2017 Year 11 Curriculum Handbook
INTRODUCTION

In Year 11, students continue an academic journey that will take them beyond school in 2019 to one of a wide range of post school study or training options, or the world of work.

This booklet seeks to provide relevant information to assist students and their parents in making informed decisions about their future education and goals. It provides an overview of the key pathways that students have open to them and the entry requirements for each of those pathways. In addition, it includes descriptions of courses offered by Irene McCormack Catholic College and provides information relating to the primary academic goal of the Western Australian Certificate of Education (WACE).

GLOSSARY OF TERMS

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AQF</td>
<td>Australian Qualifications Framework</td>
</tr>
<tr>
<td>ATAR</td>
<td>Australian Tertiary Admissions Rank</td>
</tr>
<tr>
<td>EAL/D</td>
<td>English as an Additional Language or Dialect</td>
</tr>
<tr>
<td>ECU</td>
<td>Edith Cowan University</td>
</tr>
<tr>
<td>NDA</td>
<td>University of Notre Dame Australia</td>
</tr>
<tr>
<td>SCSA</td>
<td>School Curriculum and Standards Authority</td>
</tr>
<tr>
<td>STP</td>
<td>State Training Provider</td>
</tr>
<tr>
<td>TAFE</td>
<td>Technical And Further Education (a STP)</td>
</tr>
<tr>
<td>TEA</td>
<td>Tertiary Entrance Aggregate</td>
</tr>
<tr>
<td>TISC</td>
<td>Tertiary Institutions Service Centre</td>
</tr>
<tr>
<td>VET</td>
<td>Vocational Education and Training</td>
</tr>
<tr>
<td>WACE</td>
<td>Western Australian Certificate of Education</td>
</tr>
<tr>
<td>WASSA</td>
<td>Western Australian Statement of Student Achievement</td>
</tr>
<tr>
<td>UWA</td>
<td>University of Western Australia</td>
</tr>
<tr>
<td>WPL</td>
<td>Workplace Learning</td>
</tr>
</tbody>
</table>
WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION (WACE)

The WACE is awarded by the School Curriculum and Standards Authority (SCSA) when students successfully meet the requirements of the WACE.

To achieve WACE in 2018, a student must meet the breadth and depth, achievement standard and English competence requirements in their senior secondary schooling.

The requirements for WACE include:

- Demonstrate a minimum standard of literacy and numeracy which requires students to have reached Band 8 in Reading, Writing and Numeracy in Year 9 NAPLAN, Year 10, 11 or 12 Online Literacy and Numeracy Assessment (OLNA).
- Complete a minimum of 10 courses (20 units) in Years 11 and 12 including 5 courses in Year 12.
- Complete 4 or more Year 12 ATAR courses or complete a VET Certificate II course or higher.
- Complete an English course in Years 11 and 12.
- Study one Year 12 course from each of List A (arts/languages/social sciences) and List B (mathematics/science/technology).
- Achieve a minimum of 7 Course (14 unit) C grades (or equivalents*) over Years 11 and 12, including at least 3 course (6 unit) C grades in Year 12.

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

A student is required to 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. All assessments must be completed by the College due date and must comply with all aspects of the College’s Assessment Policy. The School Curriculum and Standards Authority mandates that all assessments must be completed before their required submission date.

WESTERN AUSTRALIAN STATEMENT OF STUDENT ACHIEVEMENT (WASSA)

The WASSA is issued to all Year 12 students at the completion of secondary schooling. It provides a formal record of what students leaving in Year 12 have achieved. The WASSA can be used to support applications for employment, and/or further education and training. Even if the WACE has not been achieved, the WASSA illustrates the level of study attempted and the performance made in various learning areas including the student’s exposure to a variety of alternate courses and extra-curricular experiences.

ATAR Pathway

This pathway is available to students who would like to pursue a career requiring a university qualification. It can also be used for entry to TAFE and other Training Providers.

GENERAL Pathway

This pathway is available to students who would like to pursue a career via employment, traineeship, apprenticeship, a TAFE or a private training provider. This pathway can also provide alternate entry to university via training providers and university preparation courses. Students who choose a general pathway require a VET Certificate II (or equivalent) to meet WACE requirements.

ALTERNATE ENTRY Pathway

Alternative entry programs allow students to be considered for entry to various universities. Entry requirements for these are revised annually by each university. Therefore, students should select a mix of courses that allows them to demonstrate their best academic achievement with a strong study program.
VOCATIONAL EDUCATION and TRAINING (VET)

VET enables students to gain qualifications for all types of employment, and specific skills to help them in the workplace. At Irene McCormack Catholic College, students have the opportunity to complete a VET qualification in most faculty areas.

UNIVERSITY ENTRY

Universities in Western Australia include:
- Curtin University of Technology.
- Edith Cowan University.
- Murdoch University.
- University of Notre Dame (private university).
- The University of Western Australia.

REQUIREMENTS FOR UNIVERSITY ADMISSION

- Study at least four ATAR courses in order to be eligible for an Australian Tertiary Admissions Rank (ATAR), used by universities around Australia as a selection device.
- Meet the requirements for the Western Australian Certificate of Education (WACE) prescribed by the School Curriculum and Standards Authority.
- Achieve competence in English as prescribed by the individual universities.
- Obtain a sufficiently high ATAR for entry to a particular university and/or course.
- Satisfy any prerequisites or special requirements for entry to particular courses.

The College will disseminate information from Notre Dame Australia University, the Tertiary Institution Service Centre (TISC) and TAFE for 2019 Admission requirements as the information is forwarded to the College. Details for entry requirements including alternate entry pathways, can be found on the respective websites that are listed inside the back cover of this handbook.

TAFE ENTRY

Technical and Further Education Colleges offer a wide range of courses. These may vary from six months to two years in duration. Students meet the minimum communication and numeracy benchmarks for entry to a course.

The criteria used to determine entry into many of the courses are based on three categories that add to a total of 100 points. The selection criteria for competitive courses are:

1. Qualification pathway – up to 29 points. Points are awarded for complete or partially completed qualifications. More points are offered for completed qualifications and for qualifications completed in the same area of study as that you are applying for.
2. Work experience/employment – up to 29 points. Points are allocated for your employment or workplace experience. This may be for paid or unpaid work or work experience/workplace learning. Documentary evidence is required.
3. Secondary education/skill development – up to 42 points. This includes secondary education (current or past) or a portfolio demonstrating skill development. The portfolio may contain qualifications or tests that you completed in the past.

To maximise entry prospects for TAFE studies, students should:
- Check the level of communication (English) and Mathematics skills required for the course they wish to enter.
- Check if the course is competitive, and if the selection criteria apply.
- Check if the course requires a portfolio of work to be developed and submitted.
- Undertake a Vocational Certificate.
- Undertake Career and Enterprise with Workplace Learning.
- Keep records of any part-time work, community service and volunteer work undertaken.
- Achieve the best grades possible in school.
CONSIDERATIONS FOR YEAR 11 STUDY

Academic Ability

Students are encouraged to select courses that reflect their potential. In doing so, it is essential that students achieve a prerequisite standard, that is, a minimum grade and/or percentage for course entry.

Interests

The course selection system provides students with the opportunity to pursue their preferred interests.

Career Aspirations

In maximising their career aspirations, students are advised to select courses judiciously. Secondary School pathways no longer lock students into future career pathways. The ATAR pathway is the most direct path to university. The General Pathway is the most direct path to further training and employment.

STUDY AND FEEDBACK

It is essential that students studying ATAR courses follow a study plan. In Year 11, students are expected to study at least 3 hours per night 5 times per week. Weekend study is also required.

This should include set homework, assignments and ongoing revision. As examinations approach, the focus of study would be expected to move to increasing proportions of revision.

For those students engaging in a General pathway, they are expected to develop and maintain a homework and study plan that balance skill review and academic study. Those students who are offsite one day per week in the workplace require effective planning and exceptional organisational skills. Students are reminded that training and post school destinations can be very competitive environments that require students to work consistently and diligently towards high levels of achievement.

COLLEGE PROCEDURES FOR COURSE SELECTION

At Irene McCormack Catholic College all Year 11 students:
1. Select an ATAR or General Pathway or select a combination of courses from each pathway.
2. Choose 6 courses in Year 11 ensuring that all prerequisites have been met for WACE and for post school destinations.
3. Select Religion and Life as one of the courses in Year 11.
4. Select either English or Literature.
5. A Mathematics course is recommended.
6. Must include at least one List A and one List B course.
7. A WACE course comprises two units. Year 11 courses are Units 1 and 2. Year 12 courses are Units 3 and 4.

While the College offers a comprehensive range of courses, the following points need to be noted:

- Entry to Year 11 Courses is initially based on Year 10 Semester One Results, and is reviewed following the final results for the year. It is important that all students achieve any specified prerequisite to select a Year 11 course.
- Students confirm if any subject prerequisites are required by the university and or level of English and Mathematics for the training course. They must also discuss these options with their parents.
- The College does not guarantee that a course conducted for Year 11 will operate in Year 12 the following year and it reserves the right to make the final decision about which courses operate and which individual student gets access to courses with a quota.
- Students must note that all courses in Year 11 are year long. Any course changes are to be made in the first three weeks of the school year.
It is important that the dates provided below are adhered.

Subject Selection Applications are due on the 12 August 2016.

$570.00 Levy for students undertaking Workplace Learning to be paid by the 28 October 2016.

$800.00 Levy for Outdoor Education/Recreation (ATAR and Cert) will be charged to the 2017 school fees account.

IRENE’S SERVICE LEARNING PROGRAM

The motto for Irene’s Service Learning comes from the following Old Testament scripture:

The LORD has told you what is good, and this is what he requires of you;
to do what is right, to love mercy,
and to walk humbly with your God. (Micah 6:8)

Year 11 – minimum 15 hours  Theme: “Walk in solidarity with those we serve.”

Irene’s Service for Year 11 students at Irene McCormack Catholic College, aims to venture into the lives of those on the fringe, getting to know them, advocating for them in society and serving them in a way that will build bridges to increase resiliency, foster self-worth and create relevant paths of inclusion and belonging in society.

Irene’s Service learning forms part of the Catholic school’s curriculum. The Year 11 Irene’s Service program provides opportunities for students to integrate the principles of catholic teaching into practical experience. The Irene’s Service Learning program is a School Curriculum and Standards Authority endorsed program. Successful completion of the program is a requirement for Irene McCormack Catholic College graduation to occur.
# YEAR 7 – 12 CURRICULUM PATHWAY

## Year 7, 8 and 9 Compulsory Courses

<table>
<thead>
<tr>
<th>Religious Education</th>
<th>Academic Extension</th>
<th>Course 3</th>
<th>Course 2</th>
<th>Course 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Academic Extension</td>
<td>Course 3</td>
<td>Course 2</td>
<td>Course 1</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>Academic Extension</td>
<td>Course 3</td>
<td>Course 2</td>
<td>Course 1</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Academic Extension</td>
<td>Course 3</td>
<td>Course 2</td>
<td>Course 1</td>
</tr>
<tr>
<td>Science</td>
<td>Academic Extension</td>
<td>Course 3</td>
<td>Course 2</td>
<td>Course 1</td>
</tr>
</tbody>
</table>

## Year 10 Compulsory Courses

<table>
<thead>
<tr>
<th>Religious Education</th>
<th>Academic Extension</th>
<th>Course 3</th>
<th>Course 2</th>
<th>Course 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Academic Extension</td>
<td>Course 3</td>
<td>Course 2</td>
<td>Course 1</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Academic Extension</td>
<td>Course 3</td>
<td>Course 2</td>
<td>Course 1</td>
</tr>
<tr>
<td>Science</td>
<td>Academic Extension</td>
<td>Course 3</td>
<td>Course 2</td>
<td>Course 1</td>
</tr>
</tbody>
</table>

## Year 10 Non-Compulsory Courses to be selected – based on Year 9 performance

<table>
<thead>
<tr>
<th>Religious Education</th>
<th>Justice Today</th>
<th>Justice Today</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Arts</td>
<td>Dance Drama</td>
<td>Dance Drama</td>
</tr>
<tr>
<td></td>
<td>Art General</td>
<td>Art General</td>
</tr>
<tr>
<td></td>
<td>Music</td>
<td>Music</td>
</tr>
<tr>
<td></td>
<td>Art Specialist</td>
<td>Art Specialist</td>
</tr>
<tr>
<td></td>
<td>Music Specialist</td>
<td>Music Specialist</td>
</tr>
<tr>
<td>Business &amp; Computing</td>
<td>Information Technology Digital Media</td>
<td>Information Technology Digital Media</td>
</tr>
<tr>
<td></td>
<td>Design Graphics</td>
<td>Design Graphics</td>
</tr>
<tr>
<td></td>
<td>Dimensional Design</td>
<td>Dimensional Design</td>
</tr>
<tr>
<td></td>
<td>Building &amp; Construction</td>
<td>Building &amp; Construction</td>
</tr>
<tr>
<td></td>
<td>MDT: Metal</td>
<td>MDT: Wood</td>
</tr>
<tr>
<td></td>
<td>MDT: Wood</td>
<td>MDT: Wood</td>
</tr>
<tr>
<td>Home Economics</td>
<td>Childcare Food Technology</td>
<td>Childcare Food Technology</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics Specialist</td>
<td>Mathematics Specialist</td>
</tr>
<tr>
<td>Science</td>
<td>Biological Science</td>
<td>Biological Science</td>
</tr>
<tr>
<td></td>
<td>Physical Science</td>
<td>Physical Science</td>
</tr>
<tr>
<td>Social Science</td>
<td>Commerce and Law</td>
<td>Commerce and Law</td>
</tr>
<tr>
<td></td>
<td>Global Leadership</td>
<td>Global Leadership</td>
</tr>
</tbody>
</table>

## Years 11 and 12 – Courses selected are based on achieving prerequisites

<table>
<thead>
<tr>
<th>All Learning Areas</th>
<th>WACE Courses for University Entrance</th>
<th>WACE Courses for University and TAFE Entrance</th>
<th>WACE Courses for TAFE Entrance, Apprenticeships and employment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 11</td>
<td>ATAR courses</td>
<td>General courses and Vocational Education programs</td>
<td>General courses Vocational Education programs</td>
</tr>
<tr>
<td>Year 12</td>
<td>ATAR courses</td>
<td>General courses and Vocational Education programs</td>
<td>General courses Vocational Education programs</td>
</tr>
<tr>
<td>YEAR 11 COURSES</td>
<td>YEAR 10 PREREQUISITE SUBJECTS</td>
<td>LIST</td>
<td>PAGE REFERENCE</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-------------------------------------</td>
<td>------</td>
<td>----------------</td>
</tr>
<tr>
<td><strong>RELIGIOUS EDUCATION</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Religion and Life ATAR</td>
<td>Religious Education Course 2 A</td>
<td>A</td>
<td>8</td>
</tr>
<tr>
<td>Religion and Life General</td>
<td>Nil</td>
<td>A</td>
<td>8</td>
</tr>
<tr>
<td><strong>THE ARTS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dance ATAR</td>
<td>English Course 2 A</td>
<td>A</td>
<td>9</td>
</tr>
<tr>
<td>Drama ATAR</td>
<td>Drama 60% and English Course 2 A</td>
<td>A</td>
<td>9</td>
</tr>
<tr>
<td>Music ATAR</td>
<td>Music Specialist 60%</td>
<td>A</td>
<td>9</td>
</tr>
<tr>
<td>Visual Arts ATAR</td>
<td>Art 80% or Art Specialist 60%, and English Course 2 A</td>
<td>A</td>
<td>10</td>
</tr>
<tr>
<td>Visual &amp; Contemporary Craft Cert III</td>
<td>Nil</td>
<td></td>
<td>11</td>
</tr>
<tr>
<td><strong>ENGLISH</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English as an Additional Language or Dialect</td>
<td>SCSA criteria</td>
<td>A</td>
<td>11</td>
</tr>
<tr>
<td>English ATAR</td>
<td>English Course 2 A or English Course 3 60% or Literature 50%</td>
<td>A</td>
<td>12</td>
</tr>
<tr>
<td>English Foundations</td>
<td>OLNA Category 1</td>
<td>A</td>
<td>12</td>
</tr>
<tr>
<td>English General</td>
<td>OLNA Category 2 and 3</td>
<td>A</td>
<td>13</td>
</tr>
<tr>
<td>English Literature ATAR</td>
<td>Literature 65%</td>
<td>A</td>
<td>13</td>
</tr>
<tr>
<td><strong>HEALTH AND PHYSICAL EDUCATION</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outdoor Education ATAR</td>
<td>English Course 3 60%</td>
<td>B</td>
<td>14</td>
</tr>
<tr>
<td>Outdoor Education General</td>
<td>Swimming Standard required</td>
<td>B</td>
<td>15</td>
</tr>
<tr>
<td>Sport &amp; Recreation Cert II</td>
<td>Nil</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>Sport &amp; Recreation Football Cert II</td>
<td>Coordinator Selection</td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>Sport &amp; Recreation Soccer Cert II</td>
<td>Coordinator Selection</td>
<td></td>
<td>16</td>
</tr>
<tr>
<td><strong>MATHEMATICS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics Applications ATAR</td>
<td>Mathematics Course 2 65%</td>
<td>B</td>
<td>16</td>
</tr>
<tr>
<td>Mathematics Essentials General</td>
<td>Mathematics Course 1 60% or OLNA Category 2 and 3</td>
<td>B</td>
<td>17</td>
</tr>
<tr>
<td>Mathematics Foundations</td>
<td>OLNA Category 1</td>
<td>B</td>
<td>17</td>
</tr>
<tr>
<td>Mathematics Methods ATAR</td>
<td>Mathematics Extension 55% or Mathematics Course 3 65%</td>
<td>B</td>
<td>18</td>
</tr>
<tr>
<td>Mathematics Specialist ATAR</td>
<td>Mathematics Extension 65%</td>
<td>B</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------</td>
<td>--------------------------------</td>
<td>------</td>
<td>----</td>
</tr>
<tr>
<td><strong>SCIENCE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology ATAR</td>
<td>Biological Science 60% or Physical Science 50%, and Science Course 3 A or Science Course 2 80%</td>
<td>B</td>
<td>19</td>
</tr>
<tr>
<td>Chemistry ATAR</td>
<td>Science Course 3 A and Physical Science 60%, and Mathematics Extension 50% or Mathematics Course 3 70%</td>
<td>B</td>
<td>20</td>
</tr>
<tr>
<td>Human Biology ATAR</td>
<td>Biological Science 60% or Physical Science 50%, and Science Course 3 A or Science Course 2 80%</td>
<td>B</td>
<td>20</td>
</tr>
<tr>
<td>Integrated Science General</td>
<td>Nil</td>
<td>B</td>
<td>21</td>
</tr>
<tr>
<td>Physics ATAR</td>
<td>Science Course 3 A and Physical Science 60%, and Mathematics Extension 50% or Mathematics Course 3 70%</td>
<td>B</td>
<td>22</td>
</tr>
<tr>
<td><strong>SOCIAL SCIENCES</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economics ATAR</td>
<td>Social Science Course 2 A</td>
<td>A</td>
<td>23</td>
</tr>
<tr>
<td>Geography ATAR</td>
<td>Social Science Course 2 A or Global Leadership 55%</td>
<td>A</td>
<td>23</td>
</tr>
<tr>
<td>History: Modern ATAR</td>
<td>Social Science Course 2 A or Global Leadership 55 %</td>
<td>A</td>
<td>24</td>
</tr>
<tr>
<td>Politics &amp; Law ATAR</td>
<td>Social Science Course 2 A</td>
<td>A</td>
<td>25</td>
</tr>
<tr>
<td><strong>TECHNOLOGIES - BUSINESS AND COMPUTING</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applied Information Technology ATAR</td>
<td>Information Technology 60% or Digital Media 60%, and English Course 3 60%</td>
<td>B</td>
<td>26</td>
</tr>
<tr>
<td>Business Cert II</td>
<td>Nil</td>
<td>-</td>
<td>26</td>
</tr>
<tr>
<td>Information Technology Cert II</td>
<td>Nil</td>
<td>-</td>
<td>26</td>
</tr>
<tr>
<td><strong>TECHNOLOGIES - DESIGN AND TECHNOLOGY</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Building and Construction Cert II</td>
<td>Nil</td>
<td>-</td>
<td>27</td>
</tr>
<tr>
<td>Design ATAR</td>
<td>Design Graphics 60%</td>
<td>B</td>
<td>27</td>
</tr>
<tr>
<td>Graphic Design Visual Arts Cert II</td>
<td>Nil</td>
<td>-</td>
<td>28</td>
</tr>
<tr>
<td>Materials Design &amp; Technology Metal General</td>
<td>Nil</td>
<td>B</td>
<td>28</td>
</tr>
<tr>
<td>Materials Design &amp; Technology Wood General</td>
<td>Nil</td>
<td>B</td>
<td>29</td>
</tr>
<tr>
<td><strong>TECHNOLOGIES - FOOD SCIENCE AND TECHNOLOGY</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community Services Cert II</td>
<td>Nil</td>
<td>-</td>
<td>29</td>
</tr>
<tr>
<td>Food Sciences and Technology General</td>
<td>Nil</td>
<td>B</td>
<td>30</td>
</tr>
<tr>
<td><strong>VOCATIONAL EDUCATION</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career &amp; Enterprise General</td>
<td>Nil</td>
<td>A</td>
<td>30</td>
</tr>
</tbody>
</table>
RELIGION AND LIFE ATAR

Prerequisite – Year 10 Religious Education Course 2 A.

The Religion and Life course provides students with opportunities to learn about religion and to explore the relationship between religion, society and individuals. Using a range of inquiry skills, students develop an understanding of ways in which people discover, understand and express their religious beliefs. They also use these skills to analyse the role religion plays in human affairs and to explore issues of concern to religion.

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

A second focus is religious identity and purpose. It investigates how religion shapes, forms and supports people in life. The course 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.

Assessment
- Investigation.
- Source analysis.
- Examination.

RELIGION AND LIFE GENERAL

Prerequisite – Nil.

Course Description
A focus of this course 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.

A second focus 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.

Assessment
- Investigation.
- Explanation.
- Source analysis.
THE ARTS

DANCE ATAR

Prerequisite – English Course 2 A.

Course Description
The Dance ATAR Course covers four outcomes: Dance skills, Choreography, Responses and Dance’s Place in Society. As a physical art form, Dance ATAR offers an opportunity for students to achieve an elite level of movement skills within the genre of Contemporary Dance. Students are expected to learn a short choreographed dance sequence which forms a part of their practical exam.

Students gain an understanding of the physical skills specific to dance, including practical anatomy, strength, flexibility, coordination and rhythmic understanding, while learning to use the body as a tool for artistic expression. They explore and choreograph their own movement through critical decision making in individual and group work. Students use a wide range of creative processes, such as improvisation and the use of choreographic elements and devices, and draw on their own physicality and the interpretation of existing work of others to make these dance works.

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

Assessment
• Performance Improvisations.
• Written and Practical Examinations.

DRAMA ATAR

Prerequisite – Drama 60% and English Course 2 A.

Course Description
A focus for this course is representational, realist drama.

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

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

Assessment
• Performance/production.
• Response.
• Written and Practical Examination.
MUSIC ATAR

Prerequisite – Specialist Music 60%.

Students enrolled in Year 11 ATAR Music are required to partake in the College’s Instrumental program. This is to ensure that students are sufficiently prepared for performance examinations.

Course Description
A focus across the course is for students to extend and apply their skills, knowledge and understanding of music to create, communicate and evaluate music ideas with increasing depth and complexity. They continue to develop and consolidate aural and music literacy skills, learning how the elements of music can be applied, combined and manipulated when listening, performing, composing and analysing music.

Students explore how social, cultural and historical factors shape music, developing an understanding of music conventions and practices in the specific context(s) selected for study. They apply critical listening and thinking skills and develop aesthetic understanding through comparing and analysing musical works. Students are encouraged to reach their creative and expressive potential, developing skills and stylistic awareness to confidently engage in music making as performers and audience members, both individually and collaboratively.

Assessment
- Theory and composition.
- Performance examination.
- Written examination.

VISUAL ARTS ATAR

Prerequisite – Art 80% or Art Specialist 60% and English Course 2 A.

Course Description
A focus for this course is differences. Students may, for example, consider differences arising from cultural diversity, place, gender, class and historical period. Differences relating to art forms, media and conventions may also provide a stimulus for exploration and expression. Students also explore ways of collecting, compiling and recording information and documenting thinking and working practices. They explore approaches to drawing and develop awareness that each artist has his or her particular way of making marks to convey personal vision. Students examine how visual language and media choices contribute to the process of conveying function and meaning, and use a range of media and technologies to explore, create, and communicate ideas.

Students recognise that visual artwork is subject to different interpretations and appreciate that informed responses should take into account the varying contexts within which a work of art is created. Students develop awareness of styles of representation, examining distinctly individualistic approaches of artists in different times and places.

A second focus for this course is identities. In working with this focus, students explore concepts or issues related to personal, social, cultural or gender identity. They become aware that self-expression distinguishes individuals as well as cultures. Students use a variety of stimulus materials and use a range of investigative approaches as starting points to create artwork. They develop a personal approach to the development of ideas and concepts, making informed choices about the materials, skills, techniques and processes used to resolve and present their artwork. Students develop understandings of the personal and/or public functions of art in the expression of identity, for example, spiritual and psychological expression, therapy, ceremony and ritual, and the purposes of art, such as narrative – telling personal stories or exploring myths.

Assessment
- Production.
- Analysis.
- Investigation.
- Examination.
VISUAL AND CONTEMPORARY CRAFT CERT III

Prerequisite – Nil.

Course Description
The Visual and Contemporary Craft Cert III is a two year practical course that offers a foundation qualification for those interested in pursuing further training and employment in the Creative Art Industries. Students who enrol in this course complete competencies that will prepare them for TAFE courses, further training in the field of Visual Arts and the workforce.

Assessment
• Complete sculpture, painting, print, ceramic, drawing, art history and research and occupational health and safety.
• Organise and complete an evidence Art portfolio.
• Participate in self-reflection and critical feedback.

ENGLISH

ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT GENERAL

Prerequisite – School Curriculum and Standards Authority Criteria.

Course Description
The English as an Additional Language or Dialect course is available to students who speak English as an additional language or dialect, and whose use of Standard Australian English (SAE) is restricted. ELD eligibility criteria only apply to the Year 12 period of enrolment.

*Enrolment for a Year 12 ELD student cannot occur without eligibility approval. For a student to gain approval to enrol, the appropriate eligibility application must be completed and submitted to the SCSA Authority, along with the required supporting documentation. EAL/D eligibility status is determined on a case-by-case basis.

The English as an Additional Language or Dialect General course focuses on language learning and the explicit teaching of the structure, linguistic features and sociolinguistic and sociocultural aspects of Standard Australian English (SAE). Through close study of language and meaning, students of English as an Additional Language or Dialect General course explore how learning in and through English language and literature influences their own and others’ personal, social and cultural identities and thought processes. They develop skills that enable them to use different registers of spoken and written SAE so they can communicate effectively in a range of contexts and for a variety of purposes in order to become effective cross-cultural users of language and dialect.

This Course focuses on investigating how language and culture are interrelated and expressed in a range of contexts. A variety of oral, written and multimodal texts are used to develop understanding of text structures and language features. Students explore the relationship between these structures and features and the context, purpose and audience of texts. The unit will enhance students’ confidence in creating texts for different purposes and across all language modes in both real and imagined contexts. It will broaden their understanding of the sociocultural and sociolinguistic elements of SAE and develop skills for work and further study.

The focus of this course is on analysing and evaluating perspectives and attitudes presented in texts and creating extended texts for a range of contexts. SAE language skills for effective communication in an expanding range of contexts are consolidated. The use of cohesive text structures and language features is developed. The unit focuses on developing planning and editing skills to create extended oral, written and multimodal texts. Attitudes, values and culturally-based assumptions within texts are identified, analysed and compared. Strategies for collecting, analysing, organising and presenting ideas and information are refined.

Assessment
• Writing Tasks.
• Tests.
ENGLISH ATAR

Prerequisites – English Literature 50%, English Course 3 60%, or English Course 2 A.

Course Description
A focus is for the students to 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. Study in this course focuses on the similarities and differences between texts and how visual elements combine with spoken and written elements to create meaning.

Students develop an understanding of stylistic features and apply skills of analysis and creativity. They are able to respond to texts in a variety of ways, creating their own texts, and reflecting on their own learning.

A second focus is for students to 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 area of study. By responding to and creating texts in different modes and media, students consider the interplay of imaginative, interpretive, persuasive and analytical elements in a range of texts and present their own analyses. Students critically examine the effect of stylistic choices and the ways in which these choices position audiences for particular purposes, revealing and/or shaping attitudes, values and perspectives. Through the creation of their own texts, students are encouraged to reflect on their language choices and consider why they have represented ideas in particular ways.

Assessment
• Responding.
• Creating.
• Examination.

ENGLISH FOUNDATIONS

Prerequisite – OLNA Category 1.

Course Description
A focus is for the learning outcomes to reflect the intent of the rationale, the aims and in turn, these are reflected in the content and the assessment types. This repetition is deliberate, to keep the focus on these aims, outcomes, skills and the need to immerse students in the learning experiences that will develop these skills. The intention is that students will become increasingly autonomous in acquiring the skills that ensure that the learning outcomes are met.

By the end of this course, students will develop skills in:
• Functional literacy, including appropriate spelling, punctuation and grammar.
• Reading texts for work, learning, community and/or everyday personal contexts.
• Producing texts for work, learning, community and/or everyday personal contexts.
• Speaking and listening for work, learning, community and everyday personal contexts.

Assessment
• Reading.
• Writing.
• Oral communication.
ENGLISH GENERAL

**Prerequisite** – OLNA Category 2 and 3.

**Course Description**
A focus is on students comprehending and responding to the ideas and information presented in texts. Students:

- Employ a variety of strategies to assist comprehension.
- Read, view and listen to texts to connect, interpret and visualise ideas.
- Learn how to respond personally and logically to texts by questioning, using inferential reasoning and determining the importance of content and structure.
- Consider how organisational features of texts help the audience to understand the text.
- Learn to interact with others in a range of contexts, including everyday, community, social, further education, training and workplace contexts.
- Communicate ideas and information clearly and correctly in a range of contexts. Apply their understanding of language through the creation of texts for different purposes.

A second focus is on interpreting ideas and arguments in a range of texts and contexts. Students:

- Analyse text structures and language features and identify the ideas, arguments and values expressed.
- Consider the purposes and possible audiences of texts.
- Examine the connections between purpose and structure and how a text’s meaning is influenced by the context in which it is created and received.
- Integrate relevant information and ideas from texts to develop their own interpretations.
- Learn to interact effectively in a range of contexts.
- Create texts using persuasive, visual and literary techniques to engage audiences in a range of modes and media.

**Assessment**
- Extended written response.
- Short written response.
- Oral.

ENGLISH LITERATURE ATAR

**Prerequisite** – English Literature 65%.

**Course Description**
A focus is to develop 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 such as prose fiction, poetry and drama. The significance of ideas and the distinctive qualities of texts are analysed through detailed textual study. Through the creation of analytical responses, students frame consistent arguments that are substantiated by relevant evidence. In the creation of imaginative texts, students explore and experiment with aspects of style and form.

A second focus is to develop 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. Students create analytical responses that are evidence-based and convincing. By experimenting with text structures and language features, students understand how their imaginative texts are informed by analytical responses.
HEALTH AND PHYSICAL EDUCATION

OUTDOOR EDUCATION ATAR

Prerequisite – English Course 3 60%.

Course Description
A focus of this course is being responsible in the outdoors. Students are exposed to a broad range of responsibilities involved in undertaking short-duration expeditions. Through regular practical experiences and group activities, students develop flexibility, monitoring and commitment. They further develop problem solving, decision making and outdoor leadership skills and strategies for building effective group relationships. Students become more aware of the natural environment and develop interpretational skills. They are introduced to sustainability and local environmental management strategies and consider the role of technology in mediating human relationships with nature.

A second focus for this course is attaining independence in the outdoors. Students further their performance and competence at increasing levels of self-sufficiency, technical understanding, and physical fitness, to deal with a range of challenges. They are involved in planning for participation in extended expeditions and become more proficient in outdoor activity roping and navigational skills. They are able to conduct emergency response processes.

Opportunities for self-discovery and strategies to enhance personal and interpersonal skills are provided. They deliver briefings, participate in debriefing and experience shared leadership opportunities. Students extend their understanding about the environment and develop weather forecasting skills. They are introduced to historical, cultural and Indigenous heritage. They explore current controversial environmental issues related to outdoor experiences and examples of management strategies for environments at risk in Western Australia.

Assessment
- Investigation.
- Performance specific to expedition.
- Response.
- Examination.

There is an $800 fee payable with the 2017 school fees.
OUTDOOR EDUCATION GENERAL

Prerequisite – Swimming standard required.

Course Description
Through interaction with the natural world, the Outdoor Education General course aims to develop an understanding of our relationships with the environment, others and ourselves. The ultimate goal of the course is to contribute towards a sustainable world.

The Outdoor Recreation Cert II is embedded in this course.

The course lends itself to an integrated approach between practical experiences, the environment and conceptual understandings. Students develop self-awareness by engaging in a range of challenging outdoor activities. They enhance personal and group skills and build confidence, empathy and self-understanding. Working with others enables students to better understand group dynamics, and enhance their leadership qualities and decision-making abilities, while showing respect for self, others and the environment.

Students plan and participate in a range of outdoor activities and develop knowledge and skills for participating safely in these activities. They learn to assess risk, and identify and apply appropriate management strategies and emergency response procedures. The course facilitates the development of a sense of place as a result of a greater understanding and appreciation of the local natural environment. It assists students to develop a relationship with nature and empowers them to work toward achieving an ecologically sustainable world.

The opportunity to explore environmental management strategies related to activities in the outdoors is provided. Students learn skills that encourage them to minimise their impact on the environment and understand why this is so important.

During the qualification students receive first aid and emergency response training, surf, camping, mountain biking, roping, weather interpretation and navigation skills.

Students are required to participate in two outdoor expeditions over the course.

Assessment
Investigation – expedition planning documents.
• Performance 1 – outdoor activity skills.
• Performance 2 – skills for expeditions.
• Response – logbooks.

There is an $800 fee payable with the 2017 school fees.

SPORT AND RECREATION CERT II

Prerequisite – Nil.

Course Description
Students are able to choose from three programs in this course:

Students will gain the skills and knowledge to work in the sport and recreation industry. This qualification prepares students for multi-skilled roles that combine a range of activities required to support the operation of facilities such as fitness centres, outdoor sporting grounds or complexes, aquatic centres and community recreation centres.

Practical activities are subject to change but could include: Netball, Touch, Badminton and Gymnastics.

Assessment
• Theory – short answer, extended response and scenario questions.
• Practical – performance skills assessments, strategies and tactics.
SPORTS AND RECREATION (FOOTBALL) CERT II

Prerequisite – A trial to demonstrate adequate skill level.

Course Description
Students gain the skills and knowledge to work in the sport and recreation industry. This qualification prepares students for multi-skilled roles that combine a range of activities required to support the operation of facilities such as fitness centres, outdoor sporting grounds or complexes, aquatic centres and community recreation centres. Students will study a range of football specific areas such as coaching, umpiring, strategies, game play and tactics.

Assessment
Theory – short answer, extended response and scenario questions.
Practical – performance skills assessments, strategies and tactics.

SPORT AND RECREATION (SOCCER) CERT II

Prerequisite – Year 10 Soccer Academy – 50% or complete a trial to demonstrate adequate skill level.

Course Description
Students gain the skills and knowledge to work in the sport and recreation industry. This qualification prepares students for multi-skilled roles that combine a range of activities required to support the operation of facilities such as fitness centres, outdoor sporting grounds or complexes, aquatic centres and community recreation centres. Students will study a range of soccer specific areas such as coaching, umpiring, strategies, game play and tactics.

Assessment
- Theory – short answer, extended response and scenario questions.
- Practical – performance skills assessments, strategies and tactics.

MATHEMATICS

MATHEMATICS APPLICATIONS ATAR

Prerequisites – Mathematics Course 2 65%.

Course Description
A focus for the first section of the course consists of: Consumer Arithmetic, Algebra and Matrices, and Shape and Measurement. Consumer Arithmetic reviews the concepts of rate and percentage change in the context of earning and managing money and provides a fertile ground for the use of spreadsheets. Algebra and Matrices continues the Years 7–10 curriculum study of Algebra and introduces the topic of Matrices. The emphasis of this topic is the symbolic representation and manipulation of information from real-life contexts using Algebra and Matrices. Shape and measurement builds on and extends the knowledge and skills students developed in the Years 7–10 curriculum with the concept of similarity and associated calculations involving simple geometric shapes. The emphasis in this topic is on applying these skills in a range of practical contexts, including those involving three-dimensional shapes. Classroom access to the technology necessary to support the computational aspects of the topics in this unit is assumed.

A second focus has three topics: Univariate Data Analysis and the Statistical Process, Linear Equations and their Graphs and Applications of Trigonometry. Univariate data analysis and the statistical process develops students’ ability to organise and summarise univariate data in the context of conducting a statistical investigation. Linear equations and their graphs use linear equations and straight-line graphs, as well as linear-piece-wise and step graphs to model and analyse practical situations.
Applications of Trigonometry extends students’ knowledge of Trigonometry to solve practical problems involving non-right-angled triangles in both two and three dimensions, including problems involving the use of angles of elevation and depression and bearings in navigation. Classroom access to the technology necessary to support the graphical, computational and statistical aspects of this course is assumed.

**Assessment**
- Response.
- Investigation.
- Examination.

**MATHEMATICS ESSENTIALS GENERAL**

**Prerequisites** — Mathematics Course 1 60% or OLNA Category 2 and 3.

**Course Description**
A focus is to provide 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. Throughout this course, students use a mathematical thinking process. Teachers will apply the content of the four topics in this course: Basic Calculations, Percentages and Rates, Algebra, Measurement and Graphs, in contexts that are meaningful and of interest. Possible contexts for this course are Earning and Managing Money and Nutrition and Health.

A second focus is to provide students with the mathematical skills and understanding to solve problems related to representing and comparing data, percentages, rates and ratios and time and motion. Students further develop the use of the mathematical thinking process and apply the statistical investigation process. The statistical investigation process will be covered in conjunction with the statistical content of this course. Teachers will apply the content of the four topics in this unit: Representing and comparing data; Percentages, Rates and Ratios, and Time and Motion, in a context which is meaningful and of interest. Possible contexts for this course are Transport and Independent living.

Students will utilise extensive range of technological applications and techniques. The ability to be able to choose when or when not to use some form of technology and to be able to work flexibly with technology are important skills.

**Assessment**
- Response.
- Practical applications.
- Statistical investigation process.

**MATHEMATICS FOUNDATIONS**

**Prerequisite** — OLNA Category 1.

**Course Description**
A focus is to provide students with the mathematical knowledge, understanding and skills to solve problems relating to addition and subtraction, length, mass, capacity and time, and involving the extraction of information from, and the interpretation of, various simple forms of data representation used in everyday contexts. Teachers are encouraged to apply the content of this unit in contexts which are meaningful and of interest to their students. The number formats for the unit are whole numbers and money.

This selection of the course includes five content areas:
- Whole numbers and money.
- Addition and subtraction with whole numbers and money.
- Length, mass and capacity.
- Time.
- Data, graphs and tables.
A second focus is to provide students with the mathematical knowledge, understanding and skills relating to fractions and decimals, solving problems relating to multiplication and division, perimeter, area and volume and qualitative probability from everyday contexts. Teachers are encouraged to apply the content of this unit in contexts that are meaningful and of interest to their students. The number formats for this unit are whole numbers, money, fractions and decimals.

This section of the course includes five content areas.
- Understanding fractions and decimals.
- Multiplication and division with whole numbers and money.
- Metric relationships.
- Perimeter, area and volume.
- The probability of everyday events.

**Assessment**
- Response.
- Practical applications.

**MATHEMATICS METHODS ATAR**

**Prerequisite** – Mathematics Extension 55% or Mathematics Course 3 65%.

**Course Description**
A focus begins with a review of the basic algebraic concepts and techniques required for a successful introduction to the study of calculus.

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

A second focus is on exponentials. The graphs are examined and their applications in a wide range of settings are explored. Arithmetic and geometric sequences are introduced and their applications are studied. Rates and average rates of change are introduced. This is followed by the key concept of the derivative as an ‘instantaneous rate of change’. These concepts are reinforced numerically, by calculating difference quotients both geometrically as slopes of chords and tangents, and algebraically. Calculus is developed to study the derivatives of polynomial functions, with simple application of the derivative to curve sketching, the calculation of slopes and equations of tangents, the determination of instantaneous velocities and the solution of optimisation problems. The course concludes with a brief consideration of anti-differentiation.

**Assessment**
- Response.
- Investigation.
- Examination.

**MATHEMATICS SPECIALIST ATAR**

**Prerequisite** – Mathematics Extension 65%.

**Course Description**
The Mathematics Specialist ATAR course contains three topics: Combinatorics, Vectors in The Plane, and Geometry. The proficiency strand and reasoning of the Years 7–10 curriculum is continued explicitly in Geometry through a discussion of developing mathematical arguments. While these ideas are illustrated through deductive Euclidean geometry in this topic, they recur throughout all topics of the course.

Geometry also provides the opportunity to summarise and extend students’ studies in Euclidean Geometry. An understanding of this topic is of great benefit in the study of later topics in the course, including vectors and complex numbers.
Vectors in the Plane provides new perspectives for working with two-dimensional space and serves as an introduction to techniques that will be extended to three-dimensional space in Year 12. Combinatorics provides techniques that are useful in many areas of mathematics, including probability and algebra. All topics develop students' ability to construct mathematical arguments. The three topics considerably broaden students' mathematical experience and therefore begin an awakening to the breadth and utility of the course. They also enable students to increase their mathematical flexibility and versatility. Access to technology to support the computational aspects of these topics is assumed.

A second focus of the Mathematics Specialist ATAR course contains three topics: Trigonometry, Matrices, and Real and Complex Numbers. Trigonometry contains techniques that are used in other topics in both this course and Year 12. Real and complex numbers provides a continuation of students’ study of numbers, and the study of complex numbers is continued in Year 12. 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. Access to technology to support the computational aspects of these topics is assumed.

Assessment
- Response.
- Investigation.
- Examination.

SCIENCE

BIOLOGY ATAR

Prerequisites – Biological Science 60% or Physical Science 50%, and Science Course 3 A or Science Course 2 80%.

Course Description
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.

Living systems are all interconnected and interact at a variety of spatial and temporal scales, from the molecular level to the ecosystem level. Investigation of living systems involves classification of key components within the system and analysis of how those components interact, particularly with regard to the movement of matter and the transfer and transformation of energy within and between systems. Analysis of the ways living systems change over time involves understanding of the factors that impact on the system and investigation of system mechanisms to respond to internal and external changes and ensure continuity of the system. The theory of evolution by natural selection is critical to explaining these patterns and processes in biology and underpins the study of all living systems.

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. Students develop their investigative, analytical and communication skills through field, laboratory and research investigations of living systems and through critical evaluation of the development, ethics, applications and influences of contemporary biological knowledge in a range of contexts.

Studying the Biology ATAR course provides students with a suite of skills and understandings that are valuable to a wide range of further study pathways and careers. Understanding of biological concepts, as well as general science knowledge and skills, is relevant to a range of careers, including those in medical, veterinary, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation and eco-tourism. This course will also provide a foundation for students to critically consider and to make informed decisions about contemporary biological issues in their everyday lives.

Assessment
- Science Inquiry: Investigation and Practical.
- Extended Response.
- Tests.
- Examinations.
CHEMISTRY ATAR

Prerequisite – Science Course 3 A and Physical Science 60%, Mathematics Extension 50% or Mathematics Course 3 70%.

Course Description
A focus is for Chemists to design and produce a vast range of materials for many purposes, including for fuels, cosmetics, building materials and pharmaceuticals. As the science of chemistry has developed over time, there has been an increasing realisation that the properties of a material depend on and can be explained by the material’s structure. A range of models at the atomic and molecular scale enable explanation and prediction of the structure of materials and how this structure influences properties and reactions. In this course, students relate matter and energy in chemical reactions as they consider the breaking and reforming of bonds as new substances are produced. Students can use materials that they encounter in their lives as a context for investigating the relationships between structure and properties.

Students use science inquiry skills to develop their understanding of patterns in the properties and composition of materials. They investigate the structure of materials by describing physical and chemical properties at the macroscopic scale, and use models of structure and primary bonding at the atomic and sub-atomic scale to explain these properties. They are introduced to the mole concept as a means of quantifying matter in chemical reactions.

A second focus is for students to develop their understanding of the physical and chemical properties of materials, including gases, water and aqueous solutions, acids and bases. Students explore the characteristic properties of water that make it essential for physical, chemical and biological processes on Earth, including the properties of aqueous solutions. They investigate and explain the solubility of substances in water, and compare and analyse a range of solutions. They learn how rates of reaction can be measured and altered to meet particular needs, and use models of energy transfer and the structure of matter to explain and predict changes to rates of reaction. Students gain an understanding of how to control the rates of chemical reactions, including through the use of a range of catalysts.

Through the investigation of appropriate contexts, students explore how evidence from multiple disciplines and individuals has contributed to developing understanding of intermolecular forces and chemical reactions. They explore how scientific knowledge is used to offer reliable explanations and predictions and the ways in which it interacts with social, economic and ethical factors.

Assessment
- Practical.
- Investigation.
- Extended response.
- Examination.

HUMAN BIOLOGY ATAR

Prerequisite – Biological Science 60% or Physical Science 50%, and Science Course 3 A or Science Course 2 80%.

Course Description
A focus looks at how human structure and function supports cellular metabolism and how lifestyle choices affect body functioning.

Cells are the basic structural and functional unit of the human body. Cells contain structures that carry out a range of functions related to metabolism, including anabolic and catabolic reactions. Materials are exchanged in a variety of ways within and between the internal and external environment to supply inputs and remove outputs of metabolism. Metabolic activity requires the presence of enzymes to meet the needs of cells and the whole body. The respiratory, circulatory, digestive and excretory systems control the exchange and transport of materials in support of metabolism, particularly cellular respiration. The structure and function of the muscular-skeletal system provides for human movement and balance as the result of the co-ordinated interaction of the many components for obtaining the necessary requirements for life.
A second focus provides opportunities to explore, in more depth, the mechanisms of transmission of genetic materials to the next generation, the role of males and females in reproduction, and how interactions between genetics and the environment influence early development.

Students also study cell division and cell differentiation and how these play a role in the changes that occur between the time of union of male and female gametes and birth. Disruptions to the early development stages can be caused by genetic and environmental factors. Inheritance can be predicted using established genetic principles. The application of technological advances and medical knowledge has consequences for individuals and raises issues associated with human reproduction.

Students investigate an aspect of a given problem and trial techniques to collect a variety of quantitative and qualitative data. They apply simple mathematical manipulations to quantitative data, present it appropriately and discuss sources and implications of experimental error. Students also consider the limitations of these procedures and explore the ramifications of results that support or disprove their hypothesis. They are encouraged to use ICT in the analysis and interpretation of their data and presentation of their findings.

**Assessment**
- Science inquiry: Investigation.
- Extended response.
- Test.
- Examination.

**INTEGRATED SCIENCE GENERAL**

**Prerequisite** – Nil.

**Course Description**
A focus is on young people growing up in a world of rapid change. Students investigate the issues of inexperience, distractions, drugs and alcohol and the effects they have on drivers and of vehicle safety. They also explore the properties of sound and how listening to music and noise can affect the physiology of hearing. Through the investigation of appropriate contexts, students explore how international collaboration, evidence from multiple disciplines and the use of ICT and other technologies, have contributed to developing understanding of vehicle safety design, and technology for helping the hearing impaired. They investigate how scientific knowledge is used to offer valid explanations and reliable predictions and the ways in which scientific knowledge interacts with economic and ethical factors. Students use science inquiry skills to explore the relationship between acoustic properties of materials and the effect they have on sound distribution in a room. Students consider the effect of age and noise levels on the function of hearing. They develop skills in constructing and using models to describe and interpret data about the function of the cochlea in determining pitch and loudness.

A second focus, biodiversity refers to the variety of life that surrounds us, including all of Earth’s plants, animals, their habitats and the ecological processes. Increased scientific understanding of biodiversity has brought to the forefront its importance to our existence. There is a large dependency on biological resources to meet our needs to maintain life. The need for developing areas for our use through clearing land impacts negatively on biodiversity and ecological processes and needs to be monitored carefully.

The richer the diversity of life, the greater the opportunity for new medical discoveries, economic development and adaptive responses to climate change. Hence, the need for conservation of flora and fauna to maintain biodiversity is of high importance and is relevant to everyone. Students will engage with identifying real-world problems for investigation, making systematic observations and drawing conclusions, including identifying inconsistencies in data. Students also learn to perform calculations for specific understandings. Major trends in use of our ecosystems and the associated issues and challenges that arise from these, sustainability, and environmental impact, are also examined.

**Assessment**
- Science inquiry: Practical and Investigation.
- Test.
- Examination.
PHYSICS ATAR

Prerequisite – Science Course 3 A and Physical Science 60%, Mathematics Extension 50% or Mathematics Course 3 70%.

Course Description
A focus is on how an understanding of heating processes, nuclear reactions and electricity is essential to appreciate how global energy needs are met. In this unit, students explore the ways physics is used to describe, explain and predict the energy transfers and transformations that are pivotal to modern industrial societies. Students investigate heating processes, apply the nuclear model of the atom to investigate radioactivity and learn how nuclear reactions convert mass into energy. They examine the movement of electrical charge in circuits and use this to analyse, explain and predict electrical phenomena.

Contexts that can be investigated in this course include technologies related to nuclear, thermal, or geothermal energy, the greenhouse effect, electrical energy production, large-scale power systems, radiopharmaceuticals, and electricity in the home and related areas of science, such as nuclear fusion in stars and the Big Bang theory. Through the investigation of appropriate contexts, students understand how applying scientific knowledge to the challenge of meeting world energy needs requires the international cooperation of multidisciplinary teams and relies on advances in ICT and other technologies. They explore how science knowledge is used to offer valid explanations and reliable predictions and the ways in which it interacts with social, economic, cultural and ethical factors.

Students develop skills in interpreting, constructing and using a range of mathematical and symbolic representations to describe, explain and predict energy transfers and transformations in heating processes, nuclear reactions and electrical circuits. They develop their inquiry skills through primary and secondary investigations, including analysing heat transfer, heat capacity, radioactive decay and a range of simple electrical circuits.

A second focus is on students to develop an understanding of motion and waves that can be used to describe, explain and predict a wide range of phenomena. Students describe linear motion in terms of position and time data, and examine the relationships between force, momentum and energy for interactions in one dimension. Students investigate common wave phenomena, including waves on springs and water, sound and earthquake waves.

Contexts that can be investigated in this course include technologies such as accelerometers, motion detectors, global positioning systems (GPS), energy conversion buoys, music, hearing aids, echo locators, and related areas of science and engineering, such as sports science, car and road safety, acoustic design, noise pollution, seismology, bridge and building design.

Through the investigation of appropriate contexts, students explore how international collaboration, evidence from a range of disciplines and many individuals, and the development of ICT and other technologies have contributed to developing understanding of motion and waves and associated technologies. They investigate how scientific knowledge is used to offer valid explanations and reliable predictions and the ways in which it interacts with social, economic, cultural and ethical factors.

Students develop their understanding of motion and wave phenomena through laboratory investigations. They develop skills in relating graphical representations of data to quantitative relationships between variables, and they continue to develop skills in planning, conducting and interpreting the results of primary and secondary investigations.

Assessment
- Science Inquiry.
- Experiment.
- Investigation.
- Evaluation and analysis.
- Test.
- Examination.
SCSA refers to this learning area as Humanities and Social Sciences (HASS).

**ECONOMICS ATAR**

**Prerequisite** – Social Sciences Course 2 A.

**Course Description**
A focus is to explore the theory that markets are an efficient way to allocate scarce resources, using real world markets with an emphasis on the Australian economy. When the forces of demand and supply do not allocate and price resources in a way that society would regard as efficient, equitable or sustainable, market failure can occur. Students examine examples of market failure along with a range of government policy options that can be applied to achieve more desirable outcomes.

Students are also introduced to the language of economics and the use of theories and models to explain and interpret economic events and issues.

A second focus is to explore the government’s role in a modified market economy and Australia’s recent and contemporary macroeconomic performance. The cyclical fluctuations in the level of economic activity result in changes in the levels of output, income, spending and employment in the economy, which in turn, have implications for economic growth, inflation and unemployment. Students examine the role of government, through its spending and taxing powers, which can affect the allocation and price of resources, and the level of economic activity by targeting economic objectives.

**Assessment**
- Data interpretation/short answer.
- Extended answer.
- Examination.

**GEOGRAPHY ATAR**

**Prerequisite** – Social Sciences Course 2 A or Global Leadership 55%.

**Course Description**
A focus is natural and ecological hazards represent potential sources of harm to human life, health, income and property, and may affect elements of the biophysical, managed and constructed elements of environments. This course focuses on understanding how these hazards and their associated risks are perceived and managed at local, regional and global levels. Risk management, in this particular context, refers to prevention, mitigation and preparedness. Prevention is concerned with the long-term aspects of hazards, and focuses on avoiding the risks associated with their reoccurrence. Mitigation is about reducing or eliminating the impact if the hazard does happen. Preparedness refers to actions carried out prior to the advance notice of a hazard to create and maintain the capacity of communities to respond to and recover from natural disasters.

Building on their existing geographical knowledge and understandings, students explore natural hazards, including atmospheric, hydrological and geomorphic hazards. For example, storms, cyclones, tornadoes, frosts, droughts, bushfires, flooding, earthquakes, volcanoes and landslides. They will also explore ecological hazards such as environmental diseases/pandemics, toxin-based respiratory ailments, infectious diseases, animal-transmitted diseases and water-borne diseases and plant and animal invasions. Students develop an understanding about using and applying geographical inquiry tools, such as spatial technologies, and skills to model, assess and forecast risk and to investigate the risks associated with natural and ecological hazards. The potential for fieldwork depends on the hazard selected, such as a visit to the town of Meckering to study earthquakes, or the impact of a specific cyclone, flood or bushfire on a town or region.

A second focus is on the process of international integration. Globalisation, and is based on the reality that we live in an increasingly interconnected world. It provides students with an understanding of the economic and cultural transformations taking place in the world today, the spatial outcomes of these processes and their political and social consequences.
This is a world in which advances in transport and telecommunications technologies have not only transformed global patterns of production and consumption but also facilitated the diffusion of ideas and elements of cultures.

The unit explains how these advances in transport and communication technology have lessened the friction of distance and have impacted at a range of local, national and global scales. Cultural groups that may have been isolated in the early twentieth century are now linked across an interconnected world in which there is a ‘shrinking’ of time and space. Of particular interest are the ways in which people adapt and respond to these changes.

Students have the opportunity to explore the ideas developed in the course through an investigation of the changes taking place in the spatial distribution of the production and consumption of a selected commodity, good or service and the study of an example of cultural diffusion, adoption and adaptation. They also investigate the ways people embrace, adapt to or resist the forces of international integration.

While the scale of the study in this course begins with globalisation, locally based examples can be used to enhance students’ conceptual understanding. Students develop an understanding about using and applying geographical inquiry methods, tools such as spatial technologies, and skills to investigate the transformations taking place throughout the world.

Assessment
- Geographical inquiry.
- Fieldwork/practical skills.
- Short and extended response.
- Examination.

MODERN HISTORY ATAR

Prerequisites – Social Sciences Course 2 A or Global Leadership 55%.

Course Description
A focus is to examine developments of significance in the modern era, including the ideas that inspired them and their far-reaching consequences.

Students examine one development or turning point that has helped to define the modern world. Students explore crucial changes, for example:
- The application of reason to human affairs.
- The transformation of production, capitalism and consumption, transport and communications.
- The challenge to social hierarchy and hereditary privilege.
- The assertion of inalienable rights and
- The new principles of government by consent.

Through their studies, students explore the nature of the sources for the study of Modern History and build their skills in historical method through inquiry. The key conceptual understandings covered in this unit are:
- What makes an historical development significant?
- The changing nature and usefulness of sources.
- The changing representations and interpretations of the past.
- The historical legacy of these developments for the Western world and beyond.

A second focus examines significant movements for change in the 20th century that led to change in society, including people’s attitudes and circumstances. Through a detailed examination of one major 20th century movement, students investigate the ways in which individuals, groups and institutions have challenged existing political structures, accepted social organisation and prevailing economic models to transform societies.
The key conceptual understandings covered in this course are:

- The factors leading to the development of movements.
- The methods adopted to achieve effective change.
- The changing nature of these movements.
- Changing perspectives of the value of these movements and how their significance is interpreted.

Assessment

- Historical inquiry.
- Explanation.
- Source analysis.
- Examination.

POLITICS AND LAW ATAR

Prerequisites – Social Sciences Course 2 A.

Course Description

A focus is to examine the principles of a liberal democracy, the legislative, executive and judicial structures and processes of Australia’s political and legal system; the functioning of a non-democratic system and the processes of a non-common law system.

A second focus is to examine the principles of fair elections, the electoral and voting systems in Australia since Federation, making reference to a recent election in Australia, the electoral system of another country, an analysis of the civil and criminal law processes in Western Australia and an analysis of a non-common law system.

Political and legal developments and contemporary issues of the last three years are used to provide a framework for the course.

Assessment

- Investigation.
- Short answer.
- Essay.
- Source analysis.
- Examination.
APPLIED INFORMATION TECHNOLOGY ATAR

Prerequisite – Information Technology 60% or Digital Media 60% and English Course 3 60%.

Course Description
A focus is on the use of digital technologies to create and manipulate digital media. Students use a range of applications to create visual and audio communications. They examine trends in digital media transmissions and implications arising from the use of these technologies.

A second focus is on the skills, principles and practices associated with various types of documents and communications. Students identify the components and configuration of networks to meet the needs of a business. Students design digital solutions for clients being, mindful of the various impacts of technologies within legal, ethical and social boundaries.

Assessment
- Project.
- Short answer.
- Extended answer.
- Examination.

BUSINESS CERT II

Prerequisite – Nil.

Course Description
Students completing this qualification gain the foundational skills and knowledge needed to work in a wide variety of business and retail organisations. Students will gain experience of working in a simulated business environment while covering a wide variety of practical units. This course is designed specifically for students who plan a career working in, or running a business, or who would like to pursue further qualifications in business.

Assessment
- Tests.
- Project work.

INFORMATION TECHNOLOGY CERT II

Prerequisite – Nil.

Course Description
Information and Digital Media Technology Cert II is a practical course where the emphasis is placed on production rather than theory. A student in this course will gain experience not only in a classroom setting but also in real-life and simulated IT and Cert II environments, that will give each student valuable hands-on experience. IDMT is ideal for students who already have a keen interest in IT and also students who see the value in being IT literate in our increasing technology focused world. The skills learnt during this course prepare students for all career areas and is a qualification valued by employers, while also preparing students for further study.

Assessment
- Tests.
- Project work
BUILDING AND CONSTRUCTION CERT II

Prerequisite – Nil.

Course Description
This course has been established for students as a TAFE or trade pathway that fulfils the requirements of a two year program.

Students undertake basic construction projects that are aimed at developing skills required in a range of Building and Construction trades. Skills range from basic project planning and drafting, basic stud wall and roof carpentry, decking, welding and fabrication, brick paving as well as methods used in the wet trades such as bricklaying, tiling and plastering. Underpinning theory to identify tools and materials are studied and applied to practical projects.

An extended study schedule for this subject is minimal. Theory assignments and folio work may need to be completed for homework to maximise class time on practical activities. Students are required to provide overalls and safety boots for this class to protect their College uniform.

Assessment
• Folio work includes estimating and costing materials for projects and scheduling work on building projects.

DESIGN GRAPHICS ATAR

Prerequisite – Design Graphics 60%.

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

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

Assessment
• Production.
• Response.
• Examination.
GRAPHIC DESIGN VISUAL ARTS CERT II

Prerequisite – Nil.

Course Description
This course has been developed for students who are planning to attend TAFE or move into the workplace. It is the first year of a two year certificate course.

The Graphic Design course has been set up to incorporate the best aspects of graphic design, art, photography and ICT. Most of the work is created as print media as well as various forms of product design, stickers, t-shirts, skate decks, decals, posters etc. The course has been designed to develop a more practical hands-on approach to Graphic Design. Whilst theoretical aspects of the course are still covered, the emphasis would be on the design portfolio and are not externally examined in Year 12.

Creativity and an ability to draw are recommended for this course, but not essential for success.

Students undertake training in the operation of ‘industry standard’ graphic design hardware and software with a focus on the use of Photoshop, raster graphics, Illustrator, vector graphics and InDesign print publication.

Assessment
• Production.
• Tests.

MATERIALS DESIGN TECHNOLOGY: METAL GENERAL

Prerequisite – Nil

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

A second focus is for students to learn about the nature of designing for a client, target audience or market. Students learn about the nature, properties and environmental impacts and issues related to a variety of materials, and production techniques. Students apply an understanding of the elements and fundamentals of design and consider human factors involved in their design projects. They develop creative thinking strategies and work on design projects within specified constraints, as well as consider the environmental impacts and issues related to the sustainability and recycling of materials.

Students extend their understanding of safe working practices and contemporary manufacturing techniques and develop the knowledge, understanding and skills required to manage the processes of designing and manufacturing.

Safety is a priority at Irene McCormack Catholic College and as such students will be required to wear safety glasses, an apron, and enclosed shoes at all times when working in the workshop. In addition to this, students will also be required to follow safe workshop behaviour and operational procedures as set out in the College Workshop Safety Policy. Failure to observe the Workshop Safety Policy may result in exclusion from the subject area.

Assessment
• Design, Practical portfolio.
• Production, Practical.
• Response, Written.
MATERIALS DESIGN AND TECHNOLOGY: WOOD GENERAL

Prerequisite – Nil.

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

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

Safety is a priority at Irene McCormack Catholic College and as such students will be required to wear safety glasses, an apron, and enclosed shoes at all times when working in the workshop. In addition to this, students will also be required to follow safe workshop behaviour and operational procedures as set out in the College Workshop Safety Policy. Failure to observe the Workshop Safety Policy may result in exclusion from the course.

Assessment
• Design, Practical portfolio.
• Production, Practical.
• Response, Written.

COMMUNITY SERVICES CERT II

Prerequisite – Nil.

By completing the Community Services Cert II, students will develop basic child care skills and knowledge to prepare themselves for entry level employment in the industry. This qualification provides students with several units that can be credited towards Community Services Cert III. This qualification will provide an appropriate pathway into higher level qualifications in childcare, aged care, disability and community care.

Assessment
• Investigation.
• Production.
• Tests.
• Practical Projects.
FOOD SCIENCE AND TECHNOLOGY GENERAL

Prerequisite – Nil.

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

Students devise food products, interpret and adapt recipes to prepare healthy meals and snacks that meet individual needs. They demonstrate a variety of mise-en-place, precision cutting skills and processing techniques to ensure that safe food handling practices prevent food contamination. Students recognise the importance of using appropriate equipment, accurate measurement and work individually and in teams to generate food products and systems.

A second focus is on the supply of staple foods and the factors that influence adolescent food choices and ethical considerations. Students recognise factors, including processing systems, that affect the sensory and physical properties of staple foods.

Students explore food sources and the role of macronutrients and water for health and nutrition-related health conditions, such as coeliac and lactose intolerance, which often require specialised diets. Students consider how food and beverage labelling and packaging requirements protect consumers and ensure the supply of safe, quality foods.

Students work with a range of staple foods, adapt basic recipes and apply the technology process to investigate, devise and produce food products to achieve specific dietary requirements. They evaluate food products and demonstrate a variety of safe workplace procedures, processing techniques and food handling practices.

Assessment
• Investigation.
• Production.
• Response.

CAREER AND ENTERPRISE GENERAL

Prerequisite – Nil.

Course Description
This course 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/study transitions.

A second focus 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.

Students who undertake the Workplace Learning Program must enrol in Career and Enterprise General.

Assessment
• Investigation.
• Production, performance.
• Individual pathway plan, career portfolio.
• Response.
WORKPLACE LEARNING PROGRAM

This program offers students enrolled in Career and Enterprise an opportunity to complete work experience in a chosen occupation or industry one day per week (offsite). Work experience enables students to develop and demonstrate competence in the core skills of work. These skills are often referred to as generic, transferable or employability skills. The program is managed by service providers in partnership with the College.

The student gains work experience in one or more workplaces during the year to explore different occupations and/or industries. The student is required to complete tasks in a Workplace Learning Logbook and Workplace Learning Skills Journal as per requirements of the endorsed program (ADWPL).

Students must participate in a Work Ready Induction program in Term 4, in order to participate in the program. The Induction program will consist of after school tutorial sessions and the completion of the Induction Manual. Students may be required to complete a white card during the holiday break.

There is a $570 fee which contributes to the cost of the program, payable by the 28th October 2016.

Students interested in specific trade related opportunities, should speak with the VET coordinator Mrs Erin Gallen.
USEFUL CONTACT DETAILS

SCHOOL CURRICULUM AND STANDARDS AUTHORITY
303 Sevenoaks Street
CANNINGTON WA 6107
Ph: (08) 9273 6301
www.scsa.wa.edu.au
Email: info@scsa.wa.edu.au

TERTIARY INSTITUTIONS SERVICE CENTRE
Level 1, 100 Royal Street
EAST PERTH WA 6004
Ph: (08) 9318 8000
www.tisc.edu.au
Email: info@tisc.edu.au

CURTIN UNIVERSITY (Bentley campus)
Future Students Centre
Kent Street
BENTLEY WA 6102
Ph: (08) 9266 1000
www.curtin.edu.au
Information for Year 10 students, or to book an appointment or chat online go to: http://futurestudents.curtin.edu.au/year-10s/

EDITH COWAN UNIVERSITY (Joondalup and Mt Lawley)
Student Recruitment
Building 2
Joondalup Drive
JOONDALUP WA 6027
Ph: 13 43 28
www.ecu.edu.au or http://www.ecu.edu.au/future-students/overview
Email: futurestudy@ecu.edu.au

WA ACADEMY OF PERFORMING ARTS (WAAPA)
2 Bradford Street
MOUNT LAWLEY WA
6050 Ph: (08) 9370 6443
www.waapa.ecu.edu.au

MURDOCH UNIVERSITY
Student Centre
South Street
MURDOCH WA
6150
Ph: (08) 9360 6538
Email: study@murdoch.edu.au

THE UNIVERSITY OF NOTRE DAME AUSTRALIA
23 High Street
FREMANTLE WA 6160
Postal Address: PO Box 1225, FREMANTLE WA
6959 Ph: (08) 9433 0533
www.nd.edu.au or http://www.nd.edu.au/nav-future-students/schools
Email: fremantle.reception@nd.edu.au
STATE TRAINING PROVIDERS/TAFES

- NORTH METROPOLITAN TAFE
  www.northmetrotafe.wa.edu.au
- SOUTH METROPOLITAN TAFE
  www.southmetrotafe.wa.edu.au

TRAINING WA

GENERAL OCCUPATION EXPLORATION AND CAREER GUIDANCE

- My Future- www.myfuture.edu.au
- The WA Career Centre- www.careercentre.dtwd.wa.gov.au
- Hobsons Course Finder- www.hobsonscoursefinder.com.au
- Skills Road- www.skillsroad.com.au/about/about-skillsroad

WA INDUSTRY TRAINING COUNCILS

- Financial Administrative and Professional Services-

AUSTRALIAN APPRENTICESHIPS

- Apprentice Centre www.apprenticentre.wa.gov.au
- Australian Apprenticeships and Traineeships Pathways www.aapathways.com.au

- MyGain apprenticeship videos- www.youtube.com/user/AAPathways/videos