INTRODUCTION

In Year 12, students commence a career journey that will take them beyond school in 2020 to the world of work or to one of a wide range of post school study or training options.

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

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<th>Abbreviation</th>
<th>Description</th>
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<tr>
<td>AQF</td>
<td>Australian Qualifications Framework</td>
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<td>ATAR</td>
<td>Australian Tertiary Admissions Rank</td>
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<tr>
<td>EAL/D</td>
<td>English as an Additional Language or Dialect</td>
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<td>ECU</td>
<td>Edith Cowan University</td>
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<td>OLNA</td>
<td>Online Literacy Numeracy and Assessment</td>
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<td>NDA</td>
<td>University of Notre Dame Australia</td>
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<tr>
<td>RTO</td>
<td>Registered Training Organisation</td>
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<td>SCSA</td>
<td>School Curriculum and Standards Authority</td>
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<td>TAFE</td>
<td>Technical And Further Education</td>
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<tr>
<td>TEA</td>
<td>Tertiary Entrance Aggregate</td>
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<td>TISC</td>
<td>Tertiary Institutions Service Centre</td>
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<td>VET</td>
<td>Vocational Education and Training</td>
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<td>WACE</td>
<td>Western Australian Certificate of Education</td>
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<td>WASSA</td>
<td>Western Australian Statement of Student Achievement</td>
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<td>UWA</td>
<td>University of Western Australia</td>
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<td>WPL</td>
<td>Workplace Learning</td>
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## Course Descriptions

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WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION (WACE)

The WACE is awarded by the School Curriculum and Standards Authority (SCSA) when students successfully meet the requirements of the WACE. To achieve the WACE in 2020, a student must meet the breadth and depth, achievement standard and English competence requirements in their senior secondary schooling.

The requirements for WACE include:

- Demonstrate a minimum standard of literacy and numeracy which requires students to have reached Band 8 in Reading, Writing and Numeracy in Year 9 NAPLAN, Year 10, 11 or 12 Online Literacy and Numeracy Assessment (OLNA).
- Complete a minimum of 10 courses (20 units) in Years 11 and 12 including 5 courses in Year 12.
- Complete 4 or more Year 12 ATAR courses or complete a VET Certificate II course or higher.
- Complete an English course in Years 11 and 12.
- Study one Year 12 course from each of List A (Arts/Languages/Social Sciences) and List B (Mathematics/Science/Technology).
- Achieve a minimum of 7 course C grades (or equivalents) over Years 11 and 12, including at least 3 course C grades in Year 12.

Students undertaking Year 12 ATAR courses must sit the SCSA ATAR examinations to have the course contribute to WACE requirement.

Unit equivalence can be obtained through Vocational Education and Training (VET) programs and/or Endorsed programs. The recognition of a partially completed Certificate III qualification or higher requires that a student is enrolled in the relevant qualification in Year 12. That is, no credit will be allocated for partial completion of a Certificate III or higher from previous academic years. Students who are enrolled in a Certificate III or above and who meet these requirements will receive recognition towards the WACE and will satisfy the minimum VET qualification requirement, the completion of a Certificate II or higher, for WACE.

A student is required to complete all assessment requirements set by the College under the SCSA Assessment Structure. The completion of assessments enables the College to award a grade for the course. All assessments must be completed by the College due date and must comply with all aspects of the College's Assessment Policy. The School Curriculum and Standards Authority mandates that all assessments must be completed before their required submission date.

WESTERN AUSTRALIAN STATEMENT OF STUDENT ACHIEVEMENT (WASSA)

The WASSA is issued to all Year 12 students at the completion of secondary schooling. It provides a formal record of what students 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.

Alternative entry to NDA, the Tertiary Enabling Program is a 13-week, one semester program, which is conducted twice a year, for students who have narrowly failed to satisfy the academic requirements for admission. Students should submit an application to the course of their choice at NDA and they will be advised if they have will be accepted into the course or should apply for the Tertiary Enabling Program.

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 fulfil 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 for entry to a particular university course.
d) Satisfy any prerequisites or special requirements for entry to particular courses.

TECHNICAL AND FURTHER EDUCATION (TAFE)

VET has become increasingly important to students seeking to develop specific work skills necessary and transferrable for employment, and to engage in further study. TAFE offers students a wide range of courses to meet their specific career goals. TAFE is the State’s largest vocational education and training provider. There are two Metropolitan TAFE training organisations: North Metropolitan TAFE and South Metropolitan TAFE with many campuses, as well as numerous private training organisations.

To maximise entry prospects for TAFE studies, students should:

• Achieve the best grades possible in school.
• Check the level of communication (English) and Mathematics skills required for the course they wish to enter.
• Check if selection criteria apply.
• Check if the course requires a portfolio of work to be developed and submitted.
• Undertake a vocational certificate.
• Undertake Workplace Learning with Career and Enterprise.
• Develop and maintain a Career Portfolio that keeps records of any part-time work, community service and volunteer work undertaken.
CONSIDERATIONS FOR YEAR 12 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 12 students:

1. Choose 6 courses in Year 12 ensuring that all 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 12.
4. Select either English or Literature.
5. Students who have not met the numeracy requirement for OLNA must select a Mathematics course. A Mathematics is highly recommended for all students who have met the minimum requirement.
6. Students who wish to gain an ATAR and use this ATAR to gain access to university are advised to select a minimum of four ATAR courses in Year 12. It is anticipated that most university bound students with only four ATAR courses would also select a VET Certificate Course.
7. Students who wish to pursue study at TAFE, a traineeship or apprenticeship are advised to select either all General Courses or a combination of General and ATAR courses. Students must also select a minimum of one Certificate II or III Course to fulfil WACE requirements.
8. A WACE course comprises two units. Year 12 courses are Units 3 and 4.
9. 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 in order for them to be used for the WACE.

While the College offers a comprehensive range of courses, the following points need to be noted:
- Entry to Year 12 courses is initially based on Year 11 Semester One results and is reviewed following the final results for the year. It is important that students achieve the specified prerequisite to select a Year 12 course.
- Students need to be aware of any course prerequisites required for the university and the level of English and Mathematics for TAFE courses. These requirements should be discussed with parents.
- The College reserves the right to make the final decision about which courses operate, which individual student gets access to courses and does not guarantee that a course conducted for Year 11 will operate in Year 12.
- Students must note that all courses in Year 12 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 16th August 2019.
## 2020 YEAR 12 COURSES

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<td>Dance ATAR</td>
<td>11 Dance ATAR 50%</td>
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<td>Sport &amp; Recreation (Football) Cert II (VET)</td>
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<td>Biology ATAR</td>
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<td><strong>SOCIAL SCIENCES</strong></td>
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<td>Business Cert II (VET)</td>
<td>11 Business Cert II (VET)</td>
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<td>Politics &amp; Law ATAR</td>
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<td>TECHNOLOGIES – DESIGN &amp; DIGITAL</td>
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<td>Building and Construction Cert II (VET)</td>
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<td>Design General</td>
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<td>Hospitality Cert II (VET)</td>
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<th>VOCATIONAL EDUCATION</th>
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<tr>
<td>Career &amp; Enterprise General</td>
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COURSE DESCRIPTIONS

RELIGIOUS EDUCATION

The Religion and Life 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 and General courses, students explore one or more religions and investigate the characteristics of religion, their origins, foundations, social influence and development over time. They analyse the role religion has played in society and understand the challenges and opportunities religions face.

The connections between religion and life occur in many areas of human activity. Religion motivates and influences how people interact with each other and the world around them. Students employ research and learning skills that enable them to use a range of primary and secondary sources to investigate the interplay between religion and life.

RELIGION AND LIFE ATAR

Prerequisite – Year 11 Religion and Life ATAR C

Course Description
The Religion and Life ATAR course provides students with opportunities to explore how and why individuals and communities relate to and understand religion. Students use a range of inquiry skills to explore at least one religious worldview and to investigate characteristics of religion, their origins, foundations, cultural influences and development over time. They also use these skills to analyse the role religion plays in society and to consider the challenges and opportunities religions face in the future.

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

RELIGION AND LIFE GENERAL

Prerequisite – Nil.

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

Assessment: It is important to note that no attempt is made to assess the student’s faith.
- Investigation/Explanation.
- Externally Set Task.
- Source Analysis.
THE ARTS

DANCE ATAR

Prerequisite – Year 11 Dance ATAR 50%.

Course Description
The Dance ATAR course acknowledges the interrelationship between practical and theoretical aspects of dance that is the making and performing of movement and the appreciation of its meaning. Through critical decision making in individual and group work, movement is manipulated and refined to reflect the choreographer’s intent. 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 create unique dance works. They investigate how technologies are used to extend and enhance dance design. They also learn how dance styles and forms are historically derived and culturally valued. Through dance, students experience an intrinsic sense of enjoyment and have an opportunity to achieve a high level of movement skills.

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

DRAMA ATAR

Prerequisite – Year 11 Drama ATAR 55%.

Course Description
The focus for this course is to reinterpret dramatic text, context, forms and styles for contemporary audiences through applying theoretical and practitioner approaches. This includes physical theatre approaches, such as Jacques Lecoq, Anne Bogart and Tadashi Suzuki and text-based approaches, such as Theatre of the Absurd, Asian Theatre and Poor Theatre. In this course, students work on the reinterpretation of text, subtext, context, form and style through in-depth study.

The second focus is interpreting, manipulating and synthesising a range of practical and theoretical approaches to contemporary and devised drama. This includes contemporary theatre approaches, such as Barrie Kosky and Robert Lepage and experimental approaches, such as Robert Wilson and VE Meyerhold. Students show their understanding of how a range of practical and theoretical approaches manipulate the elements of drama to devise and perform original work.

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

MUSIC ATAR

Prerequisite – Year 11 Music ATAR 55%.

Students enrolled in Year 12 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 is for students to extend and apply their skills, knowledge and understanding of music to create, communicate and evaluate music ideas with increasing depth and complexity. They continue to develop and consolidate aural and music literacy skills, learning how the elements of music can be applied, combined and manipulated when listening, performing, composing and analysing music.

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

**Assessment**
- Aural, Theory and Composition.
- Theory and composition.
- Cultural and historical analysis.
- Group and Solo Performance.
- Written and Practical Examination.

**VISUAL ART ATAR**

**Prerequisite** – Year 11 Visual Arts ATAR C

**Course Description**
Students will complete a body of work (folio work and final artwork) based around the theme of ‘commentaries’ in Semester 1 and ‘point of view’ in Semester 2. They will engage with the social and cultural purposes of art making and use broad and innovative inquiry to produce unique and cohesive art works that challenge or communicate ideas. Students will have the flexibility to work across media and art forms.

In the theory component of the course, students will research artwork and provide critical comment on the meaning, purpose and values communicated. They will use critical analysis frameworks to develop an understanding of the practice of art making and interpretation to inform their essay writing.

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

**VISUAL ARTS CERT III (VET)**
CUA31115 Certificate III in Visual Arts
RTO North Metropolitan TAFE RTO Code 52786

**Prerequisite** – Year 11 Visual Art Cert III.

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

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

**ENGLISH**

**ENGLISH ATAR**

**Prerequisite** - Year 11 English ATAR 55%.

**Course Description**
The focus is for students to explore representations of themes, issues, ideas and concepts through a comparison of texts. They analyse and compare the relationships between language, genre and contexts, comparing texts within and/or across different genres and modes. Students recognise and analyse the conventions of genre in texts and consider how those conventions may assist interpretation. They compare and evaluate the effect of different media, forms and modes on the structure of texts and how audiences
respond to them. Understanding of these concepts is demonstrated through the creation of imaginative, interpretive, persuasive and analytical responses.

The second focus is for students to examine different interpretations and perspectives to further develop their knowledge and analysis of purpose and style. They challenge perspectives, values and attitudes in texts, developing and testing their own interpretations though debate and argument. Through close study of texts, students explore relationships between content and structure, voice and perspectives and the text and context. This provides the opportunity for students to extend their experience of language and of texts and explore their ideas through their own reading and viewing. Students demonstrate understanding of the texts studied through creation of imaginative, interpretive, persuasive and analytical responses.

Assessment
- Responding.
- Creating.
- Examination.

ENGLISH FOUNDATIONS

Prerequisite – OLNA Category 1.

Course Description
A focus is the learning outcomes that emphasise the development of functional literacy. Students engage in varied deliberate repetition activities and strategies to extend their capacity in reading for understanding, comprehension, interpretation and analysis. Within the context of community and personal lifestyles, students are also taught to engage in the production of texts for work and learning and are also provided with skills in speaking and listening essential to facilitate increasingly autonomous enquiry skills for future choices.

Assessment
- Reading and Writing.
- Oral communication.
- Externally set task.

ENGLISH GENERAL

Prerequisite – Year 11 English General or OLNA Category 2 and 3.

Course Description
A focus is on exploring different perspectives presented in a range of texts and contexts.

Students:
- Explore attitudes, text structures and language features to understand a text’s meaning and purpose.
- Examine relationships between context, purpose and audience in different language modes and types of texts, and their impact on meaning.
- Consider how perspectives and values are presented in texts to influence specific audiences.
- Develop and justify their own interpretations when responding to texts.
- Learn how to communicate logically, persuasively and imaginatively in different contexts, for different purposes, using a variety of types of texts.

A second focus is on community, local or global issues and ideas presented in texts and on developing students' reasoned responses to them.

Students:
- Explore how ideas, attitudes and values are presented by synthesising information from a range of sources to develop independent perspectives.
- Analyse the ways in which authors influence and position audiences.
- Investigate differing perspectives and develop reasoned responses to these in a range of text forms for a variety of audiences.
- Construct and clearly express coherent, logical and sustained arguments and demonstrate an understanding of purpose, audience and context.
- Consider intended purpose and audience response when creating their own persuasive, analytical, imaginative, and interpretive texts.
ENGLISH LITERATURE ATAR

Prerequisite – Year 11 English Literature ATAR 55%.

Course Description
A focus develops students’ knowledge and understanding of the relationship between language, culture and identity in literary texts. Students inquire into the power of language to represent ideas, events and people, comparing these across a range of texts, contexts, modes and forms. Through critical analysis and evaluation, the values and attitudes represented in and through texts and their impact on the reader are examined. Throughout the course, students create analytical responses that are characterised by a confident, engaging style and informed observation. In creating imaginative texts, students experiment with language, adapt forms and challenge conventions and ideas.

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

In creating imaginative texts, students experiment with literary conventions and reflect on how the created text takes into account the expectations of audiences.

Assessment
• Extended written response.
• Short written response.
• Creative production of literary texts.
• Oral.
• Examination.

HEALTH AND PHYSICAL EDUCATION

OUTDOOR EDUCATION GENERAL
SIS20213 Certificate II in Outdoor Recreation, embedded in Outdoor Education General.
RTO IVET Code 40548

Prerequisite – Year 11 Outdoor Education General C and 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.

Students gain the skills and knowledge to be competent in performing core skills in Outdoor Recreation environments and assist with the conduct of a range of outdoor activities. During the qualification, they receive First Aid and Emergency Response training. They also develop knowledge and understanding in surfing, camping, mountain biking, roping, weather interpretation and navigation skills. Students are required to participate in four outdoor expeditions over the length of the qualification.

Students are required to participate in four outdoor expeditions over the length of the qualification.

Assessment
- Investigation – expedition planning documents.
- Performance 1 – outdoor activity skills.
- Performance 2 – skills for expeditions.
- Response – logbooks, externally set task.
- Topic tests.

There is an $800 fee payable with the 2020 school fees to contribute to the cost of expeditions and other activities.

To assist with the running of Outdoor Education course, students are required to attend a Period Zero lesson. This requires students to meet at 7:30am on one morning a week and leave at the end of Period 5 on one day a week. Further details will be distributed on completion of the 2020 timetable.

**SPORT AND RECREATION CERT II (VET)**
SIS20115 Certificate II in Sport and Recreation
RTO IVET Code 40548

**Prerequisite**
- Year 11 Sport and Recreation Cert II.

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

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

**SPORT AND RECREATION (FOOTBALL) CERT II (VET)**
SIS20115 Certificate II in Sport and Recreation
RTO IVET Code 40548

**Prerequisite**
- Year 11 Sport and Recreation (Football) Cert II or a trial to demonstrate adequate skill level.

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

SPORT AND RECREATION (SOCCER) CERT II (VET)
SIS20115 Certificate II in Sport and Recreation
RTO IVET Code 40548

Prerequisite – Year 11 Sport and Recreation (Soccer) Cert II or a trial to demonstrate adequate skill level.

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

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

LANGUAGES

FRENCH: SECOND LANGUAGE ATAR

Prerequisite – Year 11 French: Second Language ATAR B

Course Description
Students extend and refine their communication skills in French and gain a broader and deeper understanding of the language and culture through the study of two mandated units: units 3 and 4.

In unit 3, the ATAR course focuses on Les médias (The media) through the three topics: Technology and Me, Film and Music, and In The Media.

In unit 4, the course Le monde qui nous entoure (The world around us) looks at the three topics: Planning my Future, Migrant Experiences in French-Speaking Communities, and Youth Issues.

An understanding of the Year 11 content is assumed knowledge for students in Year 12.

Assessment
The six Year 12 topics will be assessed through the four languages outcomes:
• Listening and Responding.
• Spoken Interaction.
• Viewing, Reading and Responding.
• Writing.
• Oral.
• Examinations.

MATHEMATICS

MATHEMATICS APPLICATIONS ATAR

Mathematics Applications ATAR

Prerequisite – Year 11 Mathematics Applications ATAR C

Course Description
Within this course, there are three main topics: Bivariate Data Analysis, Growth and Decay in Sequences and Graphs and Networks.
Bivariate Data Analysis introduces students to some methods for identifying, analysing and describing associations between pairs of variables, including the use of the least-squares method as a tool for modelling and analysing linear associations. The content is to be taught within the framework of the statistical investigation process.

Growth and Decay in sequences employs recursion to generate sequences that can be used to model and investigate patterns of growth and decay in discrete situations. These sequences find application in a wide range of practical situations, including modelling the growth of a compound interest investment, the growth of a bacterial population, or the decrease in the value of a car over time. Sequences are also essential to understanding the patterns of growth and decay in loans and investments that are studied in detail.

Graphs and Networks introduces students to the language of graphs and the ways in which graphs, represented as a collection of points and interconnecting lines, can be used to model and analyse everyday situations, such as a rail or social network.

A second focus has three topics: Time Series Analysis, Loans, Investments and Annuities, and Networks and Decision Mathematics.

Time Series Analysis continues students’ study of statistics by introducing them to the concepts and techniques of time series analysis. The content is to be taught within the framework of the statistical investigation process.

Loans Investments and Annuities aims to provide students with sufficient knowledge of financial mathematics to solve practical problems associated with taking out or refinancing a mortgage and making investments.

Networks and Decision Mathematics uses networks to model and aid decision making in practical situations.

Classroom access to the technology necessary to support the graphical, computational and statistical aspects of this course is assumed.

Assessment
• Response and Investigation.
• Externally set task.
• Examination.

MATHEMATICS ESSENTIALS GENERAL

Prerequisite – Nil.

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

Students study Measurement, Graphs and Data collection, in a context which is meaningful and of interest to the students. A variety of approaches could be used to achieve this purpose. It is assumed that an extensive range of technological applications and techniques will be used in teaching this course. The ability to choose when, and when not, to use some form of technology, and the ability to work flexibly with technology, are important skills. The number formats for the course are positive and negative numbers, decimals, fractions, percentages, rates, ratios, square and cubic numbers written with powers and square roots.

A second focus provides students with the mathematical skills and understanding to solve problems related to probability, earth geometry and time zones, loans and compound interest. Students use the mathematical thinking process and apply the statistical investigation process to solve problems involving probability. Teachers are advised to apply the content of the three topics in this course. It is assumed that an extensive range of technological applications and techniques will be used in teaching this course. The ability to choose when, and when not, to use some form of technology, and the ability to work flexibly with technology, are important skills. The number formats for the course are positive and negative numbers, decimals, fractions, percentages, rates, ratios and numbers expressed with integer powers.
Assessment
- Response.
- Practical applications.
- Statistical investigation process.
- Externally set task.

MATHEMATICS FOUNDATIONS GENERAL

Prerequisite – OLNA Category 1

Course Description
The course provides students with the mathematical knowledge, understanding and skills relating to percentages and the link to fractions and decimals, and the solving of problems relating to the four operations using whole number, fractions and decimals. Location, time and temperature, and shape and its relationship to design, are also covered in this course.

This course also provides students with the mathematical knowledge, understanding and skills relating to rates and ratios, and the further development of their understanding of probability and the close link with statistics. Students come to independently solve everyday problems which are met in personal, work and community contexts by integrating the thinking process and mathematics from content areas. It is intended the content be integrated to encourage engagement and, at the same time, interest and meaning for the students. The combination of skills helps students see that mathematical skills are not isolated when applied in the real world and provides opportunity for students to consolidate and enhance fluency for a range of skills.

Assessment
- Response.
- Practical application.

MATHEMATICS METHODS ATAR

Prerequisite – Year 11 Mathematics Methods ATAR C

Course Description
A focus of calculus continues with the derivatives of exponential and trigonometric functions and their applications, together with some differentiation techniques and applications to optimisation problems and graph sketching. It concludes with integration, both as a process that reverses differentiation and as a way of calculating areas. The fundamental theorem of calculus as a link between differentiation and integration is emphasised. In statistics, discrete random variables are introduced, together with their uses in modelling random processes involving chance and variation. This supports the development of a framework for statistical inference.

A second focus of calculus deals with derivatives of logarithmic functions. In probability and statistics, continuous random variables and their applications are introduced, and the normal distribution is used in a variety of contexts. The study of statistical inference in this course is the culmination of earlier work on probability and random variables. Statistical inferences is one of the most important parts of statistics, in which the goal is to estimate an unknown parameter associated with a population using a sample of data drawn from that population. In the Mathematics Methods ATAR course, statistical inference is restricted to estimating proportions in two-outcome populations.

Access to technology to support the computational aspects of these topics is assumed.

Assessment
- Response.
- Investigation.
- Examination.
MATHEMATICS SPECIALIST ATAR

Prerequisite – Year 11 Mathematics Specialist ATAR C

Course Description
A focus of the Mathematics Specialist ATAR course includes: Complex Numbers, Functions and Sketching Graphs and Vectors in Three Dimensions. In this course, three-dimensional vectors are studied, and vector equations and vector calculus are introduced, with the latter extending students' knowledge of calculus from the Mathematics Methods ATAR course.

Cartesian and vector equations, together with equations of planes, enables students to solve geometric problems and to solve problems involving motion in three-dimensional space. The study of functions and techniques of graph sketching, begun in the Mathematics Methods ATAR course, is extended and applied in sketching graphs and solving problems involving integration.

A second focus of the Mathematics Specialist ATAR course contains three topics: Integration and Applications of Integration, Rates of Change and Differential Equations and Statistical Inference. The study of differentiation and integration of functions continues, and the calculus techniques developed in this and previous topics are applied to simple differential equations, in particular in biology and kinematics. These topics demonstrate the real-world applications of the mathematics learned throughout the Mathematics Specialist ATAR course. All of the students' previous experience working with probability and statistics is drawn together in the study of statistical inference for the distribution of sample means and confidence intervals for sample means.

Access to technology to support the computational aspects of these topics is assumed.

Assessment
• Response.
• Investigation.
• Examination.

SCIENCE

BIOLOGY ATAR

Prerequisite – Year 11 Biology ATAR 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**
- Science Inquiry: Investigation and Practical.
- Extended Response.
- Tests and Examinations.

**CHEMISTRY ATAR**

**Prerequisite** – Year 11 Chemistry ATAR C

**Course Description**

The Chemistry ATAR course 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. The study of chemistry provides a foundation for undertaking investigations in a wide range of scientific fields, and often provides the unifying link across interdisciplinary studies.

Studying the Chemistry ATAR course 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.

The Year 12 syllabus is divided into two units. In one unit, students investigate the concept of reversibility of reactions and the dynamic nature of equilibrium in chemical systems; contemporary models of acid-base behaviour that explain their properties and uses; and the principles of oxidation and reduction reactions, including the generation of electricity from electrochemical cells. In the other unit, students develop their understanding of the relationship between the structure, properties and chemical reactions of different organic functional groups. Students also investigate the process of chemical synthesis to form useful substances and products and the need to consider a range of factors in the design of these processes.

**Assessment**
- Science inquiry.
- Extended response.
- Test.
- Examination.
HUMAN BIOLOGY ATAR

Prerequisite – Year 11 Human Biology ATAR 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.

The Year 12 syllabus is divided into two units. One unit explores the nervous and endocrine systems and the mechanisms that help maintain the systems of the body to function within normal range, and the body’s immune responses to invading pathogens. The other unit explores the variations in humans, their changing environment and evolutionary trends in hominids.

Assessment
• Science inquiry.
• Extended response.
• Test.
• Examination.

MARINE AND MARITIME STUDIES

Prerequisite – Year 11 Marine and Maritime Studies General

Course Description
Students investigate Western Australian marine ecosystems, with a focus on estuaries, mangroves, coral reefs and seagrass meadows. Students identify the key species and food webs for each of these ecosystems, as well as examine adaptations of organisms living in mangrove ecosystems. Environmental and resource management will focus on aquaculture as a solution to declining fish stocks.

Students gain an understanding of maritime studies, including the characteristics of construction materials, design and construction of water craft, and repair of fibreglass craft. The basic parts of the outboard motor, including features of two stroke and four stroke motors, will be studied, as well as features of small craft systems, including bilges, electrical, fuel, mooring lines and anchoring equipment.

Through a practical approach, students gain an understanding of the concepts and safe practices of power boating. Science inquiry skills will be developed through the design process in relation to construction materials used, and variations in design of water craft. Students will also be involved in practical activities to collect and analyse data related to trip planning, such as weather maps and aquaculture systems.
Students examine global surface ocean currents, atmospheric circulation systems and the impact of climate change on global sea levels, thermohaline circulation and marine ecosystems. The process of coastal erosion and coastal engineering structures is studied. Students study types of marine tourism activities with a focus on the importance and impacts of ecotourism.

Students gain an understanding of maritime studies, including common forms of construction material protection, and the possible side effects of using these materials. Aspects of small craft maintenance, including the use of a maintenance log, fuel and ignition, cooling system and engine diagnostics, are studied. Through a practical approach, students gain an understanding of the concepts and safe practices of power boating. Science inquiry skills will be developed through practical activities to collect and analyse data related to coastal erosion and coastal engineering structures, construction material protection and maintenance of small craft.

Assessment
- Science inquiry.
- Extended response.
- Test.
- Externally set task.

PHYSICS ATAR

Prerequisite – Year 11 Physics ATAR C

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.

The Year 12 syllabus is divided into two units which are delivered as a pair. In the first unit, unit 3, Students investigate models of motion in gravitational, electric and magnetic fields to explain how forces act at a distance.
In the second unit, unit 4 students use the theory of electromagnetism to explain the production and propagation of electromagnetic waves and investigate how shortcomings in existing theories led to the development of the quantum theory of light and matter, the Special Theory of Relativity, and the Standard Model of particle physics.

Assessment
- Science inquiry.
- Test.
- Examination.

SOCIAL SCIENCES

SCSA refer to this Learning Area as Humanities and Social Sciences. (HASS)

BUSINESS CERT II (VET)
BSB20115 Certificate II in Business
RTO IVET Code 40548

Prerequisite – Year 11 Business Cert II (VET)

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

Assessment
- Project work.
- Tests.

ECONOMICS ATAR

Prerequisite – Year 11 Economics ATAR C

Course Description
A focus explores the linkages between economies and the concepts of globalisation, trade liberalisation and protection in relation to the Australian economy. Students examine Australia’s trade, the recording of international transactions and the impact of these transactions on the Australian economy. Students examine the effects of changes in Australia’s economic transactions with the rest of the world using recent and contemporary economic data, together with economic models.

A second focus explores how economic policies and actions, such as fiscal policy, monetary policy and microeconomic policy operate in the pursuit of the Australian Government’s economic objectives. Students examine the effects of the operation of policies in Australia using economic models along with recent, the last ten years and contemporary, the last three years, economic data. Students apply the language, theories and tools of economics to develop a critical perspective on the role of these policies in the current Australian Government policy mix.

Assessment
- Data interpretation/Short answer.
- Extended answer.
- Examination.

MODERN HISTORY ATAR

Prerequisite – Year 11 Modern History ATAR C

Course Description
A focus examines the characteristics of modern nations in the 20th century, the crisis that confronted nations, their responses to these crises and the different paths nations have taken to fulfil their goals.
Students study the characteristics of one nation. Students investigate crises that challenged the stability of government, the path of development that was taken and the social, economic and political order that was either established or maintained. Students examine the ways in which the nation dealt with internal divisions and external threats. They emerge with a deeper understanding of the character of a modern nation. The key conceptual understandings covered in this unit are the reliability and usefulness of evidence, cause and effect, continuity and change, significance, empathy, contestability, and changing representations and interpretations.

A second focus examines some significant and distinctive features of the modern world within the period 1945–2001 in order to build students’ understanding of the contemporary world. That is, why we are here at this point in time. These include changes to the nature of the world order: shifting international tensions, alliances and power blocs, the emergence of Asia as a significant international political and economic force, and the nature of engagement by and with Australia, the nature of various conflicts and regional and international attempts to create peace and security. Students study one of these features. As part of their study, they should follow and make relevant connections with contemporary events. The key conceptual understandings covered in this unit are: causation, continuity and change, historical significance and changing perspectives and interpretations of the past, and contestability.

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

MODERN HISTORY GENERAL

Prerequisite – Year 11 Modern History General

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 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.

Year 12 Modern History General includes two units.

In Societies and Change, students learn about the evolving nature of societies and the various forces for continuity and change that exist. Students learn that some values, beliefs and traditions are linked to the identity of a society. They also learn that, in any period of change, there are those individuals and institutions that support change, but others that oppose it, and that there are different interpretations of the resultant society. In Unit 3, students will study the USA Between the Wars 1918 – 1941.

In Historical Trends and Movements, students learn that, throughout history, there have been events, ideas, beliefs and values that have contributed to underlying historical trends and movements. Students learn that historical trends and movements have particular underlying ideas, that different methods and strategies are used to achieve change, and that there are consequences for continuity and change. Some perspectives are omitted and others emphasised, both during the period of the trend or movement and subsequent to the trend or movement. In Unit 4 students will study Nazism in Germany 1918 – 1945.

Assessment
- Historical inquiry.
- Explanation.
- Source analysis.
- Externally Set Task.
**POLITICS AND LAW ATAR**

**Prerequisite** – Year 11 Politics & Law ATAR C

**Course Description**
A focus examines various aspects of the political and legal system established by the Commonwealth Constitution, Australia, including the roles and powers of the legislative, executive and judicial branches of government, with a comparison to a non-Westminster system the influence of individuals, political parties and pressure groups on the law making process of parliament and the courts, and the operation of federalism and the balance of power between the Commonwealth and the States in Australia.

A second focus examines the structures, processes and procedures of accountability in relation to the legislative, executive and judicial branches of government in Australia how rights are protected, and democratic principles can be upheld and/or undermined, in Australia and one other country and the experience of a particular group with respect to their political and legal rights in Australia.

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

**Assessment**
- Investigation.
- Short answer.
- Essay.
- Source analysis.
- Examination.

**TECHNOLOGIES: DESIGN & DIGITAL**

**BUILDING AND CONSTRUCTION CERT II (VET)**
CPC20211 Certificate II in Construction Pathways
RTO Skill Hire RTO Code 0361

**Prerequisite** – Year 11 Building and Construction Cert II.

**Course Description**
This course has been established for students as a trade pathway that fulfils the requirements of a two-year program. Students undertake basic construction projects that are aimed at developing skills required in a range of Building & Construction trades. Skills range from basic project planning and drafting, basic stud wall & roof carpentry, decking, welding & fabrication, brick paving as well as methods used in the wet trades such as bricklaying, tiling and plastering. Underpinning theory to identify tools and materials are studied and applied to practical projects.

Folio work includes estimating and costing materials for projects and scheduling work on building projects. An extended study schedule for this subject is minimal. Theory assignments and folio work may need to be completed for homework to maximise class time on practical activities.

Students are required to provide overalls and safety boots for this class to protect their College uniform.

**Assessment**
- Project work.
- Tests.

**DESIGN GENERAL**

**Prerequisite** – 11 Design General

**Course Description**
In the Design General course students learn techniques to design and develop manufactured products. Students learn to create drawings and concepts using freehand sketching and computer rendered CAD programs. They create 3-dimensional mock-ups to visualise design ideas and create products and
prototypes using 3D printing and laser cutting equipment. Design students consider the usability, ergonomics and aesthetics of common mass-produced items and work to improve the design, function, engineering and marketing of these items. 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 in the form of products.

This course is helpful for students interested in careers in Industrial design, responsible for the familiar look of brands and products like Jeep, iPods and the Coke bottle. There is potential for students to develop transferable skills and vocational competencies that can be used in future job markets.

Assessment
- Design, Practical portfolio.
- Production, Practical projects.
- Response, Written
- Externally Set Task.

DESIGN GRAPHICS (VISUAL ART) CERT II (VET)
CUA20715 Certificate in Visual Arts (Design/Graphics)
RTO Skills Strategies RTO Code 2401

Prerequisite – 11 Design Graphics (Visual Art) Cert II.

Course Description
The Design Graphics course has been structured to incorporate all of the best elements of Graphic Design, Art, Photography and Information Computer Technology. Most of the work is created as print media and is supported by various forms of product design such as stickers, t-shirts, skate decks, decals, posters etc. Students undertake training in the operation of ‘industry standard’ graphic design hardware and software with a focus on the use of Photoshop, raster graphics, Illustrator, vector graphics, and InDesign, print publication. This pathway is the second year of a certificate which takes two years to complete. It is designed to support students who are looking for employment or seeking to study at a TAFE College.

Assessment
- Project work.
- Tests.

INFORMATION, DIGITAL MEDIA AND TECHNOLOGY CERT II (VET)
ICT20115 Certificate II Information Digital Media and Technology
RTO IVET Code 40548

Prerequisite – Year 11 Information Digital Media & Technology Cert II

Course Description
Information, Digital Media Technology Cert II is a practical course where the emphasis is placed on production rather than theory. A student in this course will gain experience not only in a classroom setting but also in real-life and simulated Information Technology and office environments, that will give each student valuable hands-on experience.

This course is ideal for students who already have a keen interest in Information Technology and also students who see the value in being Information Technology literate in our increasing technology focused world. The skills learnt during this course prepare students for all career areas and is a qualification valued by employers, while also preparing students for further study.

Assessment
- Project work.
MATERIALS DESIGN AND TECHNOLOGY: METAL GENERAL

Prerequisite – Nil.

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

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

Safety is a priority at Irene McCormack Catholic College and as such students will be required to wear safety glasses, an apron, and enclosed shoes at all times when working in the workshop.

In addition to this, students are required to follow safe workshop behaviour and operational procedures as set out in the College Workshop Safety Policy. Failure to observe the Workshop Safety Policy may result in exclusion from the course.

Assessment
• Design.
• Production.
• Response.
• Externally set task.

TECHNOLOGIES: HOME ECONOMICS

COMMUNITY SERVICES CERT II (VET)
CHC20115 Certificate in Community Services
RTO IVET Code 40548

Prerequisite – Year 11 Community Services Cert II. Course Duration – 2 years

The Community Services Cert II course enables students to develop basic childcare skills and knowledge to prepare themselves for entry level employment in the industry. This qualification provides students with several units that can be credited towards Community Services Cert III.

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 course consists of practical and theoretical components, which may include running a playgroup, assisting children with homework at Brighton Catholic Primary School on a weekly basis, interacting with elderly residents each fortnight, caring for a virtual baby and learning how to prepare nutritious food for children.

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

Assessment
• Investigation.
• Production.
• Tests.
• Practical Projects.
Hospitality Cert II (VET)
SIT20316 CERTIFICATE II: HOSPITALITY
RTO Hospitality Group Training Code 0386

Prerequisite – Year 11 Certificate II Hospitality. Course duration: 2 years

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.

It is a requirement of the course to complete a set number of service periods, which include some after school activities. All students must be prepared to attend these out of school functions.

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

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
- Investigation.
- Production/performance.
- Individual pathway plan/career portfolio.
- Response.
- Externally Set Task.

This course may be selected as a stand-alone, however, if students are engaging in Workplace Learning 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 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 trade qualifications in specialist areas with workplace learning components that students can apply for.

There is a $580 fee payable with 2020 school fees to partially cover the cost of this program.
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
www.curtin.edu.au
https://futurestudents.curtin.edu.au/years-10-12/

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

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

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

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

THE UNIVERSITY OF WESTERN AUSTRALIA
Admissions Centre
Mail Bag M353, 35 Stirling Highway, CRAWLEY WA 6009
Ph: (08) 6488 2477
www.study.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/
PRIVATE TRAINING ORGANISATIONS – Independent Tertiary Education Council Australia
https://www.iteca.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
• Job Jumpstart https://www.jobjumpstart.gov.au/
• Hobsons Course Finder- www.hobsons.coursefinder.com.au
• Skills One TV- www.skillsone.com.au/. 
• Skills Road- www.skillsroad.com.au/about/about-skillsroad

WA INDUSTRY TRAINING COUNCILS
• Future Utilities, Engineering, Electrical and Automotive http://www.ueea.org.au/

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