INTRODUCTION

In Year 11, students continue an academic journey that will take them beyond school in 2022 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 opportunities that students have open to them and the entry requirements for tertiary institutions. 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

AQM  Australian Qualifications Framework.
ATAR  Australian Tertiary Admissions Rank.
ECU   Edith Cowan University.
NDA   University of Notre Dame Australia.
OLNA  Online Literacy and Numeracy Assessment.
RTO   Registered Training Organisation.
SCSA  School Curriculum and Standards Authority.
TAFE  Technical And Further Education
TEA   Tertiary Entrance Aggregate.
TISC  Tertiary Institutions Service Centre.
UWA   University of Western Australia.
VET   Vocational Education and Training.
WACE  Western Australian Certificate of Education.
WASSA Western Australian Statement of Student Achievement.
WPL   Workplace Learning.
General Requirements
Students must:
- Demonstrate a minimum standard of literacy (reading and writing) and a minimum standard of numeracy.
- Complete a minimum of 20 units, or equivalents.
- Complete:
  - At least four Year 12 ATAR courses or
  - At least five Year 12 General courses and/or ATAR courses or equivalent, or
  - A Certificate II (or higher) VET qualification in combination with ATAR, General or Foundation courses.

Literacy and numeracy standard
For the WACE literacy and numeracy standard, students may:
- Pre-qualify through achieving Band 8 or higher in the reading, writing and numeracy tests of the Year 9 National Assessment Program – Literacy and Numeracy Assessment (NAPLAN), or
- Demonstrate the minimum standard of literacy and numeracy by successfully completing the relevant components of the Online Literacy and Numeracy Assessment (OLNA) in Year 10, 11 or 12.

Breadth and depth
- Students must complete a minimum of 20 units, which may include unit equivalents attained through VET and/or endorsed programs. This requirement must include at least:
  - A minimum of ten Year 12 units, or the equivalent.
  - Four units from an English course, post-Year 10, including at least one pair of Year 12 units from an English learning area course.
  - One pair of Year 12 units from each of List A (arts/languages/social sciences) and List B (mathematics/science/technology) subjects.

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

Unit equivalents
Unit equivalents can be obtained through VET qualifications and/or endorsed programs. The maximum number of unit equivalents available through VET and endorsed programs is four Year 11 units and four Year 12 units with a maximum of four units with endorsed programs – two in Year 11 and two in Year 12.

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 have achieved in Years 11 and 12. 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.

UNIVERSITIES

The University of Notre Dame Australia (NDA) is a Catholic independent university situated in Fremantle. Applicants apply to the university directly, not through the Tertiary Institutions Services Centre (TISC). The selection Criteria for NDA is:
a) Full academic records for Years 11 and 12, including the WASSA.
b) Meet WACE requirements.
c) Meet the University’s English language requirement.
d) Should achieve an ATAR of 70.00 or higher.
e) A personal statement provided by the student in the form of an essay, outlining individual qualities, goals and motivation for seeking admission to NDA.
f) References from school and work contacts.
g) A completed application form including supporting documentation.
h) Personal interview with a member of the University.
Notre Dame’s Tertiary Pathway Program (TPP) is an enabling program designed for students who have not met the requirements for entry into the University’s undergraduate degree programs. Students should submit an application to the course of their choice at NDA and they will be advised if they have will be accepted into the course or should apply for the TPP.

CQ University – Students are able to apply directly to CQ University and not through the Tertiary Institutions Services Centre (TISC).

In order to qualify for admission to Curtin University, ECU, Murdoch University or the UWA, a student must fulfill the following criteria:

a) Meet the WACE requirements prescribed by the School Curriculum and Standards Authority.
b) Achieve English Language Competence as prescribed by the individual universities.
c) Attain a sufficiently high ATAR selection rank for entry to a particular university course.
d) Satisfy any prerequisites or special requirements for entry to particular courses.

Please refer to the relevant University Admissions requirements for school leavers: https://www.tisc.edu.au/static/guide/admission-req-sleavers.tisc

TECHNICAL AND FURTHER EDUCATION (TAFE)

TAFE offers students a wide range of VET courses to meet their specific career goals. TAFE is the State’s largest vocational education and training provider. North Metropolitan TAFE and South Metropolitan TAFE administer the city campuses. To maximise entry prospects for TAFE studies, students should:

- Achieve the best grades possible in school.
- Check the pre-requisite level of communication (English) and Mathematics skills required.
- Check if selection criteria apply and if a portfolio of work is required to be submitted
- Undertake a vocational certificate.
- Undertake Workplace Learning with Career and Enterprise.
- Develop a Career Portfolio that includes records of all your work experience

EMPLOYMENT, APPRENTICESHIPS AND TRAINEESHIPS (VET)

To maximise your opportunity to secure a job or apprenticeship directly after school:

- Achieve the best grades possible in school, particularly in English and Math’s.
- Undertake Workplace Learning to gain experience in a number of industries.
- Complete a vocational certificate related to your industry pathway of interest
- Develop a Career Portfolio that includes records of all your work experience.
- School based apprenticeships are possible for students who are ready

VET Opportunities in School

VET has become increasingly important to students seeking to develop specific work skills necessary and transferrable for employment, and to engage in further study. There are numerous private training providers requiring specific applications. A range of out-of-school VET opportunities are available. In order to undertake these, students need to register their interest with the VET Coordinator.

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 courses no longer lock students into future career pathways. The ATAR courses are the most direct path to university. The General and VET courses are the most direct path to TAFE, Apprenticeships, Traineeships and employment.
COLLEGE PROCEDURES FOR COURSE SELECTION

At Irene McCormack Catholic College all Year 11 students:
1. Choose 6 courses in Year 11 ensuring that all the prerequisites have been met.
2. Select courses that include at least one List A (Arts, Languages and Social Sciences) and one List B course (Mathematics, Science and Technology).
3. Select Religion and Life as one of the courses in Year 11.
4. Select either English or Literature.
5. Students who have not met the numeracy requirement for OLNA must select a Mathematics course. A Mathematics course is highly recommended for all students who have met the minimum requirement.

Students who wish to gain an ATAR rank and use this ATAR rank to gain direct access to university are advised to select:
- A minimum of four ATAR courses in Year 11.
- Two further courses from General or VET.

Students who wish to pursue study at TAFE, a traineeship or apprenticeship are advised to select either:
- Six General Courses, or
- A combination of General and ATAR courses and VET Certificate, or
- Five General courses and a VET Certificate at school; plus Workplace Learning or VET Certificate or Pre-apprenticeship course out of school.

ATAR WACE course comprises two units. Year 11 courses are Units 1 and 2. Year 12 courses are Units 3 and 4.

Where prerequisites are met, students may select less than four ATAR courses. If selecting less than four ATAR courses, students will still have to sit the examinations for these courses, however they will not receive an ATAR rank.

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 1 results, and is reviewed following the final results for the year. It is important that students achieve the specified prerequisite to select a Year 11 course.
- Students need to be aware of any course prerequisites required for a range of university courses of interest, and the level of English and Mathematics and further screening or prerequisites for TAFE courses of interest. Students should discuss these options with their parents.
- The College reserves the right to make the final decision about which courses operate and which individual student gets access to courses and does not guarantee that a course conducted for Year 11 will operate in Year 12.
- All courses in Year 11 are year-long. Any course changes are to be made in the first three weeks of the school year.

Course Selection forms are due on 20 August 2020.
# YEAR 7 – 12 CURRICULUM PATHWAY

## Year 7, 8 and 9 Compulsory Courses

<table>
<thead>
<tr>
<th>Religious Education</th>
<th>English</th>
<th>Social Sciences</th>
<th>Mathematics</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Extension</td>
<td>Course 3</td>
<td>Course 2</td>
<td>Course 1</td>
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## Year 10 Compulsory Courses

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<thead>
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<th>Mathematics</th>
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<th>Social Science</th>
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<table>
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<tr>
<th>English</th>
<th>Literature</th>
<th>Course 3</th>
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## Year 10 Elective Courses

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<tr>
<th>The Arts</th>
<th>Dance</th>
<th>Drama</th>
<th>Music</th>
<th>Music Specialist</th>
<th>Visual Art</th>
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<td>Design &amp; Technology</td>
<td>Digital Technology</td>
<td>MDT: Metal</td>
<td>MDT: Wood</td>
<td>Digital Technology</td>
<td>MDT: Metal</td>
<td>MDT: Wood</td>
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<td>Home Economics</td>
<td>Childcare</td>
<td>Fashion &amp; Textiles</td>
<td>Food Technology</td>
<td>Childcare</td>
<td>Fashion &amp; Textiles</td>
<td>Food Technology</td>
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<td>Health and Physical Education (Selection)</td>
<td>Outdoor Education</td>
<td>Football Academy</td>
<td>Outdoor Education</td>
<td>Physical Education</td>
<td>Football Academy</td>
<td>Outdoor Education</td>
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<td></td>
<td>Specialist Soccer Academy</td>
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<td>Social Science</td>
<td>Global Leadership</td>
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## Years 11 and 12 – Courses selected are based on achieving prerequisites

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<tr>
<th>Year 11 and Year 12</th>
<th>ATAR courses</th>
<th>ATAR, General and VET courses</th>
<th>General and VET courses</th>
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5
## YEAR 11 COURSES 2020

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<th>YEAR 11 COURSES</th>
<th>YEAR 10 PREREQUISITE SUBJECTS</th>
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<td><strong>RELIGIOUS EDUCATION</strong></td>
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<td>Christian Ministry &amp; Theology Cert III (VET)</td>
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<td>Religion and Life ATAR</td>
<td>10 Religious Education Course 3 C</td>
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<tr>
<td>Religion and Life General</td>
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<td><strong>THE ARTS</strong></td>
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<td>Dance ATAR</td>
<td>10 English Course 2 A</td>
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<td>Design Photography General</td>
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<td>Drama ATAR</td>
<td>10 Drama 55% and 10 English Course 2 A</td>
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<td>Music ATAR</td>
<td>10 Music Specialist 55%</td>
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<td>11</td>
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<td>Visual Arts General</td>
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<td>10 English Literature or 10 English Course 3 B</td>
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<td>English General</td>
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<td>Outdoor Education ATAR</td>
<td>10 English Course 3 C or 10 English Course 2 A Swimming standard required</td>
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<td>Outdoor Education General</td>
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<td>Physical Education Studies General (Football)</td>
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<td>Physical Education Studies General (Soccer)</td>
<td>10 Soccer Academy 50% or a Trial</td>
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<td><strong>LANGUAGES</strong></td>
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<td>French: Second Language ATAR</td>
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<td><strong>MATHEMATICS</strong></td>
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<td>Mathematics Applications ATAR</td>
<td>10 Mathematics Course 3 C</td>
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<td>Mathematics Essentials General</td>
<td>OLNA Category 2 or 3</td>
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<td>Mathematics Foundations</td>
<td>OLNA Category 1</td>
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<td>Mathematics Methods ATAR</td>
<td>10 Mathematics Extension C</td>
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<td><strong>SCIENCE</strong></td>
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</table>
| Biology ATAR | 10 Science Course 3 B or  
10 Science Course 2 A and  
10 Biological Science B or  
10 Science Course 2 A and  
10 Physical & Chemical Science C | B  
20  
| Chemistry ATAR | 10 Science Course 3 A or  
10 Physical Science B and  
10 Mathematics Extension C or  
10 Mathematics Course 3 A | B  
21  
| Human Biology ATAR | 10 Science Course 3 B or  
10 Science Course 2 A and  
10 Biological Science B or  
10 Science Course 2 A and  
10 Physical & Chemical Science C | B  
22  
| Marine & Maritime Studies General | Nil | B  
22  
| Physics ATAR | 10 Science Course 3 A or  
10 Physical Science B and  
10 Mathematics Extension C or  
10 Mathematics Course 3 A | B  
23  
| **SOCIAL SCIENCES** |  
| Business Management & Enterprise General | Nil | A  
24  
| Economics ATAR | 10 Social Science Course 3 C or  
10 Commerce and Law C | A  
24  
| Geography ATAR | 10 Social Science Course 3 C | A  
25  
| Modern History ATAR | 10 Social Science Course 3 C | A  
26  
| Modern History General | Nil | A  
26  
| Politics & Law ATAR | 10 Social Science Course 3 C or  
10 Commerce and Law C | A  
27  
| **TECHNOLOGIES - DESIGN & DIGITAL** |  
| Building & Construction General | Nil | -  
28  
| Computer Science General | Nil | B  
28  
| Design General | Nil | B  
28  
| Materials Design & Technology Metal General | Nil | B  
29  
| Materials Design & Technology Wood General | Nil | B  
29  
| **TECHNOLOGIES – HOME ECONOMICS** |  
| Community Services Cert II (VET) | Nil | -  
30  
| Hospitality Cert II (VET) | Nil | -  
30  
| Materials Design & Technology Textiles (Fashion) General | Nil | B  
31  
| **VOCATIONAL EDUCATION** |  
| Career & Enterprise General | Nil | A  
31  

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 should move to increasing proportions of revision.

Students engaging in General and VET courses are expected to develop and maintain a homework and study plan that balances skill review and academic study. 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.

IRENE’S SERVICE LEARNING PROGRAM

One of the key roles of Catholic schools is to form young people who are committed to living the Gospel values of prayer, service and justice. We believe that the service of others is a fundamental human quality that fosters a Christian attitude in society and encourages the development of the kind of world envisaged by Christ. The Irene’s Service Learning Program builds students who are empathetic, compassionate and ambassadors of Christ.

Years 10 to 12 – minimum 25 hours over the three years.

Irene’s Service Learning is an integral 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. Successful completion of the program is a requirement for Irene McCormack Catholic College graduation to occur.

The Year 11 Irene’s Service Learning Program aims to immerse students into the lives of those on the fringe, getting to know them, advocating for them in society, and serving them. It is hoped that this will help to build bridges to increase resilience, foster self-worth and create relevant paths of inclusion and belonging in society.

The Year 11 students are able to undertake their service hours over two full days at a site approved by the College.

Participation in Irene’s Service Learning Program is an essential element of life and graduation at Irene McCormack Catholic College. Students are expected to participate in the required hours of service and reflection experience.
COURSE DESCRIPTIONS

RELIGIOUS EDUCATION

CHRISTIAN MINISTRY & THEOLOGY CERT III (VET)
10741NAT Certificate III in Christian Ministry & Theology
RTO The Institute of Faith Education RTO Code 31402

Prerequisite – Nil.

The 10741NAT Certificate III in Christian Ministry and Theology is a religious education program designed for Year 11 and 12 students. It is a nationally accredited course which meets Vocational Education and Training (VET) requirements. Within this course, students learn theology through a variety of hands-on activities that are relevant to real life situations. The subject is available to all students irrespective of individual religious beliefs but does specifically focus on the Catholic tradition. The subject is offered over four semesters involving face-to-face training. Certificate III in Christian Ministry and Theology aims to:

- Enable students to study theology at an elementary level, developing their skills in theological and scriptural studies and in reading, writing, presenting and discussing theological issues.
- Expand students' knowledge, understanding and appreciation of major themes of theology and scripture.
- Develop students' spiritual awareness and sense of selfhood.

This course will be of interest to students considering a career in the Catholic sector (Catholic education, Catholic health care, Catholic Social services) as the course provides an introduction to Catholic beliefs and Catholic social teaching. This is particularly beneficial for future employment as there are over 3500 Catholic Agencies across Australia making up 2% of the Australian workforce, employing more than the Wesfarmers group, Woolworths group and Australia four largest banks combined. With its strong focus on 21st century skills, the course will also be relevant to any young person seeking to develop their creativity, critical thinking, problem-solving, communication and collaboration (teamwork) skills, global citizenship, life and career goals and personal and social responsibility.

The course is usually delivered over the senior years of schooling (Year 11 and 12). Students enrolled in the course are expected to complete the program by the end of Year 12. The usual study outline for the course is as follows:

<table>
<thead>
<tr>
<th>YEAR 11</th>
<th>YEAR 12</th>
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<tbody>
<tr>
<td>Semester 1</td>
<td>Semester 1</td>
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<tr>
<td>Module 1</td>
<td>Module 3</td>
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<tr>
<td>Spirituality Today</td>
<td>Choices</td>
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<td>Semester 2</td>
<td>Semester 2</td>
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<tr>
<td>Module 2</td>
<td>Module 4</td>
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<tr>
<td>The Story</td>
<td>The Edge</td>
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</tbody>
</table>

Successful completion of this course contributes 4 units towards the Western Australian Certificate of Education.

RELIGIOUS EDUCATION

The Religion and Life ATAR course provides students with opportunities to learn about religion and the interplay that occurs between religion, societies and people. Students develop an informed and critical understanding of this interplay by drawing from a detailed knowledge of one or more religions. Every religion offers a system of beliefs and practices. In the Religion and Life ATAR course, students explore one or more religions and investigate the characteristics of religion, their origins, foundations, social influence and development over time. They analyse the role religion has played in society and understand the challenges and opportunities religions face.
RELIGION AND LIFE ATAR

Prerequisite – Year 10 Course 3 C.

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: It is important to note that no attempt is made to assess the student’s faith.
- Examination.
- Explanation.
- Investigation.
- Source Analysis.

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: It is important to note that no attempt is made to assess the student’s faith.
- Investigation/Explanations
- Common Assessment Task
- Source Analysis

THE ARTS

DANCE ATAR

Prerequisite – Year 10 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 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/Production.
- Response.
- Written and Practical Examinations.

DESIGN PHOTOGRAPHY GENERAL

Prerequisite – Nil

Course Description
This course gives students the opportunity to study Design within the Photography context. Students will explore a range of photography themes and techniques and use these to inform their design process. They will build design solutions and respond to design briefs to suit a client’s needs. Students will use creativity and innovation to take, edit and present their photos as a resolved product. This course gives students the opportunity to cultivate transferable skills that can be used in future job markets.

Assessment
- Design, Practical portfolio.
- Production, Practical projects.
- Response, Written.

DRAMA ATAR

Prerequisite – Year 10 Drama 55% and Year 10 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 educates and presents 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 challenges and questions perspectives.

Assessment
- Performance/production.
- Response.
- Written and Practical Examination.

MUSIC ATAR

Prerequisite – Year 10 Music Specialist 55%.

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 of 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 contexts 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**
- Aural.
- Historical and Cultural Analysis.
- Performance.
- Theory and composition.
- Examinations.

**VISUAL ARTS ATAR**

**Prerequisite** – Year 10 Art A or Year 10 Visual Art Specialist B and Year 10 English Course 2 A.

**Course Description**
Students will complete a body of work (folio work and final artwork) based around the theme of 'differences' in Semester 1 and 'identities' in Semester 2. They will explore approaches to drawing, painting, printmaking and sculpture, and look at ways of developing meaning in their work. Students will foster 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. The theory component of the course will teach students how to analyse artworks and make in depth comparisons. They will research artists and learn how to structure appropriate responses.

**Assessment**
- Production.
- Analysis.
- Investigation.
- Examination.

**VISUAL ARTS GENERAL**

**Prerequisite** – Nil.

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

**Assessment**
- Production.
- Analysis.
- Investigation.
ENGLISH ATAR

Prerequisites – Year 10 English Literature, Year 10 English Course 3 B.

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
- Creating.
- Examination.
- Responding.

ENGLISH FOUNDATIONS

Prerequisite – OLNA Category 1.

Course Description
A focus is for the learning outcomes to reflect the intent of the rationale. 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
- Creating.
- Responding.
ENGLISH GENERAL

Prerequisite – Nil.

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
- Creating.
- Responding.

ENGLISH LITERATURE ATAR

Prerequisite – Year 10 English Literature B.

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.

Assessment
- Creative production of a literary text.
- Examination.
- Extended written response.
- Oral.
- Short written response.
HEALTH AND PHYSICAL EDUCATION

OUTDOOR EDUCATION ATAR

Prerequisite – 10 English Course 3 C or 10 English Course 2 A. Swimming standard.

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
- Examination.
- Investigation – Expedition planning documents.
- Performance 1 – Outdoor activity skills.
- Performance 2 – Expedition skills.
- Response – Logbooks and tests.

There is an $800 fee payable with the 2021 school fees, to contribute to the costs of expeditions and other activities.

To assist with the Outdoor Education lessons, students are required to attend a period zero lesson. This means that students will meet at 7.30am on one morning a week, and leave the College at the end of period 5 one day a week. The specifics of these details will be provided in the 2021 College Timetable.

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 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, surfing, 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 2021 school fees, to contribute to the costs of expeditions and other activities.

PHYSICAL EDUCATION STUDIES GENERAL

Prerequisite – Nil.

Course Description
Physical Education Studies contributes to the development of students’ physical, social and emotional growth. The Physical Education Studies General course provides students with opportunities to understand and improve performance through the integration of theoretical concepts and practical activities. Through engagement as performers, leaders, coaches, analysts and planners of physical activities. Student’s study an array of sports science concepts such as Human Anatomy, Biomechanics, Sports Psychology and Motor Learning and Coaching. This allows students to gain an increased awareness of personal performance and understanding, as well as the opportunity to develop and refine their own sporting skills.

Assessment
- Theory – investigation/tests.
- Practical – performance skills assessments, strategies and tactics.

PHYSICAL EDUCATION STUDIES GENERAL (Football)

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

Course Description
Physical Education Studies contributes to the development of students’ physical, social and emotional growth. The Physical Education Studies General course provides students with opportunities to understand and improve performance through the integration of theoretical concepts and practical activities. Through engagement as performers, leaders, coaches, analysts and planners of physical activities. Student’s study an array of sports science concepts such as Human Anatomy, Biomechanics, Sports Psychology and Motor Learning and Coaching. This allows students to gain an increased awareness of personal performance and understanding, as well as the opportunity to develop and refine their own sporting skills.

Assessment
- Theory – investigation/tests.
- Practical – performance skills assessments, strategies and tactics.
PHYSICAL EDUCATION STUDIES GENERAL (Soccer)

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

Physical Education Studies contributes to the development of students’ physical, social and emotional growth. The Physical Education Studies General course provides students with opportunities to understand and improve performance through the integration of theoretical concepts and practical activities. Through engagement as performers, leaders, coaches, analysts and planners of physical activities. Student’s study an array of sports science concepts such as Human Anatomy, Biomechanics, Sports Psychology and Motor Learning and Coaching. This allows students to gain an increased awareness of personal performance and understanding, as well as the opportunity to develop and refine their own sportive skills.

Assessment
- Theory – investigation/tests.
- Practical – performance skills assessments, strategies and tactics.

LANGUAGES

FRENCH: SECOND LANGUAGE ATAR

Prerequisite – Year 10 French C.

Course Description
The French: Second Language ATAR course is designed to further develop students’ knowledge and understanding of the language and culture of French-speaking communities, providing them with opportunities to gain a broader and deeper understanding of French and extend as well as refine their communication skills.

‘C’est la vie!’ (That’s life!) is the first focus for the course and is studied through the three topics: My daily routine, French sports and leisure, and Leading a healthy lifestyle. My travel tales and plans, Australia as a travel destination, and Travel in a modern world form the second focus of the course. Students further develop their communication skills in French and gain a broader insight into the systems of the language and culture.

An understanding of the Year 10 content is assumed knowledge for students in Year 11.

Assessment
The Year 11 topics will be assessed through the four Languages outcomes:
- Listening and Responding.
- Spoken Interaction.
- Viewing, Reading and Responding.
- Writing.

JAPANESE: SECOND LANGUAGE GENERAL

Prerequisite – Year 10 Japanese C

Course Description
The Japanese Second Language General Year 11 course is designed to further develop students’ knowledge and understanding of the Japanese language and culture, providing them with opportunities to gain a broader and deeper understanding of both and extend and refine their communication skills – listening, speaking, reading and writing. The course focuses on the inter-relationship of language and culture, and equips students with the skills needed to function in an increasingly globalised society, a culturally and linguistically diverse local community, and provides them with the foundation for life-long language learning and interaction with different cultures. Relevant and engaging tasks, delivered through a range of appropriate contexts and topics, develop literacy in the Japanese language as well as extend literacy development in English.
The 2 broad topics covered will centre around “Teenagers” and “Neighbourhood” – both in Japan and Australia.

Students will continue to build on their knowledge of kanji with regards to reading and writing Japanese.

Students have the option to possibly continue studying the language in Year 12 as a General course.

**MATHEMATICS**

**MATHEMATICS APPLICATIONS ATAR**

**Prerequisites** – Year 10 Mathematics Course 3 C.

**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.

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**
- Examination.
- Investigation.
- Response.

**MATHEMATICS ESSENTIALS GENERAL**

**Prerequisites** – OLNA Category 2 or 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
- Practical applications.
- Response.
- 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
- Practical applications.
- Response.

MATHEMATICS METHODS ATAR

Prerequisite – Year 10 Mathematics Extension C.

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
• Examination.
• Investigation.
• Response.

MATHEMATICS SPECIALIST ATAR

Prerequisite – Year 10 Mathematics Extension B.

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.

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
• Examination.
• Investigation.
• Response.

SCIENCE

BIOLOGY ATAR

Prerequisites – 10 Science Course 3 B or 10 Science Course 2 A and 10 Biological Science B or 10 Science Course 2 A and 10 Physical & Chemical Science C.

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.

Australian, regional and global communities rely on the biological sciences to understand, address and successfully manage environmental, health and sustainability challenges facing society in the twenty-first century. These include the biosecurity and resilience of ecosystems, the health and well-being of organisms and their populations, and the sustainability of biological resources. Students use their understanding of the interconnectedness of biological systems when evaluating both the impact of human activity and the strategies proposed to address major biological challenges now and in the future in local, national and global contexts.

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**
- Examinations.
- Extended Response.
- Science Inquiry: Investigation and Practical.
- Tests.

**CHEMISTRY ATAR**

**Prerequisite** – 10 Science Course 3 A and 10 Physical & Chemical Science B and 10 Mathematics Extension C or 10 Mathematics Course 3 A.

**Course Description**
Chemistry develops students' understanding of the key chemical concepts and models of structure, bonding, and chemical change, including the role of chemical, electrical and thermal energy. Students learn how models of structure and bonding enable chemists to predict properties and reactions and to adapt these for particular purposes.

Students explore key concepts and models through active inquiry into phenomena and through contexts that exemplify the role of chemistry and chemists in society. Students design and conduct qualitative and quantitative investigations both individually and collaboratively. They investigate questions and hypotheses, manipulate variables, analyse data, evaluate claims, solve problems and develop and communicate evidence-based arguments and models. Thinking in chemistry involves using differing scales, including macro, micro and nano-scales; using specialised representations such as chemical symbols and equations; and being creative when designing new materials or models of chemical systems.

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

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

**HUMAN BIOLOGY ATAR**

**Prerequisite** – 10 Science Course 3 B or 10 Science Course 2 A and 10 Biological Science B or 10 Science Course 2 A and 10 Physical & Chemical Science C.

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

As a science, the subject matter of this course is founded on knowledge and understanding that has been gained through systematic inquiry and scientific research. However, this knowledge is far from complete and is being modified and expanded as new discoveries and advancements are made. Students develop their understanding of the cumulative and evolving nature of scientific knowledge and the ways in which such knowledge is obtained through scientific investigations. They learn to think critically, to evaluate evidence, to solve problems and to communicate understandings in scientific ways.

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

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

**MARINE AND MARITIME STUDIES GENERAL**

**Prerequisite** – Nil.

**Course Description**
The Marine and Maritime Studies General course draws from a diverse range of disciplines, including science, technology and the humanities. It provides students with opportunities to engage in unique theoretical and practical learning experiences, and to equip them with a broad range of skills and knowledge.

The Marine and Maritime Studies General course provides opportunities for students to apply theoretical knowledge through practical activities with a focus on active learning experiences both within and outside of the classroom.

Students are given the opportunity to develop responsible and competent boat-handling and navigation skills, and in doing so to demonstrate an understanding of nautical concepts. They develop knowledge of
the properties inherent in seaworthy craft, and the basics of good boat design, construction and maintenance. Students will also be provided with the opportunity to develop personal snorkelling skills to allow them to engage directly with the marine environment. The students will be given the opportunity to demonstrate the skills develop on a 3-day snorkelling expedition to Rottnest Island.

Students investigate oceanography concepts to develop a strong understanding of the interdependence between elements of the marine environment; conduct research into the safe and sustainable management of the oceans’ resources for conservation and commercialism; and also are introduced to the world of maritime archaeology.

The course will provide students with a solid foundation of skills and knowledge suitable for a wide range of vocational or recreational pathways in boating (commercial and recreational), scuba, vessel design and construction (maritime engineering), resource management, maritime archaeology or marine science.

Assessment:
- Extended Response.
- Practical.
- Science Inquiry: includes Scientific skills and Investigation.
- Tests.

There is a $300 fee payable with the 2021 school fees, to contribute to the costs of snorkelling expeditions and other activities.

PHYSICS ATAR

Prerequisite – 10 Science Course 3 (Physics) A and 10 Physical & Chemical Science B and 10 Mathematics Extension C or 10 Mathematics Course 3 A.

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

The Physics ATAR course uses qualitative and quantitative models and theories based on physical laws to visualise, explain and predict physical phenomena. Models, laws and theories are developed from, and their predictions are tested by, making observations and quantitative measurements. In this course, students gather, analyse and interpret primary and secondary data to investigate a range of phenomena and technologies using some of the most important models, laws and theories of physics, including the kinetic particle model, the atomic model, electromagnetic theory, and the laws of classical mechanics. Students investigate how the unifying concept of energy explains diverse phenomena and provides a powerful tool for analysing how systems interact throughout the universe on multiple scales. Students learn how more sophisticated theories, including quantum theory, the theory of relativity and the Standard Model, are needed to explain more complex phenomena, and how new observations can lead to models and theories being refined and developed.

Students learn how an understanding of physics is central to the identification of, and solutions to, some of the key issues facing an increasingly globalised society. They consider how physics contributes to diverse areas in contemporary life, such as engineering, renewable energy generation, communication, development of new materials, transport and vehicle safety, medical science, an understanding of climate change, and the exploration of the universe.

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

SOCIAL SCIENCES

SCSA refers to this learning area as Humanities and Social Sciences (HASS).

BUSINESS MANAGEMENT AND ENTERPRISE GENERAL

Prerequisite – Nil

The Business Management and Enterprise General course gives students the opportunity to understand how vital business is to individuals and society, and how it impacts on many aspects of our lives. Business has a complex and dynamic organisational structure that requires a combination of skills, aptitude, creativity, initiative and enterprise to operate effectively. In a constantly changing world, individuals, businesses and nations must adapt their position in an increasingly global economy and generate the wealth to sustain economic growth.

To do this, business requires people with strategic vision who are enterprising, innovative and creative. This course focuses on the development of these skills within the business cycle, day-to-day running, continuing viability and expansion of a business. Exposure to a wide range of business activities, management strategies and an understanding of enterprise, helps students to appreciate the significance of their role as both participants and consumers in the business world.

The Business Management and Enterprise General course aims to prepare all students for a future where they will need to identify possibilities and create opportunities within a business environment. This course provides students with the ability to make sound and ethical business decisions based on critical thinking, in line with their own and societal values.

Students engage in the running of a small business, or participate in business simulations, to develop practical business skills and to develop financial and business literacy. The course equips students to proactively participate in the dynamic world of business, behave responsibly and demonstrate integrity in business activities.

Assessment
- Business Research.
- Response.

ECONOMICS ATAR

Prerequisite – Year 10 Social Science Course 3 C or Year 10 Commerce and Law C.

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.
- Examination.
- Extended answer.

GEOGRAPHY ATAR

Prerequisite – Year 10 Social Science Course 3 C.

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, goods or services 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
- Examination.
- Fieldwork/practical skills.
- Geographical inquiry.
- Short and extended response.
MODERN HISTORY ATAR

Prerequisites – Year 10 Social Science Course 3 C.

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

MODERN HISTORY GENERAL

Prerequisites – Nil

Course Description
The Modern History General course provides students with an understanding of the driving forces behind present local and global issues. Investigating the past helps students to understand why and how groups and/or societies changed or resisted change.

The Modern History General course promotes skills of research, hypothesis testing and analysis of information as students engage with investigations. Through inquiries, they learn that historical judgements are provisional and tentative in nature. They are encouraged to question and evaluate historical sources; to identify the various representations and versions of history. The study of history assists students in the development of critical thinking skills as it encourages them to compare and contrast information, detect inconsistencies in details, recognise the manipulation of evidence, identify perspective in the presentation of graphic and textual material, and evaluate the accuracy and reliability of sources. History provides insights into the present and gives students opportunities to reflect on the significance of
past events, people, beliefs and ideas. They are encouraged to use the evidence from sources to formulate and support their own interpretations and to communicate their findings in a variety of ways.

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

In Unit 1 People, Place and Time, students will study Nicholas II and the decline of Tsarism as well as Nelson Mandela and the fight to end apartheid in South Africa. For Unit 2 Power and Authority students will study Authoritarian state: Communist Russia/USSR 1917–1953 and Authoritarian state: Cuba 1952–1990s.

**Assessment**
- Explanation.
- Historical inquiry.
- Source analysis.

**POLITICS AND LAW ATAR**

**Prerequisites** – Year 10 Social Science Course 3 C or Year 10 Commerce and Law C.

**Course Description**
An understanding of Australia’s political and legal systems is fundamental in enabling us, more so than ever in the 21st Century, to become involved and eager citizens of our country. Politics looks at the ways that individuals and groups make decisions in governing the country whilst the study of law examines the different types and systems of laws governing life in our society. Studying both politics and law together in this course aids students’ intellectual, social and ethical development and encourages students to participate in the very systems that will enable them to be a catalyst for change.

**Unit 1: Democracy and the rule of law**
- Liberal democracy
- The structure of Australia’s political and legal system and key influences (USA, Britain, Switzerland, Canada).
- The roles of the legislative, executive and judicial arms of government.
- Structures and processes of a non-democratic political and legal system (for example, North Korea).
- Law-making in Parliament and the legislative process.
- Law-making in courts – court hierarchy, methods of statutory interpretation, and doctrine of precedent
- Civil and criminal law/trials in Australia.
- Key processes of a non-common law system (for example, Indonesia.)
- Contemporary issues involving legislative and judicial process (for example, mandatory sentencing/over-incarceration of Aboriginal people).

**Unit 2: Representation and justice**
- Role of political parties and pressure groups.
- Elections – electoral and voting systems since Federation.
- Electoral and voting systems of another country (like USA).
- Ways individuals, pressure groups and political parties can participate in the electoral process.
- Contemporary issue centring on representation.

**Assessment**
- Essays.
- Examination.
- Source analysis.
- Tests.
TECHNOLOGIES – DESIGN & DIGITAL

BUILDING AND CONSTRUCTION GENERAL

Prerequisite – Nil.

Course Description
The Building and Construction General course encompasses the skills and applications of many of the trades and professions in the construction industry. Students have the opportunity to develop and practise skills that contribute to creating a physical environment, while acquiring an understanding of the need for sustainability, and an awareness of community and environmental responsibilities. Students will learn and practise building processes and technologies, including principles of design, planning and management.

Assessment
• Practical Assessments – Carpentry, Bricklaying & Concreting.
• Written Assessments.

COMPUTER SCIENCE GENERAL

Prerequisite - Nil

Course Description
In the Computer Science General Course students are introduced to the fundamental principles, concepts and skills within the field of computing. They learn how to diagnose and solve problems while exploring the building blocks of computing. Students explore the principles related to the creation of computer and information systems, software development, the connectivity between computers, the management of data, the development of database systems and the moral and ethical considerations for the use of computer systems. This course provides students with the practical and technical skills that equip them to function effectively in a world where these attributes are vital for employability and daily life in a technological society.

Assessment
• Practical.
• Practical Test.
• Theory Test.

DESIGN GENERAL

Prerequisite – Nil

Course Description
The goals of the course are to facilitate a deeper understanding of how design works; and how ideas, beliefs, values, attitudes, messages and information are effectively communicated to specific audiences with specific intentions or purposes via visual media forms.

The Design Graphics General course aims to achieve these goals by exposing students to a variety of communication forms and a thorough exploration of design. Design projects allow students to demonstrate their skills, techniques and application of design principles and processes; to analyse problems and possibilities; and to devise innovative strategies within design contexts. There is potential for students to develop transferable skills and vocational competencies such as the graphic and web design industries. In this course, students develop a competitive edge for current and future industry and employment markets. This course also emphasises the scope of design in professional and trade based industries allowing students to maximise vocational and/or university pathways. This context will include elements of digital illustration, interactive media/ animation, graphics technology and visual communication. Whilst these fields share a common link through digital technology, Design Graphics also includes traditional two-dimensional design media.

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

Prerequisite – Nil.

Course Description
The Materials Design and Technology General course is practical by nature. Students are required to design and manufacture products made primarily from metal with the flexibility to incorporate additional materials from outside the designated context. When working with materials students learn about the origins, classifications, properties and suitability for end use of the materials they are working with. The course includes the reading and interpretation of plans, patterns, drawings and material specifications and the measurement and calculation of quantities. Metalworking skills learned in this course include cutting and shaping processes (Gas/Electric), MIG welding processes, machining (turning), finishing processes (spray painting, polishing and plastic coating) and sheet metal fabrication. Students design projects within defined parameters and in consultation with the teacher, select projects of interest and then design and manufacture them. They learn design skills including plan drawing using Computer Aided Drawing (CAD) software, as well as freehand sketching and basic pictorial drawing techniques to develop design ideas.

Workshop Safety becomes more into focus as students begin to use more complex machines and fabrication techniques. Students are expected follow safe workshop behaviour and operational procedures as set out in the College Workshop Safety Policy and are required to provide safety glasses, an apron, as outlined in the booklist.

Assessment
- Design, Practical portfolio.
- Production, Practical projects.
- Response, Written.

MATERIALS DESIGN AND TECHNOLOGY: WOOD GENERAL

Prerequisite – Nil.

Course Description
The Materials Design and Technology General course is practical by nature. Students are required to design and manufacture products made primarily from wood with the flexibility to incorporate additional materials from outside the designated context. When working with materials, students learn about the origins, classifications, properties and suitability for end use of the materials they are working with. The course includes the reading and interpretation of plans, patterns, drawings and material specifications and the measurement and calculation of quantities. Students learn woodwork techniques using a range of tools and machinery and learn a variety of joining techniques to incorporate in different wood projects. They design projects within defined parameters and in consultation with the teacher, select projects of interest and then design and manufacture them. Students learn design skills including plan drawing using Computer Aided Drawing (CAD) software, as well as freehand sketching and basic pictorial drawing techniques to develop design ideas.

Safety is a priority at Irene McCormack Catholic College and as such students will be required to provide safety glasses, and an apron as outlined in the booklist. 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.

Assessment
- Design, Practical portfolio.
- Production, Practical.
- Response, Written.
COMMUNITY SERVICES CERT II (VET)
CHC22015 Certificate II in Community Services
RTO IVET Code 40548

Students in this course can focus on Aged Care or Childcare or both aspects.

Prerequisite – Nil.

Course Duration – 2 years
The Community Services Cert II course enables students to develop basic care skills and knowledge to prepare themselves for entry level employment in the industry. It also enables students to select an appropriate pathway into higher level qualifications in childcare, aged care, disability, community care, teacher’s assistant and youth workers. This qualification provides students with several units that can be credited towards Community Services Cert III.

Students interested in pursuing a career within the Child Care industry are highly encouraged to commit to this subject as there will be many opportunities to interact and establish learning in real life settings such as Child Care Facilities, local Catholic Schools, playgroups etc. All students will be required to prepare nutritious food for toddlers and children. All students will be offered the virtual babies program to gain an understanding of responsibilities and commitment.

Students interested in pursuing a career within the Aged Care industry are highly encouraged to commit to this subject as there will be many opportunities to interact and establish real life learning in settings such as Aged Care Facilities within our area.

All students will receive a Senior First Aid Certificate valid for 3 years.

Assessment
- Investigation.
- Practical Projects.
- Production.
- Tests.

HOSPITALITY CERT II (VET)
SIT20316 Certificate II in Hospitality
RTO IVET RTO Code 40458

Prerequisite – Nil.

Course Description
This course provides an entry level qualification for students who wish to enter the hospitality industry. Students will acquire the skills and knowledge necessary to perform routine tasks in hospitality enterprises where food and beverages are prepared, including restaurants, hotels, clubs, casino, cafes, cafeterias and coffee shops.

Individuals with this qualification are able to perform roles such as:
- Preparing ingredients (mise en place).
- Making simple food items, such as sandwiches and salads.
- Preparing and serving espresso coffee and non-alcoholic beverages.
- Cleaning and tidying the kitchen and storage areas.
- Assisting in the service of food through the use of presentation skills.
- Obtaining the RSA Certificate for ready to use once they turn 18.

Students will spend part of their lessons in the practical kitchen or coffee training on the commercial coffee machine to provide coffee for staff and students.

Assessment: Students will need to demonstrate that they are competent in all aspects of each unit within this course, in order to achieve the qualification. Students will be assessed on completion of food and beverage service periods, which include specified skill development, quality control and safety and hygiene
awareness, to industry standards. There are also written tasks based on research and response, which reinforce the experience gained from the practical component. Often students who are studying ATAR will consider this course as when they are at University or TAFE they have the experiences and certificate to gain part time employment in the hospitality industry.

**Assessment**
- Investigation.
- Practical projects.
- Production.
- Tests.

**MATERIALS DESIGN AND TECHNOLOGY: TEXTILES (FASHION) GENERAL**

**Prerequisite** – Nil.

The Materials Design and Technology General course is a practical course. Students will be working with all types of fabrics and textiles to design and manufacture products as the major focus. Students have the opportunity to develop and practise skills that contribute to creating a physical product, while acquiring an appreciation of the application of a design process, and an understanding of the need for materials sustainability.

Students will learn and practise manufacturing processes and technologies, including principles of design, planning and management. Students will have the ability to design and produce own garments using many techniques such as use of sewing machines, overlockers, embroidery machines just to name a few. This is an exciting new course and with the use of student’s imaginations the sky is the limit in what they can produce.

**Assessment**
- Investigation.
- Practical projects.
- Production.
- Tests.

**VOCATIONAL EDUCATION**

**CAREER AND ENTERPRISE GENERAL**

**Prerequisite** – Nil

**Course Description**
A focus of 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 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.

**Assessment**
- Individual pathway plan/career portfolio.
- Investigation.
- Production/performance.
- Response.

This course can be selected as a stand-alone, however, if students are engaging in Workplace Learning or an external VET course, they must select Career and Enterprise.
WORKPLACE LEARNING PROGRAM

The Workplace Learning Program at the College offers students an opportunity to attend a chosen workplace one day per week with up to two workplaces during the year. The duration of the placements is 10 weeks. The workplace provides a student with an experience in an industry area that is relevant to his/her interests and considered a possible career or training pathway.

Students work in a wide variety of industries such as retail, hospitality, real estate, hairdressing, IT, childcare, education, aged care, automotive, electrical, plumbing, carpentry, plastering, painting, agriculture, healthcare.

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

Developing competence in workplace skills assists an individual to gain employment, and in the longer term, to progress within the organisation or industry area in which they are employed, and to contribute successfully to the organisation’s objectives and to the wider community. The program is based on the skills, knowledge and understandings that underpin successful participation in work.

Students applying for the Workplace Learning Program must enrol in Career and Enterprise General. Entry to Workplace Learning is by application.

Workplace Learning is a SCSA Endorsed Program (ADWPL).

ONSITE, our service provider partner, also provides VET qualifications in specialist areas with workplace learning components that students can apply for.

There is a $580 fee payable with 2021 school fees to partially cover the cost of this program.

ViSN Courses offered by the College

ViSN is a network of Catholic Education Western Australia (CEWA) secondary schools who work together to deliver online courses to Year 11 and Year 12 students. ViSN provides students with the opportunity to engage in studies not available at their own school and in doing so, helps them build their technology skills, their ability to work independently and expands their network in the CEWA system. Online learning is of particular benefit in transitioning to further study, especially university, where more and more courses are being delivered online.

Students remain enrolled at the College and are timetabled for 5 periods. One of those 5 periods is a Skype lesson with the teacher and other students studying the same course. In the other 4 periods, students work either independently or collaboratively on work set by the teacher.

Students access their daily lessons via a course OneNote and use Teams to communicate with their Teacher.

Students enrolled in ViSN courses are well supported by a Mentor, based at the College, and course teachers.

ViSN courses are compliant with SCSA requirements and can be used towards the calculation of WACE. A ViSN course is one of the 6 courses that are a part of the student’s total study program.

Students who are interested in either of courses will need to have an interview with the Deputy Principal to determine their suitability to this online form of study.
Prerequisite – Year 11 English ATAR

Course Description
UniReady is an ‘alternate entry to university’, run by Curtin University. Students complete 4 units over Year 11 and Year 12 and upon successful completion of these units, are awarded an ATAR of 70. This ranking can then be used to gain entry to particular courses at Curtin University. Students may only commence this course as a Year 11 student. Each unit below is taught by a school-based ViSN teacher, in line with Curtin University standards for delivery. As such, students considering this option should understand that they would be undertaking a university level course and will be assessed according to university standards.

In the first year, Year 11 students complete 2 core (compulsory) units: Fundamentals of Academic Writing, Foundations of Communication. Year 12 students complete elective units from: Introduction to Health Sciences, Introduction to Commerce, Introduction to Humanities and Applying Mathematics. The Curtin UniReady program has been endorsed by SCSA.

This course has a levy of $150.00 that will be payable with the 2021 school fees.

Assessment
• Assignments and Assessments.
• Examination.

Students considering Curtin UniReady as an alternate entry pathway to university will need to have an appointment with the Career Counsellor prior to meeting with the Deputy Principal.

Psychology ATAR

Prerequisite – Year 10 Science Course 3 B

Course Description
Year 11 Psychology ATAR consists of two units.

In Unit 1 students learn about the human brain and explore the impact of external factors on behaviour, such as physical activity and psychoactive drugs. Cognitive processes, such as sensation and perception, and selective and divided attention are investigated. Students examine different types of relationships and the role of verbal and non-verbal communication in initiating, maintaining and regulating these. Students are introduced to ethics in psychological research and carry out investigations.

In Unit 2 focuses on developmental psychology. Students analyse twin and adoption studies to gain insight into the nature/nurture debate and look at the role of play in assisting development. Students explore what is meant by the term personality and examine historical perspectives used to explain personality. They also explore behaviour and causes of prejudice.

Assessment
• Examination.
• Extended response.
• Science inquiry: Investigation and Practical.
• Test.
USEFUL CONTACT DETAILS

SCHOOL CURRICULUM AND STANDARDS AUTHORITY
303 Sevenoaks Street, CANNINGTON WA 6107
Ph: (08) 9273 6300
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
https://study.curtin.edu.au/undergraduate/
https://study.curtin.edu.au/undergraduate/high-school-resources/

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 https://www.notredame.edu.au/about/campuses/fremantle-campus
Email: fremantle.reception@nd.edu.au

THE UNIVERSITY OF WESTERN AUSTRALIA
Admissions Centre
Mail Bag M353, 35 Stirling Highway, CRAWLEY WA 6009
Ph: (08) 6488 2477
future-students@uwa.edu.au
Email via: www.ask.uwa.edu.au

TAFES
NORTH METROPOLITAN TAFE
https://www.northmetrotafe.wa.edu.au/

SOUTH METROPOLITAN TAFE
https://www.southmetrotafe.wa.edu.au/
TRAINING WA
Department of Training and Workforce Development https://www.dtwd.wa.gov.au/

GENERAL OCCUPATION EXPLORATION AND CAREER GUIDANCE
- My Future- www.myfuture.edu.au
- Hobsons Course Finder- www.hobsonscoursefinder.com.au
- Skills Road- www.skillsroad.com.au/about/about-skillsroad

WA INDUSTRY TRAINING COUNCILS

AUSTRALIAN APPRENTICESHIPS
- Australian Apprenticeships and Traineeships Pathways www.aapathways.com.au
- MyGain apprenticeship videos- www.youtube.com/user/AAPathways/videos

Career Quizzes
Identify our top interests and values and your preferences for work environments and types of work.
- Holland career interest test-https://www.truity.com/test/holland-code-career-test
IRENE McCORMACK
CATHOLIC COLLEGE
Prayer  Service  Justice
18 Bradman Drive, Butler  imcc.wa.edu.au  9562 2400