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Dear Parents and Students

Welcome to the process of choosing a programme of study for Senior School. At times, this process may appear to be a daunting one as you grapple with new terminology, post schooling options with diverse entry requirements, and the age old question, ‘what am I going to do after school?’

Choosing a set of subjects for Senior School does not need to be a time where definitive career decisions are made. It should be seen as a time when you are confronted with the interesting and challenging task of exploring career options.

Career exploration, however, does not end once a Senior School programme of study is chosen but will continue for many years to come. Achieving at a high level, no matter what type of programme of study is chosen, will allow students to keep more career options open.

To assist with the process of choosing a Senior School programme of study and career exploration, students embark on an intensive two week programme at the end of Term Two. There are workshops on University and TAFE entry, guest speakers from a variety of industries and staff provide presentations outlining the specific subjects that are offered in Year 11 at Mazenod College. Representatives from Polytechnic West (TAFE), Curtin, UWA and Notre Dame Universities will also address the boys on courses available at these institutions.

When choosing subjects for next year, it is important that all students set short and long term goals, challenge themselves to be the best they can be and are realistic in their choices. Most importantly, you and your son should seek advice about his suitability for the subjects chosen. There are many people at Mazenod College available and willing to assist you in this process. For subject specific information, you should see your son’s teacher or Head of Department. For careers related information, please see any member of the careers team.

Success is a habit. People who are personally and professionally successful set realistic, achievable goals, learn from mistakes, balance priorities in their life and make sacrifices to achieve their goals. When we believe that we, and we alone can open the door to change within ourselves, we can challenge ourselves to seek personal excellence. When you work hard, work smart and pursue excellence, you will achieve your goals.

This information booklet should be used in conjunction with the work booklet provided at the workshops and kept as a reference source when choosing a Year 12 programme of study.

Ms J Knox
Deputy Principal
Section 1: 
Subject Selection Issues
The Western Australian Certificate of Education (WACE) is awarded to senior secondary school students who satisfy the requirements below. This qualification is recognised nationally by universities and other tertiary institutions, industry and training providers. Students complete these requirements in their final two years of senior secondary school.

Through the WACE courses, students are expected to achieve both breadth and depth in their study by selecting a range of courses to cater for their interests. They are expected to reach specified achievement standards, and to achieve literacy and numeracy competence.

**General requirements**
- demonstrate a minimum standard of literacy and a minimum standard of numeracy based on the skills regarded as essential for individuals to meet the demands of everyday life and work in a knowledge-based economy *
- complete a minimum of 20 units (10 courses) or equivalents
- complete four or more Year 12 ATAR courses or complete a Certificate II or higher.

**Breadth and depth**
Students must complete a minimum of 20 course units (10 courses) or the equivalent. This requirement must include at least:
- a minimum of 10 Year 12 units or the equivalent*
- two completed Year 11 English units and one pair of completed Year 12 English units
- one pair of Year 12 course units from each of List A (arts/English/languages/social sciences) and List B (mathematics/science/technology).

**Achievement standard**
Students will be required to achieve 14 ‘C’ grades in Year 11 and Year 12 units, including at least six ‘C’ grades in Year 12 units.

*1 Refer to page 8 for an outline of literacy and numeracy standards.

*2 Unit equivalence can be obtained through VET programs and/or endorsed programs (Workplace Learning). Students may obtain unit equivalence as follows:
- up to eight units equivalence through a combination of VET and Workplace Learning
- VET qualifications - Certificate II is equivalent to two Year 11 and two Year 12 units
- Workplace Learning – may accrue a maximum of two Year 11 units and two Year 12 units.
### COURSES OF STUDY

**Groups of courses**
There are two major groups of courses:

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

**General courses** – All these courses are designed by the School Curriculum and Standards Authority. These courses are not examined by the Authority. They are designed for students who are typically aiming to enter further training or the workforce directly from school.

**Vocational Education and Training industry specific (VETIS) courses**
These courses are designed in close consultation with WA Industry Training Councils. These VETIS courses include a full, nationally recognised AQF qualification and mandatory industry-related workplace learning.

The **complexity and demand** of the content and context varies between the types of courses. The less-demanding units in General courses will provide opportunities for access to content in more flexible ways, possibly through a wider range of contexts using more practical learning experiences.

**Students seeking tertiary entrance** will be able to select units from ATAR courses for which the scope of the content is complex and rigorous providing the foundation required for university entrance. ATAR courses have a school based exam component as part of the assessment schedule. These exams must be completed in order to achieve a grade in any given course.

**Students enrolled in ATAR courses** must also sit the WACE exam. WACE external exams are conducted by the School Curriculum and Standards Authority (SCSA) on behalf of TISC for the purpose of ranking students for university entry. Students wishing to enter university directly from Year 12 have their best 4 results combined to achieve an ATAR.

It is compulsory for all Year 12 students enrolled in ATAR Courses to sit the relevant WACE external exam even if they do not intend applying for university. They must make a genuine attempt in the exam for the purpose of gaining credit for Secondary Graduation. Students who do not make a genuine attempt or fail to sit the exam will not have their school based grade counted towards the “achievement” criteria required for Secondary Graduation.

**Practical and performance examinations** will be held for some courses such as Physical Education Studies and Drama.

**There are no WACE external examinations** for students who are enrolled in General courses.
CONSIDERATIONS WHEN CHOOSING A PROGRAMME OF STUDY

ATAR programme of study
Although university bound students are only required to enrol in four ATAR courses from Group 1 (as outlined on page 10) to obtain an ATAR, it is recommended that most students with a definitive university bound pathway enrol in five ATAR courses for Year 11. Students can commence Year 11 with a programme of study aimed at university entrance and make changes for Year 12 if they intend to follow a non-university pathway. Students intending to pursue a university pathway should ensure that they have met the prerequisites for individual subjects as outlined on page 11.

Each course has four units:
- Units 1 and 2 (Year 11 units) and
- Units 3 and 4 (Year 12 units). Units 3 and 4 must be studied as a pair, as the ATAR examination covers both units.

General programme of study
Students who do not wish to achieve an ATAR will choose a range of General courses from Group 2 (as outlined on page 10). Although students enrolled in a General programme of study can choose from Group 1, it is recommended they do not choose any more than 2 courses from Group 1. They must also choose one combination (and no more than two) from Group 3 (VET) as all students who do not achieve an ATAR must leave school with a VET Certificate II.

General courses are typically for students aiming to enter further training or the workforce directly from school. These courses are not examined externally, although students will sit an Externally Set Task (administered by the SCSA) in Year 12.

Students are able to select across the suite of ATAR courses and General courses offered appropriate to their educational pathways, needs and interests.

With regards to Group 3 VET subjects, Year 11 students will complete the relevant General course as prescribed by the School Curriculum and Standards Authority (SCSA) and then flow into the relevant Year 12 VET Certificate II. Students who commence Year 11 as an ATAR student but then decide to enrol in a General programme of study in Year 12, must choose at least one VET Certificate. They will be able to enrol in any of the VET Certificate II courses without the corresponding Year 11 subject background.

All students enrolled in a General programme of study must also complete Workplace Learning.

Workplace Learning (Endorsed Programme)
All students enrolled in four or more General courses (group 2) will be required to enrol in the endorsed programme, Workplace Learning. In this programme, students complete a minimum of 55 hours of workplace learning in each semester. After successful completion of this programme, students receive credit which counts towards the WACE requirements and points can be accumulated for TAFE entry. Completion of Workplace Learning is equivalent to two Year 11 units and two Year 12 units. In both the “achievement” and “Breadth and Depth” requirements for the achievement of the WACE.
LITERACY AND NUMERACY REQUIREMENTS

There are two parts to achieving the WACE literacy and numeracy requirements. Firstly, students are required to complete two Year 11 English units and a pair of Year 12 English units.

Secondly, students must demonstrate that they have met the minimum standard for literacy and numeracy, which is based on skills regarded as essential for individuals to meet the demands of everyday life and work in a knowledge-based economy. You can demonstrate the minimum standard:

- If you demonstrate Band 8 or higher in the Year 9 NAPLAN Reading, Writing and Numeracy tests, or
- Through the Online Literacy Numeracy Assessment (OLNA).

The OLNA is compulsory for students who have not prequalified in one or more of the components through Year 9 NAPLAN, and want to achieve the WACE. Students have up to six opportunities between Year 10 and Year 12 to demonstrate the literacy and numeracy standard.

BREADTH OF STUDY

For a student to achieve a WACE he must complete at least one course from each of the following lists in Year 12. For this purpose, completion of a course means that the student has received a grade in at least two units in their final year of senior secondary schooling in that course.

<table>
<thead>
<tr>
<th>List A (arts/languages/social science)</th>
<th>List B (mathematics/science/technology)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drama</td>
<td>Applied Information Technology</td>
</tr>
<tr>
<td>Economics</td>
<td>Biology</td>
</tr>
<tr>
<td>English</td>
<td>Computer Science</td>
</tr>
<tr>
<td>Geography</td>
<td>Chemistry</td>
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<tr>
<td>History – Modern</td>
<td>Design</td>
</tr>
<tr>
<td>Literature</td>
<td>Earth and Environmental Science</td>
</tr>
<tr>
<td>Music</td>
<td>Engineering Studies</td>
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<tr>
<td>Politics and Law</td>
<td>Human Biological Science</td>
</tr>
<tr>
<td>Religion and Life</td>
<td>Integrated Science</td>
</tr>
<tr>
<td>Visual Art</td>
<td>Materials Design and Technology – Wood</td>
</tr>
<tr>
<td></td>
<td>Materials Design and Technology – Metal</td>
</tr>
<tr>
<td></td>
<td>Mathematics (Essential, Applications,</td>
</tr>
<tr>
<td></td>
<td>Methods)</td>
</tr>
<tr>
<td></td>
<td>Mathematics Specialist</td>
</tr>
<tr>
<td></td>
<td>Outdoor Education</td>
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<tr>
<td></td>
<td>Physical Education</td>
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<tr>
<td></td>
<td>Physics</td>
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</tbody>
</table>
Unacceptable subject combinations
Students are not permitted to enroll in any of the following combinations.

<table>
<thead>
<tr>
<th>Applied Information Technology (ATAR and General)</th>
<th>Physical Education Studies (ATAR and General)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English and Literature</td>
<td>Visual Arts (ATAR and General)</td>
</tr>
<tr>
<td>Biology and Human Biology</td>
<td></td>
</tr>
</tbody>
</table>

When choosing a programme of study, the following issues should be considered:

a) Prerequisites
Prerequisites set by the College should act as a guide to the likelihood for success in any given course. Where a student has not met the prerequisite at the time of submitting the Subject Selection Form, he will be given until the end of Term Three to demonstrate the required level. If the student fails to meet the prerequisite at this time, he will only be allowed to enrol in the chosen subject with the permission of the relevant Head of Department. This permission may only be given on a conditional basis. Where a student has failed to meet the prerequisites in two or more subjects in his chosen programme of study, an interview will be organised with the Deputy Principal for Senior School.

b) Academic Ability
In order to achieve success in many Senior School subjects, students need to have demonstrated a high degree of academic ability and achievement in Year 10 courses. Without this background, students invariably have difficulty with Year 11 course content. It is essential to take careful note of Year 10 prerequisites as outlined on page 9.

c) Interests
The variety of courses available gives students the opportunity to pursue their particular interests at whatever level they are able to perform.

d) Future Intentions
Students, whether planning to seek employment after Secondary Graduation or continuing with further studies (TAFE, tertiary or other), should choose subjects which will maximise the options for the future. Students should also be aware that many TAFE qualifications can lead to university entry with advanced standing (ie the ATAR is not the only avenue to university entrance).
The following table outlines the courses offered at Mazenod College. They have been categorised into ATAR and General courses. Students intending to pursue a university bound programme of study must enrol in a minimum of four courses from Group 1. Students enrolling in a General programme of study typically choose courses from Group 2 but must also choose one course combination (and no more than two) from Group 3.

All subjects are offered conditionally and will only be timetabled if there are sufficient numbers of students.

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Group 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ATAR Subjects</strong> (these subjects have a WACE external exam)</td>
<td><strong>General Subjects</strong> (these subjects do not have a WACE external exam)</td>
</tr>
<tr>
<td>Applied Information Technology (ATAR)</td>
<td>Applied Information Technology (General)</td>
</tr>
<tr>
<td>Biology (ATAR)</td>
<td>Design (General)</td>
</tr>
<tr>
<td>Chemistry (ATAR)</td>
<td>Drama (General)</td>
</tr>
<tr>
<td>Computer Science (ATAR)</td>
<td>Engineering Studies – Mechatronics (General)</td>
</tr>
<tr>
<td>Drama (ATAR)</td>
<td>English (General)</td>
</tr>
<tr>
<td>Earth &amp; Environmental Science (ATAR)</td>
<td>Integrated Science (General)</td>
</tr>
<tr>
<td>Economics (ATAR)</td>
<td>Materials Design + Technology - Wood (General)</td>
</tr>
<tr>
<td>English (ATAR)</td>
<td>Materials Design + Technology - Metal (General)</td>
</tr>
<tr>
<td>Geography (ATAR)</td>
<td>Mathematics Essential (General)</td>
</tr>
<tr>
<td>Modern History (ATAR)</td>
<td>Music (General)</td>
</tr>
<tr>
<td>Human Biological Sciences (ATAR)</td>
<td>Outdoor Education (General)</td>
</tr>
<tr>
<td>Literature (ATAR)</td>
<td>Physical Education Studies (General)</td>
</tr>
<tr>
<td>Mathematics Applications (ATAR)</td>
<td>Religion and Life (General)</td>
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<tr>
<td>Mathematics Methods (ATAR)</td>
<td>Visual Arts (General)</td>
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<tr>
<td>Mathematics Specialist (ATAR)</td>
<td></td>
</tr>
<tr>
<td>Physical Education Studies (ATAR)</td>
<td></td>
</tr>
<tr>
<td>Physics (ATAR)</td>
<td></td>
</tr>
<tr>
<td>Politics and Law (ATAR)</td>
<td></td>
</tr>
<tr>
<td>Religion and Life (ATAR)</td>
<td></td>
</tr>
<tr>
<td>Visual Arts (ATAR)</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
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<th>VET Certificate</th>
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</thead>
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<td><strong>Year 12</strong></td>
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<tr>
<td>MDT – Metal (General)</td>
<td>Cert II Engineering (Metals)</td>
</tr>
<tr>
<td>Physical Education Studies (General)</td>
<td>Cert II Sport &amp; Recreation</td>
</tr>
<tr>
<td>Integrated Science (General)</td>
<td>Cert II Sampling &amp; Measurement</td>
</tr>
<tr>
<td>AIT (General)</td>
<td>Cert II Information Digital Media and Technology</td>
</tr>
</tbody>
</table>

Students enrolled in a General programme of study must enrol in at least ONE (and no more than two) of the following Year 11/12 combinations.
<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>MINIMUM PREREQUISITES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Information Technology General</td>
<td>C grade in Year 9 or 10 Information Technology preferred</td>
</tr>
<tr>
<td>Applied Information Technology ATAR</td>
<td>C grade in Year 10 Standard English and Year 9/10 IT subject preferred</td>
</tr>
<tr>
<td>Biology ATAR</td>
<td>B grade in Standard Science or C grade in Extended Science</td>
</tr>
<tr>
<td>Chemistry ATAR</td>
<td>B grade in Extended Science</td>
</tr>
<tr>
<td>Computer Science ATAR</td>
<td>B grade in Standard Maths and Year 9/10 IT subject preferred</td>
</tr>
<tr>
<td>Design General</td>
<td>B grade in Year 10 Technical Drawing major/minor or permission of HOD</td>
</tr>
<tr>
<td>Drama ATAR</td>
<td>B grade in Year 10 Drama and B grade Standard English</td>
</tr>
<tr>
<td>Drama General</td>
<td>B grade in Year 10 Drama and C grade in Standard English</td>
</tr>
<tr>
<td>Earth &amp; Environmental Science ATAR</td>
<td>B grade in Standard Science or C grade in Extended Science</td>
</tr>
<tr>
<td>Economics ATAR</td>
<td>B grade in Year 10 S+E</td>
</tr>
<tr>
<td>Engineering Studies General</td>
<td>B grade in Year 10 Electronics or permission of HOD</td>
</tr>
<tr>
<td>English General</td>
<td>C grade in Year 10 English</td>
</tr>
<tr>
<td>English ATAR</td>
<td>C grade in Extended or B grade in Standard English</td>
</tr>
<tr>
<td>Literature ATAR</td>
<td>B grade in Extended or A grade in Standard English</td>
</tr>
<tr>
<td>Geography ATAR</td>
<td>B grade in Year 10 S+E</td>
</tr>
<tr>
<td>Modern History ATAR</td>
<td>B grade in Year 10 S+E</td>
</tr>
<tr>
<td>Human Biological Science ATAR</td>
<td>A grade in Standard Science or C grade in Extended Science</td>
</tr>
<tr>
<td>Integrated Science General</td>
<td>C grade in Standard Science</td>
</tr>
<tr>
<td>Mathematics Essential General</td>
<td>C grade in Standard Year 10 Maths</td>
</tr>
<tr>
<td>Mathematics Applications ATAR</td>
<td>C grade in Extended / B grade Standard Year 10 Maths (class 1 or 2)</td>
</tr>
<tr>
<td>Mathematics Methods ATAR</td>
<td>B grade in Extended Year 10 Maths</td>
</tr>
<tr>
<td>Mathematics Specialist ATAR</td>
<td>A grade in Extended Year 10 Maths (class 1)</td>
</tr>
<tr>
<td>Materials Design - Wood General</td>
<td>B grade in Year 10 Woodwork or permission of HOD</td>
</tr>
<tr>
<td>Materials Design - Metal General</td>
<td>B grade in Year 10 Metals or permission of HOD</td>
</tr>
<tr>
<td>Music General</td>
<td>Currently playing, or learning to play an instrument</td>
</tr>
<tr>
<td>Outdoor Education General</td>
<td>C grade in Year 10 Outdoor Education</td>
</tr>
<tr>
<td>Physical Education General</td>
<td>C grade in Year 10 Physical Education</td>
</tr>
<tr>
<td>Physical Education ATAR</td>
<td>B grade in Year 10 Std Sci or C grade in Ext Sci and B grade in Year 10 PE</td>
</tr>
<tr>
<td>Physics ATAR</td>
<td>B grade in Extended Science</td>
</tr>
<tr>
<td>Politics and Law ATAR</td>
<td>B grade in Year 10 S+E</td>
</tr>
<tr>
<td>Religion and Life General</td>
<td>C grade in Year 10 Religion</td>
</tr>
<tr>
<td>Religion and Life ATAR</td>
<td>B grade in either Religious Education and/or Standard English</td>
</tr>
<tr>
<td>Visual Arts General</td>
<td>B grade in Year 10 Art major or minor preferred</td>
</tr>
<tr>
<td>Visual Arts ATAR</td>
<td>B grade in Year 10 Art major and B grade Standard English</td>
</tr>
</tbody>
</table>
The assumption made in the following sample programmes of study is that the student will complete the equivalent Year 12 Courses

**High achiever (Extended A/B student) aiming for Engineering at university**

<table>
<thead>
<tr>
<th>Mathematics Methods ATAR</th>
<th>Literature ATAR</th>
<th>Chemistry ATAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics Specialist ATAR</td>
<td>Physics ATAR</td>
<td>Religion and Life General</td>
</tr>
</tbody>
</table>

**Note:** All 5 ATAR courses could contribute to the Australian Tertiary Admission Rank (ATAR). The top 4 scores will be used. This student is an excellent Mathematics student (extended ‘A’ grade) hence his choice to study ‘double’ maths. Engineering is a university course that sets prerequisites. In such cases, the applicant must complete the relevant subject and achieve a final scaled mark of at least 50%. Religion & Life General does not have a WACE exam therefore cannot contribute to the student’s ATAR.

**High achiever (Extended B student) aiming for competitive course at university**

<table>
<thead>
<tr>
<th>Mathematics Applications ATAR</th>
<th>English ATAR</th>
<th>Biology ATAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics ATAR</td>
<td>AIT ATAR</td>
<td>Religion and Life ATAR</td>
</tr>
</tbody>
</table>

**Note:** All 6 ATAR courses could contribute to the ATAR. The top 4 scores will be used. This student can enrol in Mathematics Applications ATAR in Year 12, but he cannot enrol in Mathematics Methods ATAR in Year 12. Refer to Mathematics pathways in Section 2. Attempting 6 ATAR subjects should only be contemplated by students with a Year 10 Extended ‘A/B’ grade background. You should seek advice from the Deputy Principal for Senior School.

**High achiever (Extended B/Standard A student) aiming for competitive courses at university**

<table>
<thead>
<tr>
<th>Mathematics Methods ATAR</th>
<th>English ATAR</th>
<th>Outdoor Education General</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earth &amp; Environ. Science ATAR</td>
<td>Geography ATAR</td>
<td>Religion and Life General</td>
</tr>
</tbody>
</table>

**Note:** As there are no WACE external exams for General courses, enrolment in Outdoor Education or Religion & Life General will not contribute to his ATAR. This therefore increases the significance of his achievement in the other 4 subjects as they will all contribute towards his ATAR. Mazenod College does not recommend that ATAR students enrol in Outdoor Education due to the loss of school days from expeditions.

**High achiever (Extended B/Standard A student) aiming for Commerce, Business, Finance type courses at university**

<table>
<thead>
<tr>
<th>Mathematics Methods ATAR</th>
<th>English ATAR</th>
<th>Engineering Studies General</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics ATAR</td>
<td>Computer Science ATAR</td>
<td>Religion and Life ATAR</td>
</tr>
</tbody>
</table>

**Note:** Students with a strong Year 10 academic background should enrol in at least 5 ATAR courses in Year 11. In Year 12, the highest 4 results will contribute to the ATAR. In Year 12 this student has the option to enrol in Mathematics Methods or Mathematics Applications. Refer to Maths course descriptors in Section Two and seek advice from the Head of Department.

**Sound achiever (Extended C/Standard A/B student) aiming for Information Technology courses at university**

<table>
<thead>
<tr>
<th>Mathematics Applications ATAR</th>
<th>English ATAR</th>
<th>History ATAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Science ATAR</td>
<td>AIT ATAR</td>
<td>Religion and Life General</td>
</tr>
</tbody>
</table>

**Note:** Even though Computer Science and AIT are information technology based courses, it is permissible to study both unlike the unacceptable combinations outlined on page 9. This student is likely to enrol in Mathematics Applications in Year 12 or may enrol in Mathematics Essentials as a General subject if he is not a strong Maths student.

**Sound achiever (‘B grade’ Standard) aiming for Performing Arts courses at university**

<table>
<thead>
<tr>
<th>Modern History ATAR</th>
<th>Literature ATAR</th>
<th>Music General</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drama ATAR</td>
<td>Visual Arts ATAR</td>
<td>Religion and Life ATAR</td>
</tr>
</tbody>
</table>
**Note:** The criteria for Secondary Graduation states that a student must complete one course from List A and one from List B as outlined on page 8 to meet the Breadth of Study criteria. The above programme of study does not meet this criterion. Note: Music courses at WAAPA can be accessed using the General Music course.

**Standard B grade student aiming for Human Movement, Sports Science type courses at university**

<table>
<thead>
<tr>
<th>Chemistry ATAR</th>
<th>English ATAR</th>
<th>Mathematics Methods ATAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education ATAR</td>
<td>Human Biology ATAR</td>
<td>Religion and Life ATAR</td>
</tr>
</tbody>
</table>

**Note:** This student has chosen 6 subjects that could contribute to his ATAR. The highest 4 results will determine his ATAR. Although Mazenod College recommends that students choose at least 5 ATAR subjects in Year 11 (assuming he has met the prerequisites), students should not choose 6 ATAR subjects unless they are at least an Extended ‘B’ student across all of their Year 10 core subjects. In addition the combination of Physics and Chemistry should only be attempted by students who have an Extended A/B Year 10 background in both Science and Mathematics.

**Marginal achiever (‘C grade’ Standard) unsure of career pathway but intends to be TAFE bound**

| Materials Design & Technology - Wood General | English General | Integrated Science General (Yr 12 Cert II in Sampling & Measurement) |
| Maths Essential General | Physical Education Studies ATAR | Religion and Life General |

**Note:** As this student is enrolled in a General programme of study, he will be required to enrol in the Workplace Learning Endorsed Programme. Refer to Section 2 for full details of the Workplace Learning programme. Eventhough this student is non-university bound he will be required to sit the WACE external exam in PE Studies. As he is enrolled in a General programme of study, he will complete a VET Certificate II in Year 12.

**Non-university bound student with a health, fitness or sport career pathway**

| Mathematics Essential General | AIT General (Yr 12- Cert II in Information Digital Media and Technology) | Physical Education Studies General (Yr 12- Cert II Sport & Recreation) |
| English General | Outdoor Education General | Religion and Life General |

**Note:** In the interest of breadth of study, the combination of Physical Education Studies and Outdoor Education should be carefully considered particularly if it is not related to the student’s possible career pathway. This student will be required to enrol in the Workplace Learning Endorsed Programme. As he is enrolled in a General programme of study, he will complete a VET Certificate II in Year 12.

**Standard ‘C’ grade student aiming for design type courses at TAFE**

| Mathematics Essential General | Music General | Visual Art General |
| English General | Design General | Religion and Life General |

**Note:** New WACE requirements state that all students must complete Year 12 with either an ATAR OR a VET Certificate II. Referring to the subjects available at Mazenod on page 9, this student has not chosen a combination of subjects from Group 3 therefore would not meet the requirements for secondary graduation.

**Student with good skills in Design & Technology aiming for an apprenticeship after school**

| Mathematics Essential General | Materials Design & Technology (Wood context) General | Materials Design & Technology Metal General (Yr 12-Cert II Engineering) |
| English General | Engineering Studies General | Religion and Life General |

**Note:** As this student is enrolled in a General programme of study, he will be required to enrol in Workplace Learning. This student is not required to sit any WACE external exams. This student will be enrolled in two VET Certificates in Year 12 which is the maximum permitted. He has chosen subjects that are very practical orientated and related to his career pathway.
FREQUENTLY ASKED QUESTIONS

Are there any compulsory subjects?
All students must complete 4 units of English over 2 years of Secondary School including a pair of English units in Year 12.
All students must enrol in either ATAR or General Religion and Life.
To meet the Breadth of Study component for WACE Secondary Graduation, at least one course must be studied in both List A and B. (Refer to page 8)

What courses count towards university entry?
All ATAR courses have a WACE external exam and therefore can be used towards an Australian Tertiary Admission Rank (ATAR).

With regards to Secondary Graduation, what is the WACE requirement for English?
Students must enrol in 4 units of English or Literature over Years 11 and 12 including a pair of English units in Year 12. Secondly, students must demonstrate that they have met the minimum standard for literacy and numeracy, which is based on skills regarded as essential for individuals to meet the demands of everyday life and work in a knowledge-based economy. Students can demonstrate the minimum standard:
- By achieving Band 8 or higher in the Year 9 NAPLAN Reading, Writing and Numeracy tests, or
- Through the Online Literacy Numeracy Assessment (OLNA).

What are the literacy requirements for university entry?
In general students must achieve a final scaled mark of at least 50% in ATAR English or ATAR Literature. This is made up from the student’s school based assessment and the WACE external exam. Please note that the individual universities have variations to this general rule and there are concessions available. Please refer Section 3 of this booklet or visit the website www.tisc.edu.au for further information.

If I am enrolled in a General programme of study but also choose to study an ATAR subject in Year 12, do I have to sit the WACE external exam?
Yes. Students must make a genuine attempt in the WACE exam for all ATAR courses in order for their school based grade to be included in the ‘C’ average criteria for Secondary Graduation.

Can my son study an ATAR course in Year 12 without completing the Year 11 equivalent?
Generally not but in some circumstances, he can. There are skills and content taught in Year 11 that forms the foundation upon which sections of the Year 12 course is based on. The completion of some background reading prior to Term One, Year 12 would be required if students are to catch up on missed concepts. Such a subject choice should only be contemplated after advice from the relevant Head of Department.

Are there any advantages of studying an ATAR course in Year 11 if I am TAFE bound?
Where it is a subject area of interest or a possible relevant subject for TAFE entry, the study of a conceptually more rigorous course could be of value. Students must ensure that the relevant Year 10 prerequisite has been met.

Is Mathematics a compulsory subject?
No, although the majority of students will choose to study Mathematics.
What is meant by a ‘prerequisite’ subject for university entry?
There are a number of university courses that require prerequisites. To study Engineering at university, students must be enrolled in Mathematics Methods, Physics and Mathematics Specialist and/or Chemistry. The student must have completed the course and received a final scaled mark greater than 50%. Refer to the TISC website for further details.

Can I change any of my subject choices before the beginning of the Year 11?
Yes. In consultation with the Deputy Principal for Senior School, alterations to a programme of study can be made prior to commencement of Year 11. Once in Year 11, if a student experiences significant difficulty with a subject, this may be changed prior to the end of week 6, Term 1. Beyond this point, students must remain in their chosen subjects for the remainder of the year. Further adjustments can be made at the end of Year 11 in preparation for Year 12.

Can I change any of my subject choices at the end of the Year 11?
Yes. Depending on the timetable structure, class sizes and student suitability for the new subject chosen, adjustments to a student’s programme of study can be made in preparation for Year 12 to maximise achievement.

Where there are two or more classes of the same subject can I swap between teachers?
No. School policy states that once students have been allocated to a specific class, they are not permitted to change teachers.

My child has no idea what he wants to do? Is this a problem in the subject selection process?
For most courses at university and TAFE this is not a problem. A broad range of subjects that match the students’ interests and abilities will usually help to maximise entry prospects. The only difficulty is for those university courses that require prerequisite subjects. These university prerequisites may direct Year 11 subject selections. Refer to the University Course Prerequisites as published by TISC.

How do I gain promotion to Year 11?
Students are required to achieve at a satisfactory level in Year 10. Satisfactory achievement is considered to be the attainment of a ‘C’ grade average at the completion of Year 10. Students are also expected to meet Mazenod College behavioural standards.

What is the process if I wish to study a subject where I have not met the prerequisite at the end of Semester One, Year 10?
Students will be given the opportunity to meet the prerequisite by the end of Term 3. Where the prerequisite has not been met at this point and the student still wishes to enrol in a specific subject, they have until the end of Year 10 to meet the prerequisite. After this point, students wishing to enrol in a subject without meeting the appropriate prerequisite must obtain the permission of the Head of Department.

Where can I seek careers advice?
The College has developed a Career Resource Centre that is available for students and parents. Appointments can also be made with the Head of Department of Careers or the Senior School Counsellor for specific careers advice and guidance. Subject selection matters and general academic counselling issues should be directed to the Deputy Principal for Senior School.

Do I need to enrol in a VET Certificate?
Year 12 students must complete their secondary schooling with either an ATAR or a minimum of a Certificate II. Students enrolled in a General programme of study must complete at least one combination of subjects/VET certificates from Group 3 as outlined on page 9.
Which TAFE courses should I apply for?
Firstly, it is important to work out which courses interest you. Course search on the TAFEWA website contains details on all full-time courses offered at TAFEWA colleges. If you are still not sure which courses to apply for, see your school careers advisor, the Career Development Centre or a TAFEWA college information centre for more information. You should apply for more than one level of a course if there is any doubt about your competitiveness. For instance, if you wish to apply for the Diploma of Business it is a good idea to also apply for a similar course at a lower level such as the Certificate II in Business. Aim high, but be realistic. Applying in this way will give you the best chance of being offered a place.

How can I improve my chances of getting a place in a TAFEWA course?
You will need to meet the entrance requirements for any given course. For some courses you may need to submit a portfolio, eg Arts and Multimedia. There are also courses not recommended for people just leaving school either because of few job opportunities for young people or because you need specific skills gained through lower level courses. Secondly, if the course you choose to apply for is deemed to have competitive entry, you will need to provide evidence that you meet the selection criteria. Competitive entry courses are those where there are more people applying than there are places available. In these instances, people with the highest score against the selection criteria are offered the available places.

What is the difference between TAFEWA and university courses?
TAFEWA offers certificate, diploma and advanced diploma courses which can vary in length of study from six months to three years. Courses are very practical and tailored to job requirements. Universities usually offer degree courses which take three or more years and usually contain much more theory than TAFEWA courses. Some TAFEWA graduates later go on to university and many university graduates to TAFEWA to gain more practical skills to help them get a job.

What sort of work experience will help me get points?
Most work experience counts including full-time, part-time, paid or unpaid experience. Points will be awarded on the basis of length of time and relevance of employment. This may be work experience organised through school or casual work while at school. Proof of work experience such as a reference, pay slip or group certificate and completion the workplace experience section of the application form is required.

What are the benefits of completing the work experience component of the Workplace Learning course?
The Workplace Learning Course of Study allows students to:
- test out possible careers,
- potentially obtain apprenticeships,
- obtain credit for TAFE,
- units contribute towards Secondary Graduation,
- develop employability skills,
- experience the discipline of the workplace,
- experience personal development
Section 2

Course Descriptors

The following Courses of Study are offered conditionally and will only proceed if there are sufficient student numbers.
Rationale

The Religion and Life ATAR and General Courses 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

Unit 1 ATAR

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

Unit 2 ATAR

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

Unit 3 ATAR

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

Unit 4 ATAR

The focus for this unit is the interplay between religion and life. Students explore how religion responds to, and interacts with, issues that arise within society. They further develop research skills for conducting an inquiry, processing information, and communicating findings about the interplay between religion and life.

Religion and Life - General

Unit 1 General

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

Unit 2 General

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

Unit 3 General

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

Unit 4 General

The focus for this unit is the interplay between religion and life. Students explore how religion responds to and interacts with issues that arise within society. They further develop research skills for conducting an inquiry, processing information and communicating findings about the interplay between religion and life.
In English, there are three Year 11 courses to choose from: ATAR English, General English and Literature.

Courses in the English Department.

The upper school courses offered by the English Department are organised into a Year 11 syllabus and a Year 12 syllabus. The complexity of the syllabus content increases from Year 11 to Year 12. The Year 11 syllabus is divided into two units, each of one semester duration, which are delivered as a pair.

These courses examine language in its broadest sense, offering students opportunities to develop their skills through experiences of a wide variety of genres ranging from film and television to novels, non-fiction texts and poetry.

**GENERAL ENGLISH**

**Unit 1 and 2**

The English General course focuses on consolidating and refining the skills and knowledge needed by students to become competent, confident and engaged users of English in everyday, community, social, further education, training and workplace contexts. The English General course is designed to provide students with the skills that will empower them to succeed in a wide range of post-secondary pathways.

The course develops students’ language, literacy and literary skills to enable them to communicate successfully both orally and in writing and to enjoy and value using language for both imaginative and practical purposes. Students comprehend, analyse, interpret and evaluate the content, structure and style of a wide variety of oral, written, multimodal, digital and media texts.

Students learn how the interaction of structure, language, audience and context helps to shape how the audience makes meaning. Both independently and collaboratively, they apply their knowledge to create analytical, imaginative, interpretive and persuasive texts in different modes and media.

**ATAR ENGLISH**

**Unit 1 and 2**

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

Through close study and wide reading, viewing and listening, students develop the ability to analyse and evaluate the purpose, stylistic qualities and conventions of texts and enjoy creating their own imaginative, interpretive, persuasive and analytical responses. The English ATAR course is designed to develop students’ facility with all types of texts and language modes and to foster an appreciation of the value of English for lifelong learning.

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

Unit 1 and Unit 2

The Literature ATAR course focuses on the study of literary texts and developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language; evaluate perspectives and evidence; and challenge ideas and interpretations.

The Literature ATAR course explores how literary texts construct representations, shape perceptions of the world and enable us to enter other worlds of the imagination. In this subject, students actively participate in the dialogue of literary analysis and the creation of imaginative and analytical texts in a range of modes, media and forms.

Students enjoy and respond creatively and critically to literary texts drawn from the past and present and from Australian and other cultures. They reflect on what these texts offer them as individuals, as members of Australian society and as world citizens.

Students establish and articulate their views through creative response and logical argument. They reflect on qualities of literary texts, appreciate the power of language and inquire into the relationships between texts, authors, readers, audiences and contexts as they explore ideas, concepts, attitudes and values.
Students should choose their Mathematics for Year 11 & 12 based on proven mathematical performance, career pathways and their interest in developing the highest possible mathematical understandings for life and employment. It is important to balance these issues. The chart on the next page summarises how a student should be deciding on his choice of Mathematics courses and the appropriate stages.

The Mathematics course offers senior secondary students the opportunity to advance their mathematical skills, to build and use mathematical models, to solve problems, to learn how to reason logically, and to gain an appreciation of the elegance, beauty and creative nature of mathematics.

Mathematics during schooling has traditionally been viewed as the study of number, algebra, measurement and geometry and chance and data ideas. This Mathematics course has a further emphasis on pattern recognition, recursion, mathematical reasoning, modelling, and the use of technology, in keeping with recent trends in mathematics education, and in response to the growing impact of computers and technology.

Students who choose the Mathematics course will already be familiar with the importance of mathematics in their daily lives. In the course, they learn how mathematics is used to describe and model a vast array of scientific and social phenomena. They develop a richer understanding of the role of mathematical techniques and applications in modelling real problems in a range of contexts. They engage in posing and solving problems within mathematics itself, and thus appreciate mathematics as a creative endeavour. This gives students the ability to solve mathematical problems in a wide variety of contexts, thereby helping them to gain an appreciation of the wide applicability of mathematics.

The Mathematics Specialist course provides a solid foundation for the many students who will continue their study of mathematics beyond the compulsory years of schooling, particularly in mathematically based University Science and Engineering courses. It should also be emphasised that people who are mathematically able can contribute greatly towards dealing with many difficult issues facing the world today: problems such as health, environmental sustainability, climate change, and social injustice. We need to understand these problems thoroughly before we can expect to solve them, and this is where mathematics and mathematical modelling is so important.

Mathematics Specialist is chosen when students choose to study two Maths courses. Such students will study both Mathematics Specialist and Mathematics Methods Units 1 and 2 in Year 11 and then study Units 3 and 4 in both courses in Year 12.
### You are thinking you want to.....

<table>
<thead>
<tr>
<th>In Year 10 you must achieve at least</th>
<th>Year 11 courses</th>
<th>At the end of Year 11.....</th>
<th>Expected Year 12 courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>study a course with a high level of mathematical content, such as Maths, Physics or Engineering at University or..... study a course at Uni that needs a very high ATAR score and you are very good at Maths <strong>AND..... you enjoy Maths</strong></td>
<td><strong>Grade “A” in the Extended 1 course, showing particular strength in the outcomes of Algebra, Number &amp; Measurement</strong></td>
<td><strong>it is recommended that you complete both courses with at least a B grade</strong></td>
<td>Mathematics Specialist Units 3 and 4 and Mathematics Methods Units 3 and 4 Often called “Double Maths”</td>
</tr>
<tr>
<td>study a course with mathematical (including statistical) content at University or..... keep your options open for Uni in case you study in some scientific field (other than the ones mentioned above), Economics or a Commerce area that requires strong Maths</td>
<td><strong>Grade “B” in the Extended course, showing particular strength in the outcomes of Algebra &amp; Number</strong></td>
<td><strong>it is recommended that you complete the course with at least a C grade</strong></td>
<td>Mathematics Methods Units 3 and 4</td>
</tr>
<tr>
<td>study a course in Maths that will contribute to your ATAR for Uni which has some mathematical content (other than courses mentioned above) or..... gain extra points for a particular TAFE course you are considering, by studying a preferred subject</td>
<td><strong>Grade “C” in the Extended course OR a “B” grade from the Standard course (classes 1 or 2)</strong></td>
<td>it is recommended that you complete the course with at least a C grade</td>
<td>Mathematics Applications Units 3 and 4</td>
</tr>
<tr>
<td>study a Maths course that will contribute to your points entry to TAFE and you do not wish to make a ATAR score using Maths</td>
<td><strong>Grade “C” in the Standard course (classes 1 or 2)</strong>  <strong>Grade “B” or “C” from the Standard 3 course or a Grade “B” in the Practical course</strong></td>
<td>it is recommended that you complete the course with at least a C grade</td>
<td>Mathematics Essential Units 3 and 4</td>
</tr>
</tbody>
</table>
Applied Information Technology General

The Applied Information Technology Course of Study is typically studied in Year 11 and consists of semesterised units. It is expected that most students will move into the Certificate II in Information Technology in Year 12.

The Applied Information Technology General course of study delivered in Year 11 is designed to facilitate the achievement of three course of study outcomes:

- **Design Process**
- **Understanding digital communication technologies**
- **Impacts of technology**

Applied Information Technology General offers links with a wide range of employment possibilities, including self-employment, and post-secondary TAFE studies.

Certificate II in Information Digital Media and Technology

**Students who enrol in Year 11 AIT 1A/1B will then enrol in this Certificate II in Year 12.**

This qualification provides the foundation ICT skills and knowledge for an individual to be an effective ICT user or employee. The qualification introduces OH&S and soft skills such as communication into the 8 core units. Completion of this certificate provides effective entry into the Certificate III in Information Digital Media and Technology.

The qualification provides foundation general computing and employment skills that enable participation in an information technology environment in any industry. Small to medium enterprises will find the contents of this qualification useful at an ICT user level. In its own right such a qualification could equip an individual to undertake roles such as office assistant or to work in records management at a junior level; however its usefulness is most likely to be found in supplementing functions in roles prevalent in other industries.

Applied Information Technology ATAR

The Applied Information Technology ATAR Course is typically studied over two years and consists of semesterised units. It is expected that most students will, in two years, undertake the full two-year course.

The Applied Information Technology ATAR course delivered in Year 11 is designed to facilitate the achievement of three course of study outcomes:

- **The Design Process**
- **Understanding digital communication technologies**
- **Impacts of technology**

This course aims to address that need by providing students with opportunities to be creative through interesting practical experiences using innovative software and equipment. Values and ethics and impact of the digital age, Creative design in image manipulation, presentation, web authoring, audio and video, Hardware components and their functions, Workplace, practices and career opportunities.

Applied Information Technology ATAR offers links with a wide range of employment possibilities, post-secondary University studies such as:

- Mass Communication-Marketing-Advertising
- Multimedia-Design-Animation-Games Developer
- Software Engineering-Programming
- Photography
- Printing-Desktop Publishing
- Business Information Technology
- Interactive Multimedia-Film and Television
- Computer Forensics
- Communication Engineering
- Computer Science
- Computer Systems Engineering
- Computer Systems and Networking
- Animation
- Graphic Design
- Drafting
Computer Science

Computer Science is a wide-ranging discipline that can lead to many different professional and non-professional careers. The course will appeal to both students undertaking academic and vocational pathways. Career pathways either undertaken at University or TAFE include but are not limited to some of the following:

Typically the Computer Science course of study is studied over two years, and consists of semesterised units organised into two-unit combinations. It is expected that most students will undertake the full two-year course and complete at least four units, to give them the best opportunity in an external assessment.

The Computer Science ATAR course delivered in Year 11 is designed to facilitate the achievement of four course of study outcomes:
- Technology Process
- Knowledge and understanding of computer-based systems
- Skills for computer-based systems
- Computer-based systems in society

Essential content for this course of study includes knowledge, understandings and skills with a degree of complexity in the following areas:
- Systems Analysis
- Analysing, documenting and planning system implementation
- Hardware
- Hardware Components
- Managing Data
- Knowledge, skills and legislation relating to the collection and analysis of data
- Programming
- Underlying systems
- Systems implementation skills
- Networks

Components and how they are implemented
Computer Science ATAR 11 and 12 offers links with a wide range of employment possibilities, and studies such as:
- Information Technology-Forensics
- Software Engineering-Programming
- Industrial Modelling
- Science and Computing
- Business Information Systems
- Business Information Technology
- Computer Science
- Computer Systems and Networking
- Computer Systems Engineering
- Electronic and Communication Engineering
- Security-Engineering
- Project Management
Physical Education Studies ATAR
The Year 11 ATAR syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair.

Unit 1
The focus of this unit is to explore anatomical and biomechanical concepts, the body’s responses to physical activity, and stress management processes, to improve the performance of themselves and others in physical activity.

Unit 2
The focus of this unit is to identify the relationship between skill, strategy and the body in order to improve the effectiveness and efficiency of performance.

Organisation of content
The course content is divided into six interrelated content areas:
- Developing physical skills and tactics
- Motor learning and coaching
- Functional anatomy
- Biomechanics
- Exercise physiology
- Sport psychology.

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

Unit 1
The focus of this unit is the development of students’ knowledge, understanding and application of anatomical, physiological and practical factors associated with performing in physical activities.

Unit 2
The focus of this unit is the impact of physical activity on the body’s anatomical and physiological systems. Students are introduced to these concepts which support them to improve their performance as team members and/or individuals.

Organisation of content
The course content is divided into six interrelated content areas:
- Developing physical skills and tactics
- Motor learning and coaching
- Functional anatomy
- Biomechanics
- Exercise physiology
- Sport psychology.

Pathways through Year 11 and 12 in the Physical Education Learning Area

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Year 12</th>
<th>Preparation for</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE Studies ATAR</td>
<td>PE Studies ATAR</td>
<td>University</td>
</tr>
<tr>
<td>PE Studies General</td>
<td>Cert II Sport &amp; Recreation (see next page)</td>
<td>TAFE</td>
</tr>
</tbody>
</table>
Year 12 Physical Education Certificate II in Sport and Recreation

Students who enrol in Year 11 Physical Education Studies General will then enrol in this Certificate II in Year 12.

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

Outdoor Education General

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

Unit 1 – Experiencing the outdoors

Students are encouraged to engage in outdoor adventure activities. An experiential approach is used to discover what being active in the environment is all about. Students are introduced to outdoor adventure activities where they can develop and improve technical skills and apply appropriate practices to ensure safe participation. They understand basic planning and organisational requirements necessary for them to participate in safe, short duration excursions/expeditions in selected outdoor activities.

They begin developing skills in roping and navigation. Students are introduced to personal skills and interpersonal skills, including self-awareness, communication and leadership. Features of natural environments and examples of local environmental management and ‘Leave No Trace’ principles are introduced.

Unit 2 – Facing challenges in the outdoors

This unit offers the opportunity to engage in a range of outdoor activities that pose challenges and encourage students to step outside their comfort zone. Students consider planning and resource requirements related to extended excursions/short-duration expeditions. They are introduced to simple risk assessment models to assist decision making and apply safe practices to cope with challenging situations and environments. They develop time management and goal setting skills to work with others and explore strategies for building group relationships. They understand the main styles of leadership and how to use strategies to promote effective groups. Features of natural environments and components of the weather are introduced. Conservation, biodiversity and environmental management plans are also introduced.

Organisation of content

The course content is divided into three areas:

- Outdoor experiences
- Self and others
- Environmental awareness.
Physics ATAR

Physics is a challenging and rewarding subject. Physics is a prerequisite subject for most university engineering courses and is a desired subject for most tertiary science courses. Students wishing to enter Unit 1 and 2 Physics in Year 11 should have developed mathematics skills and meet the minimum expected results from Year 10 Extended Science: Physics.

Unit 1: Thermal, nuclear and electrical physics

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

Unit 2: Linear motion and waves

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

Chemistry ATAR

Chemistry is a challenging course which involves the study of matter and its interactions. Chemistry is a prerequisite for a diverse range of university courses, especially in the sciences, and provides a good foundation for many more. Students wishing to do Unit 1 and 2 Chemistry in Year 11 should have solid skills in mathematics and meet the minimum results from Year 10 Extended Science.

Unit 1: Chemical fundamentals

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

Unit 2: Molecular interactions and reactions

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

Human Biology covers a wide range of areas that gives students a thorough knowledge human function. Students will learn about themselves, how they are structured, how they function and how their bodies survive in an ever changing environment. As well as studying anatomy, physiology, evolution and reproduction, students will research new and exciting ideas relating to human biology such as molecular genetics, biotechnology and advancements in cures for various illnesses. Human Biology is valuable for a variety of university degrees and career paths. The course content deals directly and indirectly with many different fields, such as science education, medical and paramedical fields, biology (both human and environmental), nursing, sport science and social work.

**Unit 1: The functioning human body**

This unit looks at how human structure and function supports cellular metabolism and how lifestyle choices affect body functioning. Cells are the basic structural and functional unit of the human body. Cells contain structures that carry out a range of functions related to metabolism, including anabolic and catabolic reactions. Materials are exchanged in a variety of ways within and between the internal and external environment to supply inputs and remove outputs of metabolism. Metabolic activity requires the presence of enzymes to meet the needs of cells and the whole body. The respiratory, circulatory, digestive and excretory systems control the exchange and transport of materials in support of metabolism, particularly cellular respiration. The structure and function of the musculo-skeletal system provides for human movement and balance as the result of the co-ordinated interaction of the many components for obtaining the necessary requirements for life.

**Unit 2: Reproduction and inheritance**

This unit provides opportunities to explore, in more depth, the mechanisms of transmission of genetic materials to the next generation, the role of males and females in reproduction, and how interactions between genetics and the environment influence early development. The cellular mechanisms for gamete production and zygote formation contribute to human diversity. Meiosis and fertilisation are important in producing new genetic combinations.

**Biology ATAR**

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

The Biology ATAR course has three interrelated strands: Science Inquiry Skills, Science as a Human Endeavour and Science Understanding which build on students’ learning in the Year 7–10 Science curriculum.

**Unit 1: Ecosystems and biodiversity**

The current view of the biosphere as a dynamic system composed of Earth’s diverse, interrelated and interacting ecosystems. In this unit, students investigate and describe a number of diverse ecosystems, exploring the range of biotic and abiotic components to understand the dynamics, diversity and underlying unity of these systems. Through the investigation of appropriate contexts, students explore how international collaboration, evidence from multiple disciplines and the use of ICT and other technologies have contributed to the study and conservation of national, regional and global biodiversity. They investigate how scientific knowledge is used to offer valid explanations and reliable predictions, and the ways in which scientific knowledge interacts with social, economic, cultural and ethical factors. Fieldwork is an important part of this unit. Fieldwork provides valuable opportunities for students to work together to collect first-hand data and to experience local ecosystem interactions.

**Unit 2: From single cells to multicellular organisms**

The cell is the basic unit of life. In this unit, students examine inputs and outputs of cells to develop an understanding of the chemical nature of cellular systems, both structurally and functionally, and the processes required for cell survival. Students examine the structure and function of plant and animal systems at cell and tissue levels in order to describe how they facilitate the efficient provision or removal of materials to and from all cells of the organism. Students use science inquiry skills to explore the relationship between structure and function by conducting real or virtual dissections and carrying out microscopic examination of cells and tissues. Students consider the ethical considerations that apply to the use of living organisms in research.
Earth and Environmental Science ATAR

Earth and environmental science explores the interactions between the Earth’s geosphere, hydrosphere, atmosphere and biosphere. This subject integrates knowledge from geology, biology, physics and chemistry in the study of Earth’s ancient and modern environments. Students engage in both field and laboratory investigations, researching past evidence and contemporary issues.

The Earth and Environmental Science ATAR course has three interrelated strands: Science Inquiry Skills, Science as a Human Endeavour and Science Understanding which build on students’ learning in the Year 7–10 Science curriculum.

Unit 1: Earth systems

The Earth consists of interacting systems, including the geosphere, atmosphere, hydrosphere and biosphere. Students explore the Earth’s formation, its internal and surface structure, as well as the processes that formed the oceans and atmosphere. They review the hydrological cycle, and the environments influenced by water, in particular, the oceans, ice sheets and groundwater.

Students explore evidence from the fossil record that demonstrates the interrelationships between major changes in Earth’s systems and the evolution and mass extinction of organisms. They investigate how changes in Earth’s systems influence the distribution and diversity of life on Earth.

Unit 2: Earth processes

Students explore the transfer and transformation of energy from the Sun and Earth’s interior, and how this influences tectonic plate movement, global weather patterns, and ecosystem processes. They conduct a series of practical and field activities, using their science inquiry skills to make inferences about the factors causing changes to movements of energy and matter in Earth systems.

Integrated Science: General

The Integrated Science General course is a course grounded in the belief that science is, in essence, a practical activity. From this stems the view that conceptual understandings in science derive from a need to find solutions to real problems in the first instance. The inquiring scientist may then take these understandings and apply them in a new context, often quite removed from their original field. This course seeks to reflect this creative element of science as inquiry. It should involve students in research that develops a variety of skills, including the use of appropriate technology, an array of diverse methods of investigation, and a sense of the practical application of the domain. It emphasises formulating and testing hypotheses and the critical importance of evidence in forming conclusions. This course enables them to investigate science issues in the context of the world around them.

Unit 1

In this unit, students develop an understanding of the processes involved in the functioning of systems from the macro level (cycles in nature and Earth systems) to systems at the organism, cellular and molecular level. They investigate and describe the effect of human activity on the functioning of cycles in nature. By integrating their understanding of Earth and biological systems, students come to recognise the interdependence of these systems. Possible contexts which may be used for the teaching of the key concepts include environmental degradation, marine biology, sustainability and biodiversity, water and biotechnology.

Unit 2

In this unit, students develop an understanding of the processes involved in the transformations and redistributions of matter and energy in biological, chemical and physical systems, from the atomic to the macro level. Students will investigate the properties of elements, compounds and mixtures, and how substances interact with each other in chemical reactions to produce new substances. They explore the concepts of forces, energy and motion and recognise how an increased understanding of scientific concepts has led to the development of useful technologies and systems. Possible contexts which may be used for the teaching of the key concepts include forensic science, rocketry, kitchen chemistry, cosmetics, marine archaeology and mining.
Materials Design & Technology – General METALWORK

This course is about designing and creating useful products using predominantly metal. To do this well and to become competent in this area, students need to research different concepts, different materials and creative designs together with producing at least two high quality products safely and working effectively as part of a team. The project must be planned and the processes implemented so that the projects are completed on time and to budget.

This is a practical and flexible course. The main focus of this course will be on using metal to design and manufacture projects however there is the flexibility to incorporate additional materials. This will enhance and complement the knowledge and skills developed within the course as many modern-day products are manufactured using a range of different material types.

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

Unit 1

Students interact with a variety of items that have been specifically designed to meet certain needs. Students are introduced to the fundamentals of design. They learn to communicate various aspects of the technology process by constructing what they design.

Throughout the process, students learn about the origins, classifications, properties and suitability for end use of materials they are working with. Students are introduced to a range of technology skills and are encouraged to generate ideas and realise them through the production of their design projects. They work within a defined environment and learn to use a variety of relevant technologies safely and effectively.

Students, in consultation with teachers, select projects of interest and then design and make products suitable for a specific market.

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

As student safety is a high priority in all activities, a common understanding of safe working practices, risk management and an awareness of occupational safety and health (OSH) standards is achieved in each unit through coverage of common content under the safety heading.

Year 12 - Certificate II in Engineering (Metals)

Students who enrol in Year 11 Metals will then enrol in this Certificate II in Year 12.

This qualification covers the skills and knowledge required of workers employed as Engineering/manufacturing employees or in related industries where Engineering/Manufacturing Employees work. The qualification has been specifically developed to reflect the minimum training requirement in the above occupation.

This is predominantly a practical course which focuses on the joining and welding of metals using a range of processes including oxy-acetylene welding, Manual Metal Arc and Gas Metal Arc GMAW. Students will be given a range of hand tool and sheet metalworking exercises. They will be required to complete written assessments as well as a major project in order to achieve competency. There will be an emphasis on safety and safe working practices.
Materials Design & Technology General WOODWORK

This course is about designing and creating pieces of furniture in timber. To do this well and to become competent in this area, students need to research different furniture concepts, different materials and creative designs together with producing at least two high quality timber projects safely and working effectively as part of a team. The projects must be planned and the processes implemented so that the projects are completed on time and to budget.

This is a practical and flexible course. The main focus of this course will be on using timber to design and create furniture however there is the flexibility to incorporate additional materials apart from timber. This will enhance and complement the knowledge and skills developed within the course as many modern-day products are manufactured using a range of different material types.

Structure of the syllabus

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

Unit 1

Students interact with a variety of items that have been specifically designed to meet certain needs. Students are introduced to the fundamentals of design. They learn to communicate various aspects of the technology process by constructing what they design.

Throughout the process, students learn about the origins, classifications, properties and suitability for purpose of the materials they are using, and are introduced to a range of production equipment and techniques. They develop materials manipulation skills and production management strategies, and are given the opportunity to realise their design ideas through the production of their design project.

Unit 2

Students interact with products designed for a specific market. They use a range of techniques to gather information about existing products and apply the fundamentals of design. Students learn to conceptualise and communicate their ideas and various aspects of the design process within the context of constructing what they design.

Throughout the process, students learn about the origins, classifications, properties and suitability for end use of materials they are working with. Students are introduced to a range of technology skills and are encouraged to generate ideas and realise them through the production of their design projects. They work within a defined environment and learn to use a variety of relevant technologies safely and effectively.

Students, in consultation with teachers, select projects of interest and then design and make products suitable for a specific market.

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

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

As student safety is a high priority in all activities, a common understanding of safe working practices, risk management and an awareness of occupational safety and health (OSH) standards is achieved in each unit through coverage of common content under the safety heading.
ENGINEERING STUDIES (General)

Engineers are involved in the design, manufacture and maintenance of a diverse range of products and infrastructure integral to the functioning of society, business and industry. They rely strongly on their creativity and problem solving to turn ideas into reality by applying lateral thinking and mathematical and scientific principles, to develop solutions to problems, needs and opportunities. An engineer also needs to be socially aware and involved in broader community issues; impacts on the environment, sustainable energy, health and safety, and consultation processes to understand social attitudes and opinion.

The Engineering Studies General course provides opportunities for students to investigate, research and present information, design and make products and undertake project development. These opportunities allow students to apply engineering processes, understand underpinning scientific and mathematical principles, develop engineering technology skills and explore the interrelationships between engineering and society.

The Engineering Studies General course is essentially a practical course focusing on real-life contexts. It aims to prepare students for a future in an increasingly technological world, by providing the foundation for lifelong learning about engineering. It is particularly suited to those students who are interested in engineering and technical industries as future careers.

This course contains core content material and a specialist field which will be mechatronics.

Core content
- Engineering design process
- Materials
- Fundamental engineering calculations
- Engineering in society

Specialist engineering fields
- Mechatronics

DESIGN (General)

The goals of the Design General 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. This 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 while devising innovative designs.

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.

The course content is divided into three content areas:
- Design principles and processes
- Communication
- Production

This course has a Technical Graphics context and involves the development of creative ideas in response to flexible design briefs. Students will be introduced to basic drawing skills and a range of techniques to demonstrate their control over the elements of design. In the latter unit the focus will be personal design. Students will use design to solve problems and satisfy user needs. Technical graphics uses conventions of technical drawing and computer aided design to create designs that deal with mainly three dimensional subjects, usually of an industrial nature.

Students are given opportunities to work as visual communicators by designing and making images and objects using traditional, digital or graphical techniques.

Each unit consists of design challenges which conclude with the construction of items as prototypes.
Geography

The study of geography draws on students’ curiosity about the diversity of the world’s places and their peoples, cultures and environments. It enables them to appreciate the complexity of our world and the diversity of its environments, economies and cultures and use this knowledge to promote a more sustainable way of life and awareness of social and spatial inequalities.

Geography addresses questions about the interaction of natural and human environments within various natural and social systems. It examines the factors that impact upon decisions about sustainability, the conflicting values between individuals and groups over sustainability and the degree of commitment towards sustainable development.

Geography as a discipline values imagination, creativity and speculation as modes of thought. It provides a systematic, integrative way of exploring, analysing and applying the concepts of place, space, environment, interconnection, sustainability, scale and change. These principal geographical concepts are applied and explored in depth through unit topics to provide a deeper knowledge and understanding of the complex processes shaping our world. Taken together, the ability of students to apply conceptual knowledge in the context of an inquiry, and the application of skills, constitute ‘thinking geographically’ – a uniquely powerful way of viewing the world.

The Year 11 Geography ATAR course is made up of the following two units;

Unit 1 – Natural and ecological hazards
In this unit, students explore the management of hazards and the risk they pose to people and environments. Risk management is defined in terms of preparedness, mitigation and/or prevention.

Unit 2 – Global networks and interconnections
In this unit, students explore the economic and cultural transformations taking place in the world – the spatial outcomes of these processes and their social and geopolitical consequences – that will enable them to better understand the dynamic nature of the world in which they live.

The Year 12 Geography ATAR course is made up of the following two units;

Unit 3 – Global environmental change
In this unit, students assess the impacts of land cover transformations with particular reference to climate change or biodiversity loss.

Unit 4 – Planning sustainable places
In this unit, students investigate how the outcomes of processes vary depending on local responses and adaptations, for example, population growth and decline, and economic restructuring. Students also examine the causes and consequences of urbanisation as well as challenges that exist in metropolitan and regional centres and megacities.

History

The Modern History ATAR course enables students to study the forces that have shaped today’s world and provides them with a broader and deeper comprehension of the world in which they live. While the focus is on the 20th century, the course refers back to formative changes from the late 18th century onwards and encourages students to make connections with the changing world of the 21st century.

Modern history enhances students’ curiosity and imagination and their appreciation of larger themes, individuals, movements, events and ideas that have shaped the contemporary world. The themes that run through the units include: local, national and global conflicts and their resolution; the rise of nationalism and its consequences; the decline of imperialism and the process of decolonisation; the continuing struggle for the recognition of human rights; the transformation of social and economic life; the regional shifts in power and the rise of Asia; and the changing nature and influence of ideologies.

The Modern History ATAR course continues to develop the historical skills and understandings taught in the Year 7–10 History curriculum. Students pose increasingly complex questions about the past and use their historical inquiry skills, analytical skills and interpretation of sources to formulate reasoned answers to those questions. The opportunities to apply these skills are sequential and cumulative so that students develop an increasingly sophisticated understanding of the different and sometimes conflicting perspectives of the past.
The Year 11 History ATAR course is made up of the following two units:

Unit 1 – Understanding the modern world
This unit provides an introduction to significant developments in the modern period that have defined the modern world, and the ideas that underpinned them, such as liberty, equality and fraternity.

Unit 2 – Movements for change in the 20th century
This unit examines significant movements developed in response to the ideas studied in Unit 1 that brought about change in the modern world and that have been subject to political debate. The unit focuses on the ways in which individuals, groups and institutions challenge authority and transform society.

The Year 12 History ATAR course is made up of the following two units;

Unit 3 – Modern nations in the 20th century
This unit examines the ‘nation’ as the principal form of political organisation in the modern world; the crises that confronted nations in the 20th century; their responses to these crises, and the different paths they have taken to fulfil their goals.

Unit 4 – The modern world since 1945
This unit focuses on the distinctive features of the modern world that emerged in the period 1945–2001. It aims to build students’ understanding of the contemporary world – that is, why we are here at this point in time.

Economics
Economics investigates the choices which all people, groups and societies face as they confront the ongoing problem of satisfying their unlimited wants with limited resources. Economics aims to understand and analyse the allocation, utilisation and distribution of scarce resources that determine our wealth and wellbeing. Economics develops the knowledge, reasoning and interpretation skills that form an important component of understanding individual, business and government behaviour at the local, national and global levels.

The Economics ATAR course encompasses the key features which characterise an economist’s approach to a contemporary economic event or issue: the ability to simplify the essence of a problem; to collect economic information and data to assist analysis and reasoning; to think critically about the limits of analysis in a social context; and to draw inferences which assist decision-making, the development of public policy and improvement in economic wellbeing.

The Economics ATAR course develops reasoning, logical thinking and interpretation skills demanded by the world of work, business and government. These skills relate to a variety of qualifications in vocational, technical and university education contexts. The learning experiences available through studying this course explore the knowledge, values and opinions which surround the complex range of economic events and issues facing our community, such as unemployment, income distribution, business strategy and international relations.

Economic literacy developed through this course enables students to actively participate in economic and financial decision-making which promotes individual and societal wealth and wellbeing.

The Year 11 Economics ATAR course is made up of the following two units;

Unit 1 – Microeconomics
This unit is an introduction to microeconomics and explores the role of the market in determining the wellbeing of individuals and society. Students explore the workings of real world markets with an emphasis on the Australian economy.

Unit 2 – Macroeconomics
This unit is an introduction to macroeconomics and explores economic growth, inflation and unemployment with an emphasis on the Australian economy. Students learn it is important to measure and monitor changes in these macroeconomic indicators as changes in the level of economic activity affect the wellbeing of individuals and society.

The Year 12 Economics ATAR course is made up of the following two units;

Unit 3 – Australia and the global economy
This unit explores the interdependence of Australia and the rest of the world. Australia is a relatively open economy and, as such, is influenced by changes in the world economy.

Unit 4 – Economic policies and management
This unit explores the economic objectives of the Australian Government and the actions and policies taken in the pursuit of these objectives. Changes in the level of economic activity influence the policy mix and the government’s capacity to achieve its objectives.
Politics and Law

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

A close relationship exists between politics and law. They relate through the judicial, executive and legislative arms of government; together they constitute how societies are governed. Laws generally embody social and political values that usually have a philosophical foundation.

The Politics and Law ATAR course aims to develop knowledge and understanding of the principles, structures, institutions, processes, and practices of political and legal systems, primarily in Australia and where appropriate, other systems and/or countries. The course challenges students to critically examine the effectiveness of political and legal systems using criteria, such as openness, responsiveness and accountability of those systems. The course provides for both a chronological and contemporary understanding of political and legal issues in society.

The skills and values developed in the Politics and Law ATAR course aim to allow students to become informed, active and effective participants in the political and legal decisions that affect their lives within society. The study of the Politics and Law ATAR course contributes to students’ intellectual, social, and ethical development. The course aims to support all students in developing a sense of identity, and a sense of political, legal, cultural and social awareness.

The study of the Politics and Law ATAR course can be a valuable background to careers in law, political advocacy, public administration, international relations, foreign affairs, community development, teaching, journalism, human resource management, government and commerce.

Unit 1 – Democracy and the rule of law

This unit examines Australia’s democratic and common law systems; a non-democratic system; and a non-common law system.

Unit 2 – Representation and justice

This unit examines representation, electoral and voting systems in Australia; justice in the Western Australian adversarial system and a non-common law system.

Unit 3 – Political and legal power

This unit examines the political and legal system established by the Commonwealth Constitution (Australia) and the power wielded within the system, making reference to particular political and legal developments and issues.

Unit 4 – Accountability and rights

This unit examines avenues for, and the effectiveness of, accountability in relation to the three branches of government in Australia. The ways, and the extent to which, rights are protected, and democratic principles are upheld and/or undermined in Australia, and one other country, are also examined.
VISUAL ART

Art is a fundamental dimension of human life. Throughout history the visual arts have given form and meaning to ideas and feelings and provided ways for people to express and communicate experience. The Visual Arts courses encompass the practice and theory of the broad areas of art, craft and design. Students have opportunities to express their imagination and develop personal imagery, develop skills, and engage in the making and presentation of artworks. They develop aesthetic understandings and a critical awareness that assists them to appreciate and make informed evaluations of art.

The course includes the following:
- Art making; inquiry, visual language, influences, art forms, art practice, presentation and reflection
- Art interpretation; visual analysis, personal response, meaning and historical contexts.

The Visual Arts courses facilitate the achievement of four outcomes.

Visual Arts General Course

Unit 1
The focus for this unit is experiences. Students develop artworks primarily concerned with experiences of the self and observations of the immediate environment. They discover ways to compile and record their experiences through a range of art activities and projects that promote a fundamental understanding of art language and appreciation of the visual arts in their everyday life.

Unit 2
The focus for this unit is explorations. In developing subject matter for artworks, students explore ways to express personal beliefs, opinions and feelings. They explore a variety of media and materials in a range of art forms when generating and extending ideas.

Visual Arts ATAR Course

Unit 1
The focus for this unit is differences. Students consider differences arising from cultural diversity, place, gender, class and historical period. Differences relating to art forms, media and conventions also provide a stimulus for exploration and expression. Students examine how visual language and media choices contribute to the process of conveying function and meaning, and use a range of media and technologies to explore, create, and communicate ideas.

Unit 2
The focus for this unit is identities. In working with this focus, students explore concepts or issues related to personal, social, cultural or gender identity. They become aware that self-expression distinguishes individuals as well as cultures. Students use a variety of stimulus materials and use a range of investigative approaches as starting points to create artworks. They develop a personal approach to the development of ideas and concepts, making informed choices about the materials, skills, techniques and processes used to resolve and present their artwork.

DRAMA

Drama is a vibrant and varied art form found in play, storytelling, street theatre, festivals, film, television, interactive games, performance art and theatres.

In Drama, students achieve outcomes through the key activities of creation, performance and reflection. They explore and communicate ideas and learn particular processes and skills to enable them to work with drama forms, styles, conventions and technologies. They reflect, respond and evaluate drama and become critical, informed audiences, understanding drama in the context of their own society and culture, drawing on a diverse range of drama from other cultures, places and times to enrich their inter cultural understanding.

While some students intend to make a career in drama and related fields, they also participate in drama for enjoyment and satisfaction. They experience the pleasure that comes from developing personal skills, knowledge and understandings that can be transferred to a range of careers and situations. The Drama courses build confidence, empathy, understanding about human experience, and a sense of identity and belonging. These are invaluable qualities for contemporary living.

Drama ATAR Course

Unit 1 – Representational, realist drama
The focus for this unit is representational, realist drama. Students explore techniques of characterisation through different approaches to group based text interpretation, particularly those based on the work of Stanislavski and others. In this unit, students have the opportunity to research and collaboratively workshop, interpret, perform and produce texts in forms and styles related to representational, realistic drama that educate and present perspectives.
**Unit 2 – Drama performance events**
The focus for this unit is **drama performance events** for an audience other than their class members. In participating in a drama performance event, students work independently and in teams. They apply the creative process of devising and of interpreting Australian and/or world sources to produce drama that is collaborative and makes meaning.

**Drama General Course**

**Unit 1 – Dramatic storytelling**
The focus of this unit is dramatic storytelling. Students engage with the skills, techniques, processes and conventions of dramatic storytelling. Students view, read and explore relevant drama works and texts using scripts and/or script excerpts from Australian and/or world sources.

**Unit 2 – Presentational, non-realist drama**
The focus of this unit is presentational, non-realist drama. Students explore techniques of role and/or character through different approaches to group based text interpretation, particularly those based on the work of Brecht and others. In this unit, students have the opportunity to research and collaboratively workshop, interpret and perform drama texts related to presentational, non-realistic drama that challenge and question perspectives.

**Music General Course**

Music is an aural art form that involves the exploration, organisation and manipulation of sound and silence. Music has the capacity to engage, inspire and enrich students, stimulating imaginative and innovative responses and fostering critical thinking and aesthetic understanding. Music is processed through aural discrimination, memory and emotional response, all of which interact with each other and with physical processes as a means of perceiving, learning, composing and performing.

Students listen, perform, improvise, compose and analyse music, developing skills to confidently engage with a diverse array of musical experiences both independently and collaboratively. Through continuous sequential music learning, students develop music knowledge, skills and understanding to create, communicate and evaluate music ideas with increasing depth and complexity. Students are encouraged to reach their creative and expressive potential, communicating ideas with current and emerging technologies.

Music is an expression of human experience and has a universal place in every culture across the globe and throughout history.

The Music General course encourages students to explore a range of musical experiences through different musical contexts. The course consists of a **written component** and a **practical component**, incorporating the following content areas: Aural and theory, Composing and arranging, Investigation and analysis, and Performance. Students can choose to perform on voice or instrument, submit a composition portfolio or complete a production/practical project to fulfil the requirements of the practical component. The Music General course provides an opportunity for creative expression, the development of aesthetic appreciation and the pleasure and satisfaction that comes from listening to and making music independently and collaboratively with others. Studying music may also provide a pathway for further training and employment in a range of professions within the music industry.

The Music General course is designed to facilitate achievement of the following outcomes.

- **Outcome 1 – Performing**
  Students apply musicianship skills, techniques and conventions when performing.

- **Outcome 2 – Composing/arranging**
  Students apply music language, stylistic awareness and knowledge of instrumental and performance techniques when composing or arranging.

- **Outcome 3 – Listening and responding**
  Students respond to, reflect on, and evaluate music.

- **Outcome 4 – Culture and society**
  Students understand how social, cultural and historical factors shape music in society.

Covering **two units** over the year the Music General course encourages students develop their skills, knowledge and understanding to listen to, compose, perform and analyse music. They develop aural and music literacy skills and learn how the elements of music can be applied when performing, composing and responding to music. Students learn about how music is created and performed, analysing musical works and exploring how social, cultural and historical factors shape music in the specific context(s) selected for study.
**WORKPLACE LEARNING AND VET**

**WORKPLACE LEARNING ENDORSED PROGRAM**

Students enrolled in a non-university programme of study will be expected to enrol in Workplace Learning Endorsed Program (WLEP) where they will complete 110 hours of workplace learning across the year.

Workplace Learning is an Authority-developed endorsed program that is managed by individual schools. To complete this endorsed program, a student works in one or more real workplace/s to develop a set of transferable workplace skills. The student must record the number of hours completed and the tasks undertaken in the workplace in the Authority’s Workplace Learning Logbook. The student must also provide evidence of their knowledge and understanding of the workplace skills by completing the Authority's Workplace Learning Skills Journal after each 55 hours completed in the workplace.

WLEP provides students with an opportunity 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.

**Core Skills for Work**

The core skills for work are a set of non-technical skills, knowledge and understandings that underpin successful participation in work. These skills are documented in the *Core Skills for Work Developmental Framework*, developed collaboratively by the Department of Industry and the Department of Education. The *Core Skills for Work (CSfW)* encompass the Employability Skills outlined in the *National Employability Skills Framework*.

The CSfW describe performance in ten Skill Areas, grouped under three Skill Clusters.

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<th>Skill Clusters</th>
<th>Skill Areas</th>
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</table>
| 1. Navigate the world of work | - Manage career and work life  
- Work with roles, rights and protocols |
| 2. Interact with others | - Communicate for work  
- Connect and work with others  
- Recognise and utilise diverse perspectives |
| 3. Get the work done | - Plan and organise  
- Make decisions  
- Identify and solve problems  
- Create and innovate  
- Work in a digital world |

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

Participation in WLEP also provides students with several other benefits and also allows students to:

- test out possible careers
- potentially gain employment or apprenticeships
- obtain credit for TAFE entry
- develop vital workplace communication and practical skills
- experience the discipline and routine of the workplace,
- experience personal growth
VOCATIONAL EDUCATION AND TRAINING (VET) for SCHOOLS

Through a pool of State government funding, school students have the opportunity to study a range of courses at Accredited Training Providers (such as TAFEs and Group Training Companies) for free or in some cases a nominal payment. In 2015 the types of courses available at Polytechnic West (the closest Accredited Training Provider to Mazenod) are listed under the following categories:

1. CAREER DIRECTIONS – These courses provide students with a taste of industries but do not provide a full qualification outcome. These courses are either 2 days a week for trades courses such as: Carpentry and Bricklaying/Wall and Floor Tiling. Or one day a week for non-trade courses such as: Fashion, Child Care, Electronics and Data Communication and Security.

2. PRE APPRENTICESHIPS in SCHOOLS (PAiS) - PAiS provides a full pre-apprenticeship qualification opportunity within various trades, such as: Electrical, Aircraft Engineering, Baking, Metal Fabrication (Light and Heavy) and Automotive Servicing (Light and Heavy). As part of these courses, 2 blocks of work experience are provided to complement the training by Polytechnic West. These courses are all 2 days a week (Thursday and Friday).

3. YOU 2 CAN GO TO UNI - The You 2 Can Go to Uni pathway allows students to commence Certificate III and higher qualifications while still at school. At the completion of Year 12, successful students graduate with their WACE and a qualification in their chosen field. Subject areas available for study include: Business, Digital Games, Pilot Studies, IT and Engineering.

There are a few other courses not run by TAFE that students can choose to undertake. One of the more popular courses is the Cert III Plumbing Skills. This course is not a full qualification but gives students an excellent taster of the plumbing and gas fitting trade. The course is run by the MPA at venues such as the MPA (Bayswater), and Trade Training Centre at St Norberts College. These are run 1 day per week.

School Policy

Requests to enrol in any of these off site courses will be considered on an individual basis and will be supported where it is deemed to be in the best interest of the student.

At this point the College does not wish to promote a whole-school programme of students enrolled in off-campus learning. The College focus is to promote full time secondary studies, coupled with workplace learning for non-university bound students.

Students may be given permission to enrol in one of the above courses on the following conditions:

- Mazenod College commitments, specifically the Year 12 Retreat, Year 11 Camp, and examinations take priority over TAFE attendance.
- Students are not to be engaged in a traineeship or school based apprenticeship where the student receives payment from an employer.
- It is the student’s responsibility to obtain work they have missed while away from the College and to use homework time to keep up with the components of each subject.
- It is the student’s responsibility to ensure they complete the assessment schedule for each subject at the same time as other students.

In addition students and parents should understand the following:

- TAFE reserves the right to remove a student from the course if attendance and behaviour standards are not met.
- TAFE attendance will be required on days that are pupil free days at Mazenod. This may implications for Boarding families in particular.

If you would like more information on these courses please contact the Careers Head of Department.
Section 3
Post–Schooling
Entry Requirements
YOUR CHOICES AFTER YEAR 12

A small number of Year 10 students will have a good idea about the career path they wish to follow. These students should consult with school counsellors to determine the institution/s they can attend after Year 12, and the academic background required to access those institutions.

The majority of students, however, will not have made up their mind about a career path. If this applies to you, you should select courses in Year 11 and 12 that enable you to keep your options open.

To discover how to identify possible career goals students can visit http://careercentre.dtwd.wa.gov.au/Pages/CareerCentre.aspx

All students should be aware that some university studies specify preferred courses or prerequisites, and that some State Training Provider courses are highly competitive, so completing certain courses in Year 11 and 12 can be an advantage.

What are your options after Year 12?

Students leaving school after Year 12 typically pursue one of three broad options. Obviously, your options are influenced by the courses you have completed at school, and the results you have attained.

University entry

About 40 per cent of Year 12 school leavers enter university direct from school. Universities offer a wide range of courses, some of which can only be studied at a university. Courses generally range in length between three and six years, with fees between $7000 and $12000 per annum. Salaries for university graduates are typically higher than for other options, but employment rates can vary depending on industry needs and economic circumstances at the time.

As mentioned above, if you intend to enrol in university study after school, you should study at least four ATAR courses in order to be eligible for an Australian Tertiary Admission Rank, used by universities around Australia as a selection device.

State Training Provider (STP) entry

State Training Providers (formerly known as TAFE Colleges) account for a further 40 per cent of school leavers. STPs offer a wide range of courses, typically of shorter duration than university courses. Certificate II courses can normally be completed in one year; Certificate III and Diploma courses over two years. Fees are payable, depending on the level of the qualification and its resources requirements. In 2014, course fees for Certificate I-IV courses are capped at $2500. Employment rates for graduates vary depending on industry needs and economic circumstances at the time.

The criteria used to determine entry into STP Colleges are very different from those used for university entrance. The selection criteria are currently based on three main categories that add to a total of 100 points:
1. Qualification pathway – up to 29 points. Points are awarded for complete or partially completed qualifications. More points are offered for completed qualifications, and for qualifications completed in the same area of study as that you are applying for.

2. Work experience / employment – up to 29 points. You are allocated points for your employment or workplace experience. This may be for paid or unpaid work, or work experience / workplace learning. Documentary evidence is required.

3. Secondary education / skill development – up to 42 points. This includes secondary education (current or past), or a portfolio demonstrating skill development. The portfolio may contain qualifications or tests that you completed in the past.

Higher level STP qualifications usually have prerequisite qualifications. For example, to undertake a Certificate IV Fitness, an applicant would need to have completed a Certificate III in Fitness.

To maximize your entry prospects for STP studies, you should:

- check the selection criteria that applies to the course you wish to enter;
- ensure that the courses you choose at Year 11 and Year 12 satisfy the entry requirements for your proposed training course;
- undertake VET studies at school, particularly those which lead to a completed credential;
- undertake workplace learning;
- keep records of any part-time work undertaken; and
- get the best grades you can in school studies.

STP courses tend to be very flexible in terms of study structures, often enabling you to study part-time and work part-time.

In recent years, it has become easier to transfer between STP courses and some university courses. In general terms, transfers are possible after completion of Diploma level STP courses.

Employment after leaving school

Approximately 20 per cent of students seek employment immediately after Year 12. Entering the workforce is competitive, and employers may require evidence of successful completion of school courses. In addition, workplace experience is well-regarded, so you should consider some form of vocational education and work placement.

Summary

For university entry, consider:

- your career interest and aspirations;
- Your Year 10 achievement profile;
- Any required prerequisites for your intended university course;
- Select English or Literature
- Select four or five ATAR courses, bearing in mind unacceptable pairings; and
- refer to past ATAR entry cutoffs to determine the required achievement standard.

For STP entry,

- Select an English course;
- Select other courses to maximize your grades;
- Enrol in Workplace Learning and a VET in Schools program; and
- Complete a full VET Certificate II course.
UNIVERSITY ENTRY

UNIVERSITY ADMISSION REQUIREMENTS FOR SCHOOL LEAVERS

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

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

1. achieve the Western Australian Certificate of Education (WACE);
2. achieve competence in English as prescribed by the individual universities;
3. satisfy any prerequisites or special requirements for entry to particular courses; and,
4. obtain a sufficiently high ATAR for entry to a particular university and/or course.

PORTFOLIO ENTRY PATHWAY TO ECU

In addition to the requirements outlined above, Edith Cowan University offers an additional pathway for entry by school leaver students. Students will need to satisfy ECU’s competence in English, as outlined below, and achieve the minimum number of points determined from their school assessed results for their WACE courses. Applications will be partially assessed prior to release of final results and applicants may be required to attend an interview. Applicants seeking entry via the Portfolio Entry Pathway should apply through TISC, but submit their Portfolio directly to ECU. Detailed information about the requirements for the Portfolio Entry Pathway to ECU may be obtained from Student Recruitment on 134 328 or www.reachyourpotential.com.au.

PORTFOLIO ENTRY TO MURDOCH UNIVERSITY

In addition to the requirements outlined above, Murdoch University offers a portfolio pathway for admission to the Bachelor degrees in the Bachelor of Communications, Bachelor of Media and Bachelor of Digital Media. Students must satisfy Murdoch’s English requirement and should apply through TISC but submit their Portfolio directly to the Prospective Students’ and Admissions Centre at Murdoch University. Portfolios will be assessed by academic staff in the relevant discipline. For more information see www.murdoch.edu.au.

1. WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION (WACE)

It is essential for you to satisfy the requirements of the WACE to enter all four universities. Students must:

- complete at least 20 course units;
- achieve an average of ‘C’ grade or better in 16 of these units including 8 in Year 12;
- complete 4 units in an English Course. 2 units must be studied in the final year of schooling;
- meet the Breadth of Study criteria.
2. **COMPETENCE IN ENGLISH**

For university admission purposes, usually you demonstrate competence in English by achieving the prescribed standard in English or Literature. This is generally considered to be a final scaled mark of at least 50%.

**CONCESSIONS**

* Curtin University of Technology
* Edith Cowan University
* Murdoch University

(a) If you have not met the requirement for one of these three universities, that university will concede competence in English to you if you have:
   - achieved a standardised moderated numeric school assessment or standardised numeric examination assessment of at least 55% in Year 12 ATAR English or Literature

(b) If you have not met the requirement (a) above for one of the above three universities, but you have:
   - achieved an ATAR above the minimum specified annually by the universities, and
   - achieved a scaled mark less than 50 in Year 12 ATAR English or Literature, then you may demonstrate your competence in English by sitting the Special Tertiary Admissions Test (STAT).

* The University of Western Australia

(a) If you have not met the requirement for The University of Western Australia, you will be conceded competence in English to you if you have:
   - achieved a standardised moderated numeric school assessment or standardised numeric examination assessment of at least 60% in Year 12 ATAR English or Literature

(b) If you have not met the requirement (a) above for The University of Western Australia, but you have:
   - achieved an ATAR above the minimum specified annually by the universities, and
   - achieved a scaled mark less than 50% in Year 12 ATAR English or Literature then you may demonstrate your competence in English by sitting the Special Tertiary Admissions Test (STAT).

3. **THE AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)**

The Australian Tertiary Admission Rank is the basis of admission to most university courses. You are ranked in order of merit based on your ATAR. The ATAR ranges between zero and 99.95. It reports your rank relative to all other WA students of Year 12 school leaving age and takes into account the number of students with a Tertiary Entrance Aggregate (TEA) as well as the number of people of Year 12 school leaving age in the population of this state. An ATAR of 75.00 indicates that you have an overall rating equal to or better than 75% of the Year 12 school leaving age population in Western Australia. The ATAR is calculated using scaled marks in courses.

**CALCULATION OF THE TERTIARY ENTRANCE AGGREGATE**

The ATAR is derived from the Tertiary Entrance Aggregate (TEA). The TEA will be calculated by adding the best four scaled scores. In calculating the scaled score, equal weight is given to the final school score and the final examination score, except where courses/subjects are taken on a private basis. There are unacceptable course combinations whereby scores in both courses/subjects cannot both be used such as Biology and Human Biology. For all universities you may accumulate scaled scores which contribute to your ATAR over five consecutive years.

4. **PREREQUISITES**

Make sure that you satisfy the prerequisites for admission to the university course of your choice. Prerequisites are courses or special requirements that must be successfully completed for entry to particular university courses. Generally a scaled mark of 50% or more in a WACE course is required for prerequisites purposes; however mathematics prerequisites differ across university courses. See individual university course entries which follow for details.
The University of Notre Dame Australia is a small, private Catholic University based in the West End of Fremantle committed to ensuring that students receive a personalized, high quality education. It offers a caring and friendly learning environment, providing courses that are challenging, relevant and responsive to student, employer and community needs. The University has two campuses, one in the historic port city of Fremantle and the other in Broome.

The Fremantle campus now has over 3,800 students enrolled in a range of undergraduate and postgraduate courses in Arts, Law, Education, Science & Technology, Health, Business and Theology. Although it is a private University, some courses attract Government funding in the form of Commonwealth Supported places and most other course fees are HECS equivalent.

Notre Dame selects students on the basis of a broad range of information provided by the student, the student’s school and others in a position to provide supporting evidence.

The process is designed to ensure that the university selects students who demonstrate:

- adequate ability, preparation and potential to succeed in university studies
- the motivation to complete such a course
- personal qualities that will enhance the university community.

When applying to Notre Dame, students need to provide a completed application form, results of Year 11 and Semester 1 Year 12 studies, a personal reference and a completed Notre Dame school reference form. The school will provide a professional judgement of the student’s ability, performance and potential, as well as comments on more general attributes exhibited by the student in the school environment.

An interview with university staff generally occurs as well. In most instances, students will have successfully undertaken a tertiary entrance course, although the university does not insist on particular subject combinations. It seeks evidence only, that a student has an appropriately rigorous academic preparation for university.

Refer to www.nd.edu.au for further details.
TRAINING AND FURTHER EDUCATION (TAFE)

Brief outline of the selection criteria

The arrangements to operate after February 2007 are the outcomes of a review of the existing entrance requirements and selection criteria, and are designed to:
• streamline the application process for full-time places in TAFE qualifications
• enhance the provision of course advice provided for new and ongoing students seeking full time places in TAFE qualifications
• ensure that selection processes are equitable, consistent across the TAFE network and operate on a merit basis
• ensure that selection processes are consistent with the government’s objectives of promoting participation in training, pathways and lifelong learning.

Entry requirements

Under the new arrangements the entry requirements for all TAFE qualifications will be expressed as competencies or competency based qualifications. A set of generic competency statements has been identified for use in describing the entry requirements for TAFE qualifications. These describe competency in writing, reading, numeracy and oral communication.

Selection criteria

Selection criteria will be applied only to a limited number of competitive TAFE qualifications. School leavers applying for TAFE qualifications for which there are entry requirements and selection criteria must provide evidence that addresses both of these to compile a merit score. There will be a common set of selection criteria applied to all qualifications, which include:

Qualification pathways

Points will be awarded if applicants can show evidence of having established a qualification pathway. This requires the applicant to show evidence of engagement in a planned sequence of vocational education and training in a school, RTO, community or workplace setting that is linked to their future career. For example, a student may have undertaken a VET version of a new course as a precursor to seeking a place in a TAFE qualification.

Workplace experience/employment

Points will be awarded if applicants can provide evidence of participation in work. This includes work experience in school and VET programs, general work experience including voluntary work, paid employment or meaningful engagement in community activities.

Secondary education/skill development

For most school leavers, points in this category will be determined by the student’s academic results at secondary school. TAFE Admissions will allocate a point score based on these results. To avoid the need to require school leavers to make subject choices that may not suit their ability or interest, the new selection paradigm will not award points for ‘preferred subjects’, and wherever possible will not stipulate specific subject requirements in the selection criteria and entry requirements.
How can I improve my chances of getting a place in a TAFEWA course?

Firstly, choose the course you want to study carefully. You will need to meet the entrance requirements for the course. For some courses, for example arts and multimedia, you may need to submit a portfolio. There are also courses not recommended for people just leaving school either because of few job opportunities for young people or because you need specific skills gained through lower level courses.

Secondly, if the course you choose to apply for is deemed to have competitive entry, you will need to provide evidence that you meet the selection criteria. Competitive entry courses are those where there are more people applying than there are places available. In these instances, people with the highest score against the selection criteria are offered the available places. A very good grade average at school is vital to be competitive.

What sort of work experience will help me get points?

Most work experience counts including part-time, paid or unpaid experience. Points will be awarded on the basis of length of time you were working. This may be work experience organised through Mazenod or casual work you do to earn extra money while at school such as working at the local supermarket or fast food store. You must, however, provide proof of your work experience such as a reference, pay slip or group certificate and complete the workplace experience section of the application form.
CAREERS AND TRANSITION SITES

The following websites are only a few of what is available.
For links to more websites, go to I:\careers\index.htm

Career Quiz is a fast online assistance tool, helping to inform about career interest areas and providing links to local career information services. Completing this checklist helps find types of work you like most, and will only take a few minutes to complete. (http://jobsearch.gov.au/CareerQuiz/careerquiz.aspx)

Searching for Specific Information on Occupations and Careers?
Find out about job prospects, weekly earnings, type of work and other useful occupational information. (http://jobsearch.gov.au/joboutlook/default.aspx)

Learn what you need to know about choosing a career, which suits you, by reading information about careers, completing activities that help you to understand more about yourself and help you find careers that suit your personality and abilities. (To use this site read the information as you scroll down the page and move on to following pages) (http://www.careersonline.com.au/disc/index.html)

My future is a website that once you join (for free) assists you explore your career direction and plan your future. It presents activities and articles as the set of steps in a maze. You can click on these steps or use the menu to move around My Guide and develop your career pathway plan (http://www.myfuture.edu.au/services/explore-careers)

A website designed to help you gain an understanding of yourself and the career planning process. (http://www.careercentre.dtwd.wa.gov.au)

The Australian Defence Force Career Explorer website contains detailed information on all employment categories in the Navy, Army and Air Force, including information for overseas applications. (http://www.defencejobs.gov.au) Go to the personalised job finder link

TAFEWA contains information regarding careers, courses and admissions into all TAFE centres across metropolitan and country TAFE (http://www.tdwd.wa.gov/employeesandstudents/training)

The Curtin University, Edith Cowan University, Murdoch University, Notre Dame University and University of WA websites provide information on all courses available, the different schools and scholarships for prospective students
(http://www.curtin.edu.au/)
(http://www.ecu.edu.au/)
(http://www.murdoch.edu.au/)
(http://web.nd.edu.au/index.html)
(http://www.uwa.edu.au/)

For information regarding the WACE and post- schooling requirements; www.scsa.wa.edu.au

For university requirements; www.tisc.wa.au