is suitable for students who are university bound. Students will sit external examinations when they have completed Units 3 and 4 and may use this as part of their Tertiary Entrance Aggregate.

Studying Chemistry provides students with a suite of skills and understandings that are valuable to a wide range of further study pathways and careers. An understanding of chemistry is relevant to a range of careers, including those in forensic science, environmental science, engineering, medicine, dentistry, pharmacy and sports science. Additionally, chemistry knowledge is valuable in occupations that rely on an understanding of materials and their interactions, such as art, winemaking, agriculture and food technology. Some students will use this course as a foundation to pursue further studies in chemistry, and all students will become more informed citizens, able to use chemical knowledge to inform evidence-based decision making and engage critically with contemporary scientific issues.

Chemistry is the study of materials and substances and the transformations they undergo through interactions and the transfer of energy. Chemists can use an understanding of chemical structures and processes to adapt, control and manipulate systems to meet particular economic, environmental and social needs.

**Year Eleven****Unit 1**

Students use models of atomic structure and bonding to explain the macroscopic properties of materials. Students develop their understanding of the energy changes associated with chemical reactions and the use of chemical equations to calculate the masses of substances involved in chemical reactions.

**Unit 2**

Students 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. Students investigate the unique properties of water and the properties of acids and bases and use chemical equations to calculate the concentrations and volumes of solutions involved in chemical reactions.

**Year Twelve****Unit 3**

Students investigate the concept of reversibility of reactions and the dynamic nature of equilibrium in chemical systems; contemporary models of acid-base behaviour that explain their properties and uses; and the principles of oxidation and reduction reactions, including the generation of electricity from electrochemical cells.

**Unit 4**

Students develop their understanding of the relationship between the structure, properties and chemical reactions of different organic functional groups. Students also investigate the process of chemical synthesis to form useful substances and products and the need to consider a range of factors in the design of these processes.

**Prerequisites**

**Year Eleven:** attain a minimum B grade in Year Ten Science Principles with a minimum B grade in the Chemical Sciences strand. A minimum C grade in Year Ten Mathematics Principles or minimum B grade in Mathematics General, as well as a minimum C grade in Year Ten English Principles or B grade in Year Ten English General.  
**Year Twelve:** attain a minimum C grade in Chemistry ATAR Unit 1 and 2.

# HUMAN BIOLOGY ATAR

## Overview

This subject is suitable for students who are university bound.

Students will sit external examinations when they have completed Units 3 and 4 and may use this as part of their Tertiary Entrance Aggregate.

Human Biology provides opportunities to develop competence in the process and manipulative skills of science.

Designing and carrying out controlled experiments, collecting and interpreting are all included in the practical work.

An understanding of Human Biology is valuable for a variety of career paths. The course content deals directly and indirectly with many different occupations in fields, such as science education, medical and paramedical fields, food and hospitality, childcare, sport and social work. Appreciation of the range and scope of such professions broadens their horizons and enables them to make informed choices. This helps to prepare all students, regardless of their background or career aspirations, to take their place as responsible citizens in society.

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

## Year Eleven

### Unit 1

Students analyse how the structure and function of body systems, and the interrelationships between systems, support metabolism and body functioning.

### Unit 2

Students study the reproductive systems of males and females, the mechanisms of transmission of genetic material from generation to generation, and the effects of the environment on gene expression.

## Year Twelve

### Unit 3

This unit explores the nervous and endocrine systems and the mechanisms that help maintain the systems of the body to function within normal range, and the body's immune responses to invading pathogens.

### Unit 4

This unit explores the variations in humans, their changing environment and evolutionary trends in homonoids.

## Prerequisites

**Year Eleven:** attain a minimum C grade in Year Ten Science Principles with a minimum B grade in the Biological Sciences strand, as well as a minimum C grade in Year Ten English Principles or B grade in Year Ten English General.

**Year Twelve:** attain a minimum C grade in Human Biology ATAR Unit 1 and 2.

# PHYSICS ATAR

## Overview

This subject is suitable for students who are university bound. Students will sit external examinations when they have completed Units 3 and 4 and may use this as part of their Tertiary Entrance Aggregate.

Studying senior secondary science provides students with a suite of skills and understandings that are valuable to a wide range of further study pathways and careers. Studying physics will enable students to become citizens who are better informed about the world around them and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues. The Physics ATAR course will also provide a foundation in physics knowledge, understanding and skills for those students who wish to pursue tertiary study in science, engineering, medicine and technology.

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

## Year Eleven

### Unit 1

Students investigate energy production by considering heating processes, radioactivity and nuclear reactions, and investigate energy transfer and transformation in electrical circuits.

### Unit 2

Students describe, explain and predict linear motion, and investigate the application of wave models to sound phenomena.

## Year Twelve

### Unit 3

Students investigate models of motion in gravitational, electric and magnetic fields to explain how forces act at a distance.

### Unit 4

Students use the theory of electromagnetism to explain the production and propagation of electromagnetic waves and investigate how shortcomings in existing theories led to the development of the quantum theory of light and matter, the Special Theory of Relativity, and the Standard Model of Particle Physics.

## Prerequisites

**Year Eleven:** attain an overall minimum B grade in the Year Ten Science Principles with a minimum B grade in the Physical Sciences strand. In addition, students must attain a minimum B grade in Year Ten Mathematics Principles or minimum A grade in Mathematics General, as well as a minimum C grade in Year Ten English Principles or B grade in Year Ten English General.

**Year Twelve:** attain a minimum C grade in Physics ATAR Unit 1 and 2.

# **CERTIFICATE COURSE DETAILED INFORMATION**

## BSB20115 CERTIFICATE II IN WORKPLACE SKILLS

### Overview

This qualification reflects the role of individuals in a variety of junior administrative positions who perform a range of mainly routine tasks using limited practical skills and fundamental operational knowledge in a defined context. Individuals in these roles generally work under direct supervision.

### Job roles

- Administration Assistant
- Clerical Worker
- Data Entry Operator
- Information Desk Clerk
- Office Junior
- Receptionist

This course is offered in partnership via auspicing with registered organisation: iVet RTO Number 40548.

Students complete ten (10) Units of Competency to achieve the qualifications: BSB20120 Certificate II in Workplace Skills.

This certificate allows students to gain a broad range of core work skills that may be applied in various work environments. The dual pathway certificate is an excellent course for any student.

**Students are able to complete this certificate within one year.**

### CERTIFICATE II WORKPLACE SKILLS UNITS OF COMPETENCY:

|           |   |
|-----------|---|
| BSBPEF101 | Plan and prepare for work readiness                           |
| BSBPEF201 | Support personal wellbeing in the workplace                   |
| BSBCMM211 | Apply communication skills                                    |
| BSBTEC202 | Use Digital Technologies to communicate in a work environment |
| BSBSUS211 | Participate in sustainable work practices                     |
| BSBWHS211 | Contribute to the health and safety of self and others        |
| BSBOPS201 | Work effectively in business environments                     |
| BSBTEC201 | Use business software applications                            |
| BSBTEC303 | Create electronic presentations                               |
| BSBPEF202 | Plan and apply time management                                |

This certificate course is highly recommended for students considering entering small business and entrepreneurship as a future pathway.

The completion of this course will provide two C grades towards Year Eleven and two C grades towards Year Twelve Western Australian Certificate of Education (WACE) achievement.

### Prerequisites

There are no prerequisites for this course.

**\*\* It is not compulsory, but advised, that if students wish to study the Certificate III in Business in Years Eleven and Twelve, taking this course of work is recommended.**

## BSB30120 CERTIFICATE III IN BUSINESS

**Overview**  
 This qualification reflects the varied roles of individuals across different industry sectors who apply a broad range of competencies using some discretion, judgment and relevant theoretical knowledge. They may provide technical advice and support to a team

This course is offered in partnership via auspicing with registered organisation: iVet RTO Number 32413.

Students complete twelve (13) Units of Competency to achieve the qualifications: BSB30120 Certificate III in Business.

**YEAR ONE**

|           |   |
|-----------|---|
| BSBWHS311 | Assist with maintaining workplace safety                      |
| BSBCRT311 | Apply critical thinking skills in a team environment          |
| BSBTEC201 | Use business software applications                            |
| BSBTEC202 | Use digital technologies to communicate in a work environment |
| BSBTEC301 | Design and produce business documents                         |
| BSBTEC302 | Design and produce spreadsheets                               |
| BSBTEC303 | Create electronic presentations                               |
| BSBXCM301 | Engage in workplace communications                            |
| BSBPEF201 | Support personal wellbeing in the workplace                   |
| BSBPEF301 | Organise personal work priorities                             |
| BSBSUS211 | Participate in sustainable work practices                     |
| BSBTWK301 | Use inclusive work practices                                  |
| BSBXTW301 | Work in a team  |

This certificate course is highly recommended for students considering entering small business and entrepreneurship as a future pathway.

The completion of this course will provide two C grades towards Year Eleven and four C grades towards Year Twelve Western Australian Certificate of Education (WACE) achievement.

**Prerequisites**

Completion of BSB20120 Certificate II in Business.

## CPC20220 CERTIFICATE II IN CONSTRUCTION (PATHWAYS)

### Overview

This qualification provides a pathway to the primary trades in the construction industry with the exception of electrical. Trade outcomes are predominantly achieved through an Australian Apprenticeship and this certificate allows for inclusion of skills suited for entry to off-site occupations, such as joinery and shopfitting as well as carpentry, bricklaying and other occupations in general construction.

This certificate is designed to introduce learners to the recognised trade callings in the construction industry and provide meaningful credit in a construction industry Australian Apprenticeship.

Students who are interested in developing skills within the area of home maintenance would benefit from the completion of many facets of this certificate.

This course is offered in partnership via auspicing with registered organisation: Australian Institute of Education and Training and Training RTO Number: 121314

Within the CPC20220 Certificate II in Construction (Pathways) students complete ten (10) Units of Competency.

**Please note, this is a two (2) year minimum to complete this course of work. Full achievement can only be demonstrated in Year Two, and Year Three (if required).**

### UNITS OF COMPETENCY:

|             |  |
|-------------|--|
| CPCCOM1013  | Plan and organise work   |
| CPCCOM1012  | Work effectively and sustainably in the Construction Industry                |
| CPCCOM1015  | Carry out measurements and calculations                                      |
| CPCCVE1011  | Undertake a basic construction project                                       |
| CPCCBL2001  | Handle and prepare bricklaying and blocklaying materials                     |
| CPCCWHS2001 | Apply WHS requirements, policies and procedures in the Construction Industry |
| CPCCBL2002  | Use bricklaying and blocklaying tools and equipment                          |
| CPCCCA2002  | Use carpentry tools and equipment  |
| CPCCCA2011  | Handle carpentry materials   |
| CPCCCO2013  | Carry out concreting to simple forms   |

The completion of this course will provide two C grades towards Year Eleven and two C grades towards Year Twelve Western Australian Certificate of Education (WACE) achievement.

### Prerequisites

It is highly recommended that students have achieved a minimum C grade in Year Nine Woodwork and/or Metalwork.



## CUA20620 CERTIFICATE II IN MUSIC

### Overview

This qualification reflects the role of individuals who perform a range of mainly routine tasks in the music industry, work under direct supervision, and use limited practical skills and fundamental operational knowledge in a defined context.

Students completing the CUA20620 Certificate II in Music are involved in multiple performances including:

- the St Joseph's College annual Drama Production
- Albany Agricultural Show
- Musical evenings
- St Joseph's Day

This course is offered in partnership with The College of Sound and Music Production, the Registered Training Organisation (RTO: 41549). The Student Handbook can be downloaded from [cosamp.com.au](http://cosamp.com.au).

Within the CUA20620 Certificate II in Music students complete eight (8) Units of Competency.

Certificate II in Music Industry is not just for musicians, it is also for students who would like to become musicians and be involved in the music industry. Being industry based it is very much about playing contemporary music and is a very practical course with lots of opportunity to perform, learn and use sound equipment.

For students who are already musicians with consistent work evidence it's possible to move through the Certificate in a four-term year as some parts of the course can be achieved through recognition of prior learning.

### UNITS OF COMPETENCY:

|           |  |
|-----------|--|
| BSBWHS211 | Contribute to health and safety of self and others |
| BSBTWK201 | Work effectively with others                       |
| CUAIND211 | Develop and apply creative arts industry knowledge |
| CUAMPF111 | Develop skills to play or sing music               |
| CUAMPF211 | Perform simple musical pieces                      |
| CUAMPF212 | Incorporate music technology into performance      |
| CUAMPF213 | Develop simple repertoire in ensembles             |
| CUASTA212 | Assist with bump in and bump out of shows          |

The completion of this course will provide two C grades towards Year Eleven and two C grades towards Year Twelve Western Australian Certificate of Education (WACE) achievement.

### Prerequisites

It is essential that students have a background in a musical instrument or voice instruction. An audition may be required.

Students who are at a beginner level will be required to attend lessons outside of class time. They will be required to own or have instruments at home to practise.

Students without instrumental skills who are vocalists need to be able to hear pitch and time.

**\*\* At the completion of the Certificate II in Music, students may commence the Certificate III in Music in Year Eleven and Twelve CUA30920C Certificate III in Music, which is also offered in partnership with The College of Sound and Music Production, the Registered Training Organisation (RTO: 41549).**

## CUA30920C CERTIFICATE III IN MUSIC INDUSTRY

### Overview

This subject is suitable for students considering either an ATAR or VET Pathway in Year Eleven and Year Twelve.

This qualification reflects the role of individuals who apply a broad range of competencies in a varied work context in the music industry, using some discretion and judgement and theoretical knowledge. They may provide support to a team.

This course is offered in partnership with The College of Sound and Music Production, the Registered Training Organisation (RTO: 41549). The Student Handbook can be downloaded from [cosamp.com.au](http://cosamp.com.au).

CUA30920C Certificate III in Music Industry is for students who would like to continue their musical development and be involved in the music industry.

This certificate is only available for students who are experienced musicians and have already completed the CUA20620 Certificate II in Music Industry.

Within the CUA30920C Certificate III in Music Industry students complete eleven (11) Units of Competency.

|           |   |
|-----------|---|
| BSBWHS211 | Contribute to health and safety of self and others    |
| CUAMCP311 | Compose simple music compositions                     |
| CUAIND314 | Plan a career in the creative arts industry           |
| CUAMPF212 | Incorporate music technology into performances        |
| CUAMPF213 | Perform simple repertoire in ensembles                |
| CUAMPF311 | Develop technical skills for musical performances     |
| CUAMPF313 | Contribute to backup accompaniment as part of a group |
| CUAMPF314 | Make music demos                                      |
| CUACMP311 | Implement copyright arrangements                      |
| CUAIND313 | Work effectively in the music industry                |
| CUASTA212 | Assist with bump in and bump out of shows             |

The completion of this course will provide two C grades towards Year and four C grades towards Year Twelve Western Australian Certificate of Education (WACE) achievement.

### Prerequisites

Completion of CUA20620 Certificate II in Music Industry.  
An audition may be required.

# CUA20720 CERTIFICATE II IN VISUAL ARTS

## Overview

This qualification reflects the role of individuals who are developing the basic creative and technical skills that underpin visual arts and craft practice.

This course is offered in partnership with The College of Sound and Music Production, the Registered Training Organisation (RTO: 41549). The Student Handbook can be downloaded from [cosamp.com.au](http://cosamp.com.au).

Within the CUA20720 Certificate II in Visual Arts students complete nine (9) Units of Competency. This includes four core units and five elective units.

**Please note, this is a two (2) year minimum to complete this course of work. Full achievement can only be demonstrated in Year Two, and Year Three (if required).**

## UNITS OF COMPETENCY:

|           |  |
|-----------|--|
| BSBWHS211 | Contribute to health and safety of self and others       |
| CUAACD201 | Develop drawing skills to communicate ideas              |
| CUACER201 | Develop ceramic skills                                   |
| CUADRA201 | Develop drawing skills                                   |
| CUAPAI211 | Develop painting skills                                  |
| CUAPPR211 | Make simple creative work                                |
| CUAPRI211 | Develop printmaking skills                               |
| CUARES202 | Source and use information relevant to own arts practice |
| BSBTWK201 | Work effectively with others                             |

The completion of this course will provide two C grades towards Year Eleven and two C grades towards Year Twelve Western Australian Certificate of Education (WACE) achievement.

In this certificate students are involved in the creation of stage backdrops for the annual College Drama Production.

## Prerequisites

It is highly recommended that students have achieved a minimum C grade in Year Eight or Year Nine Visual Arts.

Please note there is a writing element to this certificate and basic literacy capabilities are required.

# MEM20422 CERTIFICATE II IN ENGINEERING (PATHWAYS)

## Overview

This is a training programme that leads senior secondary students towards the completion of a pre apprenticeship in various metal engineering and associated manufacturing trades. This qualification is designed to reflect the role of entry level employees who perform routine tasks under direct supervision in the industry sector.

Students will be able to undertake pathways in the following:

- Electrical engineering
- Mechanical (refrigeration and air conditioning)
- Mechanical (plant mechanic)
- Fabrication (light)
- Fabrication (heavy)
- Mechanical (fitter machinist)
- Marine (construction)
- Plumbing
- Automotive

This course is offered in partnership via auspicing with registered organisation: Australian Institute of Education and Training and Training RTO Number: 121314

**Please note, this is a two (2) year minimum to complete this course of work. Full achievement can only be demonstrated in Year Two, and Year Three (if required).**

Within the MEM20422 Certificate II Engineering (Pathways) students complete thirteen (12) Units of Competency.

## UNITS OF COMPETENCY:

|           |  |
|-----------|--|
| MEM13015  | Work safely and effectively in manufacturing and engineering           |
| MEM16006  | Organise and communicate information                                   |
| MEM18001  | Use hand tools   |
| MEM18002  | Use power tools/handheld operations                                    |
| MEMPE002  | Use electric welding machines  |
| MEMPE006  | Undertake a basic engineering project                                  |
| MSMENV272 | Participate in environmentally sustainable work practices              |
| MEMPE005  | Develop a career plan for the engineering and manufacturing industries |
| MEMPE004  | Use fabrication equipment  |
| MEMPE003  | Use oxy-acetylene and soldering equipment                              |
| MEM16008  | Interact with computer technology                                      |
| MEM11011  | Undertake manual handling  |

The completion of this course will provide two C grades towards Year and two C grades towards Year Twelve Western Australian Certificate of Education (WACE) achievement.

## Prerequisites

It is highly recommended that students have achieved a minimum C grade in Year Nine Woodwork and/or Metalwork.

# SIS20321 CERTIFICATE II IN SPORT COACHING

## Year 11/12 SIS20419 OUTDOOR RECREATION

**Overview**

This qualification provides the skills and knowledge for an individual wishing to work in the sport and recreation industry in a generalist capacity. Likely functions for someone with this qualification can include providing support in the provision of sport and recreation programmes, grounds and facilities maintenance, routine housekeeping, retail and customer service assistance, administrative assistance or bar and café service in locations such as fitness centre, outdoor sporting grounds or complexes or aquatic centres. All job roles are performed under supervision.

Students will be able to undertake pathways in the following:

- recreation assistant
- administration assistant
- grounds assistant
- retail assistant

This course is offered in partnership via auspicing with registered organisation: iVet RTO Number 40548.

This course is designed as a dual pathway. Students complete eight (7) Units of Competency in the Certificate II Sport Coaching, and Eleven (13) in Cert II Outdoor Recreation Certificates.

**Please note the unit HLTAID011 is delivered by an external provider and will require students to attend a one-day training session on a day set by the College (preferred booking on pupil free days).**

**Please note that students will complete SIS20321 Certificate II in Sport Coaching in Year One and may then complete SIS20419 Certificate II in Outdoor Recreation in Year Two and Three.**

**UNITS OF COMPETENCY - SPORTS COACHING:**

|           |  |
|-----------|--|
| SIRXWS001 | Work safely  |
| HLTAID011 | Provide first aid  |
| ICTICT214 | Operation application software packages                            |
| SISSCO002 | Work in a community coaching role                                  |
| SISSCO001 | Conduct sport coaching sessions with foundation level participants |
| SISSOF002 | Continuously improve officiating skills and knowledge              |
| SISSPT001 | Implement sport injury prevention and management strategies        |

**UNITS OF COMPETENCY - OUTDOOR RECREATION**

|                           |  |
|---------------------------|--|
| HLTAID011                 | Provide first aid (**Credit transfer from Sport Coaching).               |
| HLTWHS001                 | Participate in workplace health and safety                               |
| SISOBWG001                | Bushwalk in tracked environments   |
| SISOCNE001                | Paddle a craft using fundamental skills                                  |
| SISXPLD004                | Facilitate groups  |
| SISOCYT002                | Ride bicycles on roads and pathways, easy conditions                     |
| SISOFLD001/<br>SISOFLD002 | Assist in conducting recreation sessions & Minimise environmental impact |
| SISOSNK001                | Snorkel  |
| SISXIND002                | Maintain sport, fitness and recreation industry knowledge                |
| SISXFAC001                | Maintain equipment for activities  |
| SISOFLD002                | Minimise environmental impact  |
| SISOFLD001                | Assist in conducting recreation sessions.                                |

The completion of this course will provide four C grades towards Year Eleven and four C grades towards Year Twelve Western Australian Certificate of Education (WACE) achievement.

**Prerequisites**

**There are no prerequisites for this course.**

# MATERIALS DESIGN AND TECHNOLOGY (TEXTILES) GENERAL COURSE

## Overview

The Materials Design course is all about designing and making fashion garments. Students who are creative and enjoy art and sewing are encouraged to undertake the Course. Students will design and make clothing garments and accessories. By studying the Fashion and Design course, you will learn design and construction skills as well as fashion illustration techniques that will give you an excellent grounding to pursue a career in the exciting world of fashion.

The Materials Design and Technology course (in the context of TEXTILES) aims to provide students with an understanding of the design process used to create a textiles product. Students will experiment with fabric embellishment techniques, such as beading, screen printing, dying, hand stitching and machine embroidery.

Students will also examine the impact 'Fast Fashion' has on the environment. Students will learn about how clothing companies are using more sustainable and ethical ways of production to appeal to consumer needs.

Possible career opportunities include:

- fashion designer
- fashion buyer/stylist
- pattern maker
- production machinist
- textile designer

The Materials Design and Technology General course is a practical course. Students can choose to work with metal, textiles or wood, with the design and manufacture of products as the major focus. Students have the opportunity to develop and practise skills that contribute to creating a physical product, while acquiring an appreciation of the application of a design process, and an understanding of the need for materials sustainability. Students will learn and practise manufacturing processes and technologies, including principles of design, planning and management.

## COURSE AIM

The Materials Design and Technology (Textiles) course aims to prepare all students for a future in a technological and material world by providing the foundation for lifelong learning about how products are designed and how materials are developed and used.

## COURSE DESCRIPTION

Materials Design and Technology (Textiles) is a practical course where students can choose to work with textiles in the design and manufacture of products. This is also a course about ideas, innovation and creativity. In order to do these well, students research and test the different characteristics of materials, and use strategies to develop innovative and creative ideas.

### Year 11

- Unit 1: Creative thinking strategies applied to Textile design projects
- Unit 2: design for a client, target audience or market

### Year 12

- Unit 3: Self-directed Textile designs to meet needs
- Unit 4: Creative and critical thinking applied to historical and contemporary design projects

## Skills Outline

- Design fundamentals and skills portfolio
- Design techniques
- Recycled Garment project
- Nature of materials
- Properties of new and traditional materials

## Prerequisites

There are no prerequisites for this course.