Swan Christian College
WISDOM IS OF GOD

Year 11 and 12 Subject Information Booklet 2024

An information booklet for students and their parents

www.swan.wa.edu.au

Table of Contents

Introduction

This booklet has been produced for parents and students to help them choose their courses for Years 11 and 12.

Parents may be aware of some of the changes that have occurred in Senior School in recent years, particularly to the Year 11 and 12 programs. These changes have included increased vocational pathways, a broader range of courses contributing to university entrance, and compulsory exams for Year 12 ATAR courses.

While every effort has been made to ensure that the information in this handbook is current and correct, it is ultimately the student's responsibility, in consultation with parents, to ensure that the entry requirements for Technical and Further Education (TAFE) and University courses are met. University information is available through the Tertiary Information Service Centre (TISC) website. The School Curriculum and Standards Authority website offers information on course content and other relevant details. The TAFE (Polytechnic) websites will also offer information on courses available.

Selecting Courses

Meeting the requirements for the WACE or for entrance to a TAFE or a University depends largely on a student's ambitions and abilities. There are many factors to be considered when choosing courses. Even if you have not yet decided on a career area it is important to look at a number of possibilities and check prerequisites so that you do not restrict future options.

When choosing a program of study, consider:

- abilities
- future goals
- interests.

Abilities

It is important to check the recommended prerequisite levels for different courses to ensure that you select a course that is best suited to you. Your Year 10 achievement is the best indicator. Your teachers' recommendations are also an important part of the Senior School course selection process.

Future Goals

You must ensure that courses chosen meet criteria for future employment or study. If your career goals are not clear, select a course that offers flexibility, interest and a realistic chance of success.

Interests

Choose courses that you enjoy, as you will spend a considerable amount of time studying them in Years 11 and 12.

Course Advising Process and Sources of Information

Process	Sources of Information
Career/Choice	• Job Guide • The Career Centre • Websites • www.myfutures.edu.au
Tertiary Education OR Training Requirements	**Course Advisers Handbooks** Universities TAFE **Websites** STF(TAFE) Universities SCSA TISC **Councillors** School University STP
Prerequisites i.e: Recommended Senior School courses for tertiary study.	
Prerequisite Year 10 Grades required for entry to select Senior School courses	**Year 11/12 Handbook Prerequisites** Course Information Heads of Learning Area Teachers

WACE Essential Information

School Curriculum and Standards Authority (SCSA)

This body sets requirements for achievement of the WACE and issues students with a statement of results. For more information refer to www.scsa.wa.edu.au.

TAFE Colleges

For more information on TAFE please refer to page 11 of this handbook.

Western Australian Certificate of Education (WACE)

This certificate is awarded to secondary school students who satisfy its requirements (see page 7 of this handbook). The WACE is recognised by universities, industry, TAFE and other training providers.

Australian Tertiary Admissions Rank (ATAR)

The ATAR is a number between 99.95 and 0.00 that reports the rank position of a student relevant to all other Year 12 leaving age students in Australia. That is, an ATAR of 70.00 means you have performed better than 70% of all Year 12 school leaving age people in Australia.

Tertiary Institutions in Western Australia

University of Western Australia, Murdoch University, Curtin University, Edith Cowan University, University of Notre Dame.

For other Australian universities, see the guides Universities in Australia or Good Universities Guide in the Library's career resource centre.

University Admission

Achievement of the WACE is a mandatory requirement by all universities. University admission is based on the student's ATAR, competence in English and in some cases the meeting of prerequisite courses. For more information refer to www.tisc.edu.au.

Tertiary Institutions Service Centre (TISC)

100 Royal Street
EAST PERTH WA 6004
9318 8000
Phone-line times 9:00am – 4:30pm (Mon-Fri) Counter times 9:00am – 4:00pm
Email: info@tisc.edu.au

Vocational Education and Training (VET) Programs

The Australian VET system is a nationally agreed system for recognising qualifications that can only be delivered through a Registered Training Organisation (RTO). The qualifications gained are recognised by employers and industries across Australia. Swan Christian College offers a range of Australian Qualification Frameworks Certificate courses, which contribute towards a WACE and lead to further study at TAFE or university.

For more information on VET certificate courses available at the College please refer to pages 15 of this handbook.

Courses

Swan Christian College offers a range of courses in partnership with North Metropolitan TAFE, the College of Electrical Training, IVET, Skills Strategies International, Mount Pleasant College, Australian Institute of Technology Transfer, Australian Performing Arts Network and the Training Institute of Australasia:

- Courses are divided into two units, which will generally make up one year of study.
- Courses are divided into two distinct groups – ATAR courses, which can be used for university entrance, and General courses, which contribute to graduation requirements, but do not contribute to a tertiary entrance score or the Australian Tertiary Admission Rank (ATAR).
- All ATAR courses taken in Year 12 have external examinations (WACE examinations).
- General courses are wholly school assessed, with one compulsory externally set task in Term 2, used for moderation purposes.
- All ATAR courses are eligible for inclusion in a Tertiary Entrance Aggregate, providing the WACE examination has been taken.
- There are also Foundation based courses for those who need additional help in demonstrating the minimum standard of literacy and numeracy.
- Preliminary course units are available for students who may need modification to the curriculum to meet their special needs. These units do not contribute to the achievement of the WACE.

WACE Requirements for 2024

To achieve a WACE, a student must satisfy the following:

General Requirements

- Demonstrate a minimum standard of literacy and numeracy based on the skills regarded as essential for individuals to meet the demands of everyday life and work in a knowledge-based economy. See below, Minimum Standard of Literacy and Numeracy.
- Complete a minimum of 20 units or equivalents as described below

Breadth and Depth

- Students will complete a minimum of 20 course units or the equivalent. This requirement must include at least:
- Minimum of ten Year 12 units or the equivalent
- Two completed Year 11 English units and one pair of completed Year 12 units
- One pair of Year 12 course units from each of List A (Arts/English/Language/Social Sciences) and List B (Mathematics/Science/Technology).

Achievement Standard

Students will be required to achieve 14 C grades (or equivalents, see below) in Year 11 and Year 12 units, including at least six C grades in Year 12 units (or equivalents).

Explanatory Notes Relating to WACE Requirements:

- Unit equivalence can be obtained through VET programs and/or endorsed programs. The maximum unit equivalence available through these programs is eight units – four Year 11 and four Year 12 units. Students may obtain unit equivalence as follows:
- Up to eight unit equivalents through completion of VET programs, **or** up to four unit equivalents though completion of endorsed programs, **or** up to eight unit equivalents through a combination of VET and endorsed programs, but with endorsed programs contributing no more than four unit equivalents.

The amount of unit equivalence allocated to VET and endorsed programs is as follows:

- **Certificate I** is equivalent to two Year 11 units

- **Certificate II** is equivalent to two Year 11 and two Year 12 units
- **Certificate III** or higher is equivalent to two Year 11 and four Year 12 units.
- **Endorsed programs** – unit equivalence is identified on the School Curriculum and Standards Authority's approved list of endorsed programs.

The implication of this is that students will need to complete at least three subject courses in Year 12.

Minimum Standard of Literacy and Numeracy

Students who achieve Band 8 or above in any of the components of reading, writing or numeracy in Year 9 NAPLAN assessments will be recognised as meeting the minimum standard required for that component. Students who do not achieve Band 8 for any of the components will be required to demonstrate the minimum standard through the Online Literacy and Numeracy Assessment (OLNA).

Students that have not met the minimum standard of Literacy and Numeracy by the end of September in Year 10 will be required to enrol in the Foundation English and Mathematics courses respectively and remain in these courses until they have met the minimum standard.

Requirements for Tertiary Entrance

To gain entry to a particular course at Curtin University of Technology, Edith Cowan University, Murdoch University and the University of Western Australia, the requirements are:

- An Australian Tertiary Admission Rank (ATAR) sufficiently high to gain a place in the particular institution, faculty or course. The rank required varies from year to year and depends on places available in the selected course and the standard of the applicants.
- Competence in English as designated by the university concerned – a scaled mark of at least 50 in ATAR English, English Literature, or English as an Additional Language.
- The Western Australian Certificate of Education
- The Prerequisites designated for a particular university course (which will be outlined on the TISC website) – expected to be a scaled mark of at least 50 in the specified ATAR course.

The Tertiary Institutions Service Centre (TISC) provides a website with all these details, and this should be available at the end of Term 2. Their definitive statement on university admission can also be downloaded from their website www.tisc.edu.au. It is not usually available before this handbook goes to press.

The University of Notre Dame

The admission process for The University of Notre Dame is different from the other four universities in Perth. Prospective students need to apply directly to the university and entry is based on a range of factors, including Australian Tertiary Admission Rank, academic record, contribution to school or community life, work history/experience, motivation to study, personal qualities and school references. Application forms are available from the Admissions Office or at www.nd.edu.au.

Australian Tertiary Admission Rank (ATAR)

Access to courses at public universities is decided by a student's Tertiary Admission Rank (ATAR). This is a number out of 100 that indicates a student's position relative to that of all other students who were eligible for a tertiary entrance score that year. The top-ranking score for any one year is 99.95. The top student and all other students within the top 0.05% of the state are also on that rank. A student with an ATAR of 88.50 would realise that she was in the top 11.5% of the state, and a student with a rank of 70.00 would be in the top 30%.By using this measure, comparability from year to year is more accurate and comparability between different Australian universities more consistent. A student's ATAR will be determined by the aggregation of their best four results from final scaled scores in ATAR courses into a Tertiary Entrance Aggregate.

Calculating the Tertiary Entrance Aggregate (TEA) or Score

The Tertiary Entrance Aggregate for all new courses will be calculated from a school result, and an external examination, taken in Year 12. It is standardised, moderated and combined in a 50/50 ratio. The results will then be scaled to adjust for varying degrees of difficulty in courses.

All the SCSA developed courses with results combined in this way, are scoring courses for tertiary entrance. There are a number of unacceptable course combinations in relation to the calculation of the Tertiary Entrance Aggregate:

Mathematics

No more than two of Mathematics and Mathematics Specialist courses. If a student undertakes both Mathematics Specialist and Mathematics Methods, both may be included in ATAR calculations as well accreditation towards WACE certificate.

However, if a student undertakes Mathematics Applications together with either Mathematics Methods or Mathematics Specialist only ONE of the Maths courses can be used in the calculation of the ATAR. Both courses may be used towards WACE accreditation.

Competency in English for University

For admission to Curtin University, Edith Cowan University, Murdoch University and the University of Western Australia, a scaled score of at least 50 in one of the ATAR courses English, Literature or English as an Additional Language/Dialect is required.

Edith Cowan University may also recognise a grade of A, B or C in two English units (General or ATAR) studied in Year 12.

The universities have agreed that an alternative test for competence in English such as the STAT and IELTS may be considered if a student fails to achieve the required scaled score but has a sufficiently high ATAR to satisfy the university concerned.

Curtin, Edith Cowan and Murdoch Universities may concede competencies in English for students who have achieved a standardised moderated school assessment or standardised examination assessment of 55 in ATAR English, Literature or English as an Additional Language/Dialect.

Please check the TISC website www.tisc.edu.au, University Admission 2021 for the latest information.

Prerequisites for University Courses

As in the past, universities will nominate prerequisite courses of study for entry to faculties like Engineering, Science, and Mathematics. Normally this is a scaled score of 50% in a Year 12 ATAR course.

University Admission Requirements – Cautionary Note!

All of this information should be read in conjunction with the information on the Tertiary Institutions Service Centre website www.tisc.edu.au. TISC is the ultimate authority on admission requirements for school leavers and the document on their website has been approved by participating universities.

TAFE Colleges

What do TAFE Colleges offer?

TAFE Colleges offer some 800 courses covering around 5500 units. TAFE offer award courses which can be used in related job markets, as entry to higher level award courses, and in many areas TAFE students can continue their training in degree courses offered by universities.

TAFE awards listed in order of increasing value are:

- Certificates II to IV
- Diplomas
- Advanced Diplomas

Criteria for entry to TAFE involve a points system using school-based learning as well as prior VET achievements, skill development and work experience.

TAFE Courses are split into competitive and non-competitive categories for entry purposes. About 5% of courses are competitive and applicants will need to meet selection criteria. Entry requirements are specified for all courses on the website: http://www.dtwd.wa.gov.au/employeesandstudents/training/ or www.fulltimecourses.tafe.wa.edu.au or contact TAFEWA Admissions Centre, or College staff. All applicants for competitive courses must meet entry requirements as well as the specified selection criteria.

Getting into the competitive courses is a two step process:

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

Step 1: Demonstrate literacy and numeracy skills or AQF qualification level

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

** Qualifications from the Foundation Skills Training Package have been assessed as NOT meeting the entry requirements specified by TAFE Colleges for full time courses. The qualifications do not provide adequate opportunity for students to develop a full range of literacy and numeracy skills with sufficient breadth and depth.*

- Some courses may specify entrance requirements, such as maths or a folio. Check the TAFE course entrance requirements for details.
- Some courses require students to commence at a level specified in the training package. Check the TAFE training package or full time studies guide for details.

Overseas qualifications

For an assessment of equivalence of overseas secondary education qualifications, please apply to the School Curriculum and Standards Authority at scsa.wa.edu.au/forms/overseas-qualifications. For a comparative assessment of your overseas gained qualifications to the Australian Qualifications Framework, please apply to the Overseas Qualifications Unit https://migration.wa.gov.au/services/overseas-qualification-unit.

Alternative documentation

Other documents may be used to demonstrate minimum literacy and numeracy skills. For information contact TAFE Admissions by email tafe.admissions@dtwd.wa.gov.au or phone 6212 9888. Applicants who are unable to provide documentation can sit a literacy and numeracy test arranged by TAFE Admissions.

English language competence

Applicants from countries where English is not the official language will need to demonstrate that they possess adequate English language skills. English-speaking countries for TAFE Admission purposes are: New Zealand, the United States of America, the United Kingdom, Canada (excluding French Canadian territories), Republic of Ireland and South Africa.

Step 2: Provide evidence against the selection criteria for courses with competitive entry

Applicants who can demonstrate minimum literacy and numeracy skills will be assessed and ranked against the following selection criteria. Offers will be made to applicants with the highest total point scores.

Selection criteria - maximum 90 points	
Academic achievement - maximum 60 points	Work history - maximum 30 points
Derived from the highest points from either: • secondary education results; or • completed AQF qualification. An overview of the points used to calculate a score for academic achievement is provided in attachment A.	Credit for total hours worked at 0.003 points per hour: • employment • work experience • community services/volunteer work

For further information: www.fulltimecourses.tafe.wa.edu.au

Job Skills Centres

Ph: 13 64 64

Course Selection

In view of the requirements for university or TAFE entrance, the following recommendations are made to help you:

- maximise your educational opportunities
- take advantage of what the school has to offer
- make sure you give yourself every chance to qualify for courses of your choice
- achieve the WA Certificate of Education
- allow for the fact that you may change your mind.

Students must take twelve course units or the equivalent in Year 11 (six different courses/VET Certificates).

- **ATAR students** must select at least 5 ATAR courses
- **Non-ATAR students** must select at least 1 option from the VET Certificates.
- **Private Study** is generally not an option in Year 11.

Try to plan a two-year program and choose your Year 11 and Year 12 courses at the same time. Decisions as to what courses you may wish to change between Year 11 and Year 12 will need to be made in about August of Year 11 when the grid is set. Some changes made after that time may fit the grid, but others will not.

Do not preclude courses just because they are not named as prerequisites for a particular course. Some of these can give you a high level of conceptual and analytical skills that are very useful in many areas of study.

Year 12 ATAR course prerequisites (!)

In order to continue their studies in Year 12, ATAR students must achieve a passing grade (typically 55%) in their ATAR courses in Year 11.

Year 11/12 SCSA Courses and VET Certificates offered at Swan

ATAR Courses

Accounting and Finance
Biology
Chemistry
Drama
Economics
English
French Second Language
Geography
Human Biology
Japanese Second Language
Literature
Modern History
Mathematical Applications
Mathematical Methods
Mathematics Specialist
Media Production and Analysis
Music
Physical Education Studies
Physics
Politics & Law
Psychology
Visual Arts

General Courses

Business Management
Children, Family and the Community (Childcare)
Christian Living
Dance
Drama
English
Human Biology
Integrated Science
Mathematics: Essential
Media Production & Analysis
Metalwork – Materials Design and Technology
Modern History
Music
Outdoor Education
Physical Education Studies
Textiles – Materials Design and Technology
Visual Arts
Woodwork – Materials Design and Technology

Foundation Courses

Foundation English
Foundation Mathematics

VET Certificates

Certificate III in Applied Languages: French or Japanese (22150VIC)
Certificate IV in Business (BSB40215)
Certificate III in Hospitality (SIT30616)
Certificate III in Information, Digital Media and Technology (ICT30118)

Swan Trade Training Centre

Certificate II in Building and Construction (52824WA)
Certificate II in Engineering (Metal Fabrication) (MEM20105)
Certificate II in Electrotechnology (UEE22011)

Endorsed Program

Workplace Learning
Creative Lab

Prerequisites for Year 11/12 Courses

ATAR Courses

Course Name	Prerequisites
Accounting and Finance	B Grade in HASS and/or a WA Curriculum B Grade in Mathematics
Biology	B Grade in Science and 65% in Year 10 Biology
Chemistry	B Grade in Science, 65% in Year 10 Chemistry and a C grade in Advanced Maths.
Drama	C Grade in Year 10 Drama or by interview, and ATAR English recommended. Year 11 Drama is required for Year 12 Drama
Economics	B Grade in HASS
English	B Grade in English, 65% in Year 10, achieved OLNA and/or interview as per discretion of HOLA
French	B Grade in Year 10 French
Geography	B Grade in HASS
Human Biology	B Grade in Science and 65% in Year 10 Biology.
Japanese Second Language	B Grade in Year 10 Japanese
Literature	B Grade in English, 70% in Year 10 Advanced, achieved OLNA and/or Interview as per discretion of HOLA
Modern History	B Grade in HASS and ATAR English requirement met
Mathematical Applications	Completed Advanced Mathematics OR WA Curriculum B Grade in Standard Mathematics
Mathematical Methods	WA Curriculum B Grade in Advanced Mathematics
Mathematics Specialist	Course A Grade in Advanced Mathematics
Media Production & Analysis	ATAR English requirement met
Music	Interview/audition
Physical Education Studies	B Grade in Science and a B Grade in any of PE/OED/SPAM

Physics	B Grade in Science and a course B Grade in Advanced Mathematics, Maths Methods is a co-requisite for Physics.
Politics and Law	B Grade in HASS
Psychology	B Grade in Science and met ATAR English requirements
Visual Arts	B Grade in Visual Art and ATAR English requirement met

General Courses

Course Name	Prerequisites
Business Management	
Children, Family and the Community (Childcare)	
Christian Living	
Dance	Dance experience preferred but not essential, Audition may be required.
Drama	Audition / Interview
English	OLNA Category 3
Human Biology	
Integrated Science	
Mathematics: Essential	OLNA Category 3
Media Production & Analysis	
Metalwork	
Modern History	
Music	
Outdoor Education	
Physical Education Studies	Good standing in PE department
Textiles	
Visual Arts	
Woodwork	

Foundation Courses

Course Name	Prerequisites
Foundation English	OLNA Category 1 or 2
Foundation Mathematics	OLNA Category 1 or 2

VET Courses/Endorsed Programs

Course Name	Prerequisites
Certificate III in Applied Languages	C Grade in Year 10 French or Japanese
Certificate IV in Business	
Certificate III in Hospitality	Minimum C Grade in English and Maths or have completed OLNA Literacy and Numeracy Category 3
Certificate III in IT	
Workplace Learning	
Creative Lab	

Swan Trade Training Centre

Course Name	Prerequisites
Electrotechnology	Minimum C Grade in English and Maths **and** OLNA Category 3 achieved.
Engineering (Metal Fabrication)	Minimum C Grade in English and Maths or have completed OLNA Literacy and Numeracy Category 3
Building and Construction	Minimum C Grade in English and Maths or have completed OLNA Literacy and Numeracy Category 3

Course Descriptions

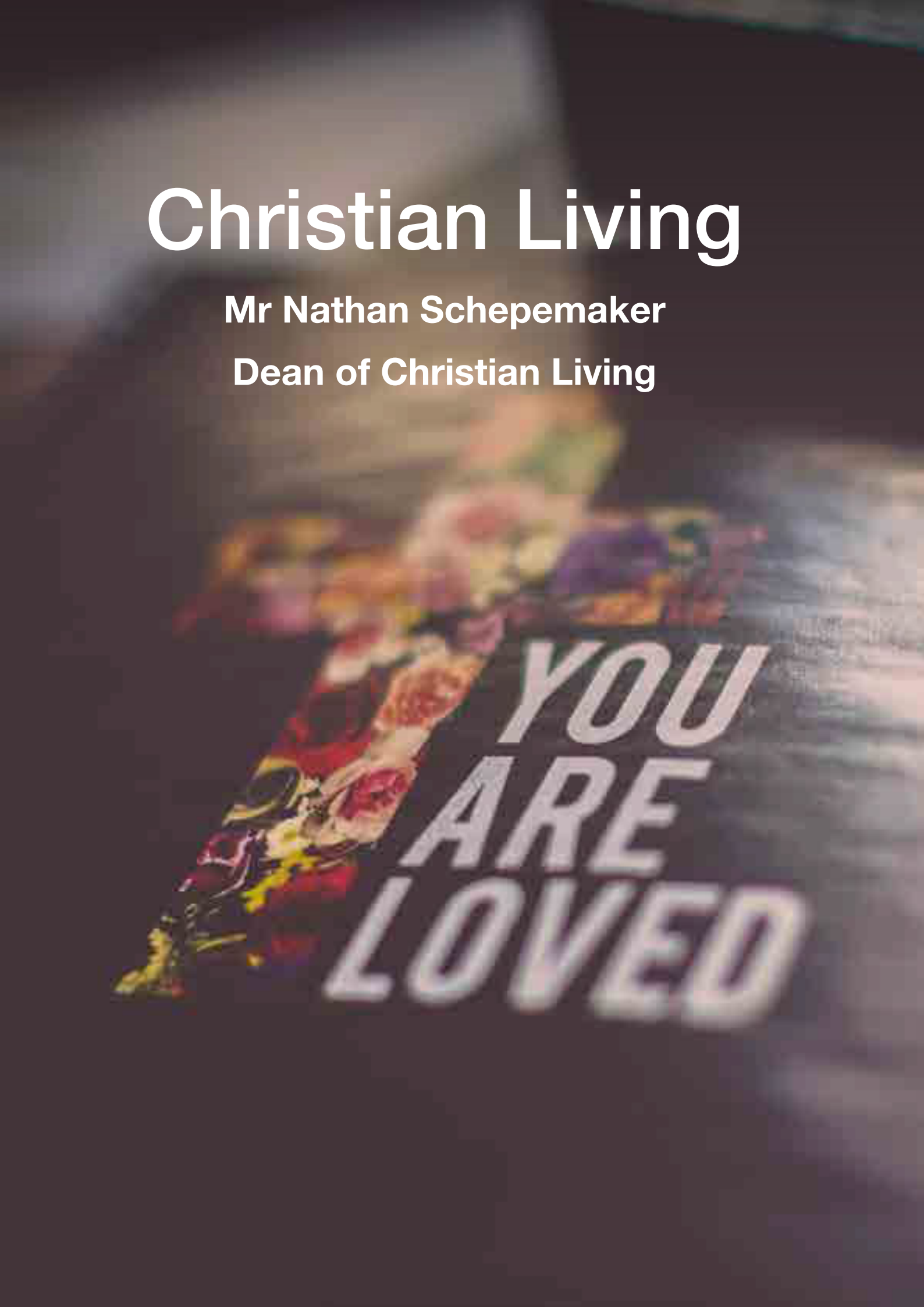
Some Year 11 and 12 courses have pre-requisites, please contact Mr Terry Eason at terry.eason@swan.wa.edu.au for more information.

Please talk to the Head of Learning Area of each subject if you have any questions about the subject content.

Christian Living

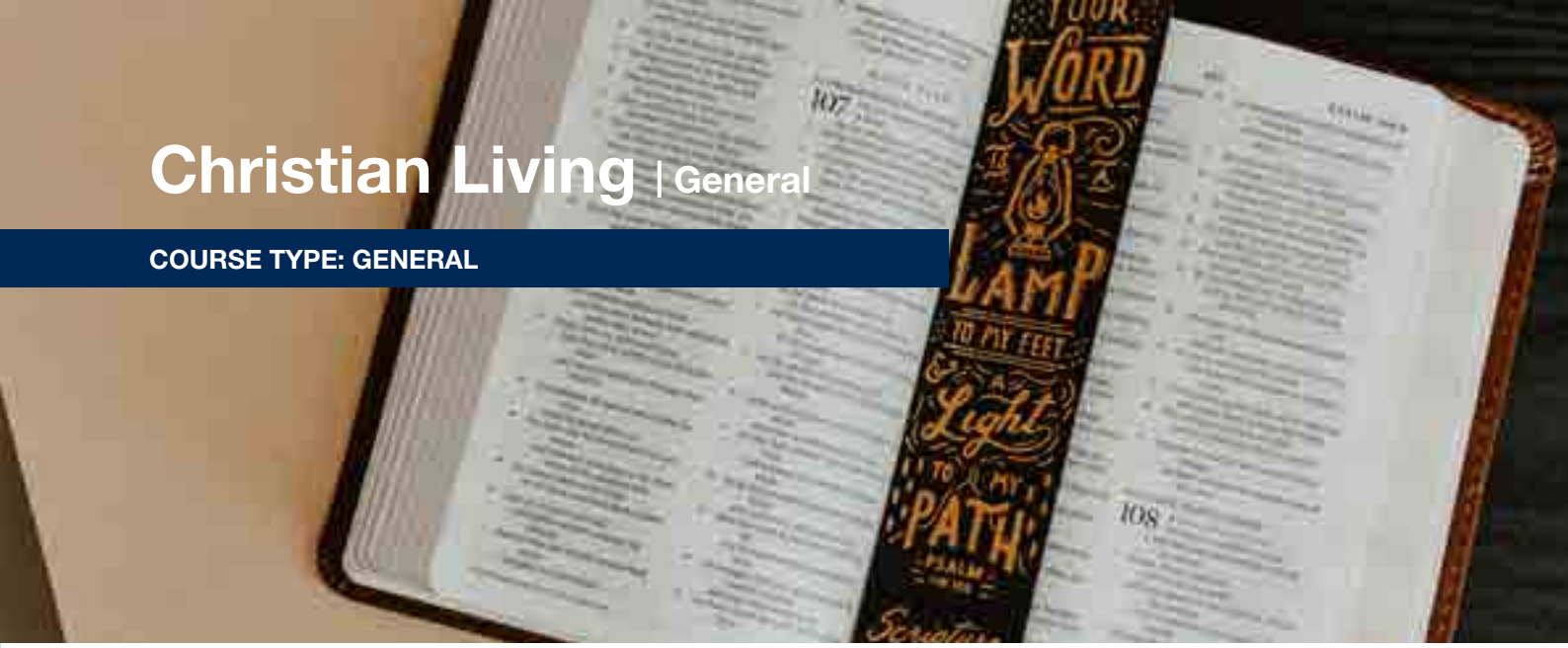
Mr Nathan Schepemaker

Dean of Christian Living



Christian Living | General

COURSE TYPE: GENERAL



Course Description

The Christian Living Curriculum for Years 10 to 12 assists students into a more developed stage of intellectual and emotional growth. During this stage, as maturity sets in, students form a personal identity ("I am who I choose to be"). In terms of faith development, Westerhoff [1] describes the great illumination or enlightenment that can take place for students during these years as they move from searching faith to owned faith. What they do (or don't) believe is no longer the faith of their parents, teachers or friends, but their own. Westerhoff suggests that owned faith is God's ultimate intention for everyone, even though most people never achieve this level of faith development. In terms of development of moral reasoning, Kohlberg [2] reminds us that young people in this age group can start to develop principled conscience, where they show respect for the rights and dignity of all human beings, not out of a sense of law abidance, but out of a deeper moral understanding that it is the right thing to do.

[1] Westerhoff, J.H. Will Our Children Have Faith?

[2] Kohlberg, L. Stages of moral reasoning

Prerequisites

Nil

Time off campus

Nil

Career Pathways

Every career pathway will require empathetic listening and critical thinking skills as ethical, religious, and cultural belief systems meet in the workplace and marketplace.

Year 11

The Biblical Foundations curriculum in Year 11 will focus on assisting students in broadening their understanding on how they and others think.

Students will explore a diverse range of worldviews and religions and how each is expressed practically in life. By the end of this body of work, students will have developed the skills of empathetic and critical thinking skills when learning how big questions of humanity are answered through diverse perspectives.

Classroom learning will mainly be facilitated through studying the Bible, and engaging in critical thinking discussions about ethical, moral, and Biblical concepts. Students will complete a 'My Worldview' project to assist them in better understanding their own faith.

Year 12

The Biblical Foundations curriculum in Year 12 will focus on assisting students in applying their personal beliefs to past, current, and potentially future ethical issues.

Students will explore the history of ethical thought and its implications on everyday life. By the end of this body of work, students will have engaged with relevant 'hot topics' during class time discussions that will require empathetic listening and critical thinking.

Classroom learning will mainly be facilitated through studying the Bible, and engaging in critical thinking discussions about ethical, moral, and Biblical concepts. Using the 'Ethical Toolkit', students will be challenged to expand their moral imagination as they address an ethical issue that they are passionate about.

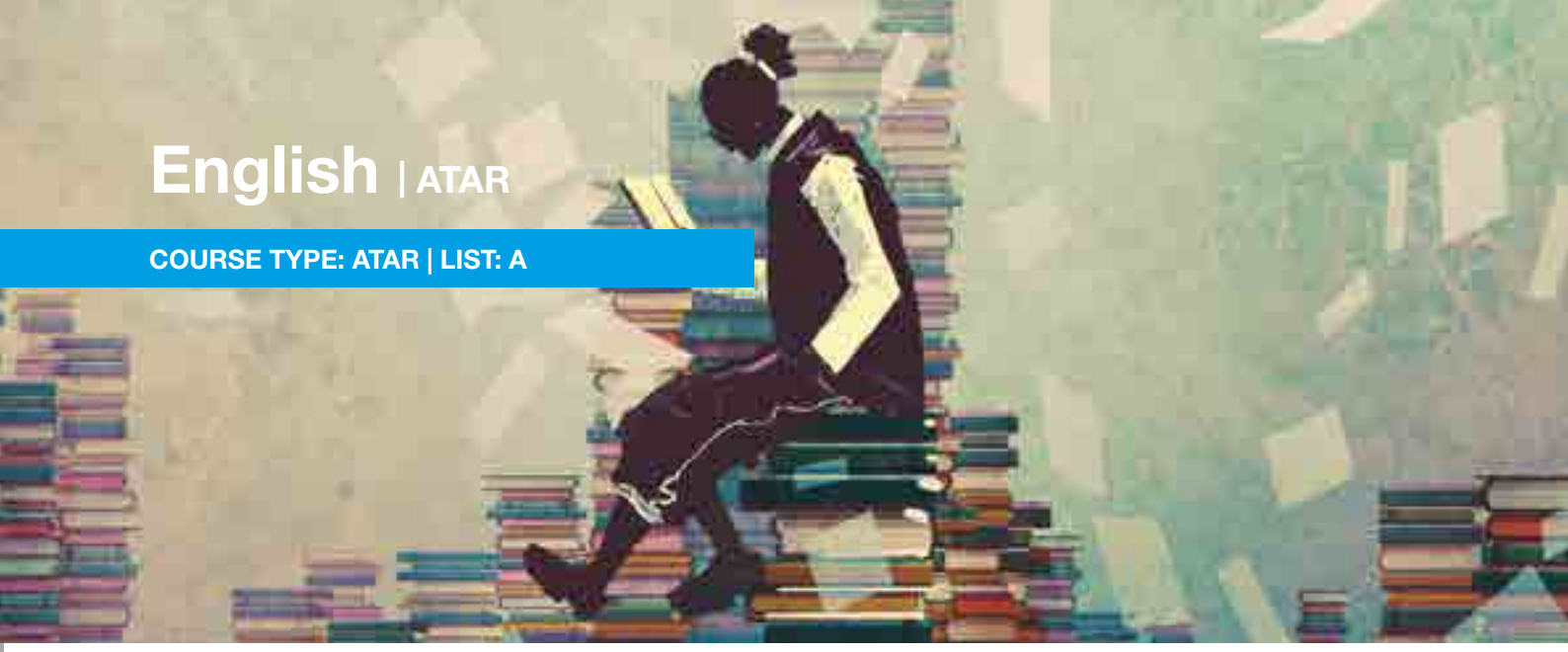
English

Miss Elisa Dumitru

Head of English

English | ATAR

COURSE TYPE: ATAR | LIST: A



Course Description

The English ATAR course focuses on developing students' analytical, creative, and critical thinking and communication skills. In this course, students will engage with a range of texts in a variety of modes; they will read novels, short stories, memoirs and poems; they will view documentaries, films, television episodes, advertisements and photographs; they will listen to speeches, song lyrics and spoken-word poetry. Through close study and wide reading, viewing and listening, students will develop the ability to analyse and evaluate the purpose, stylistic qualities and conventions of the texts they encounter. Students will also enjoy creating their own imaginative, interpretive, persuasive and analytical responses in a range of written, oral, multimodal and digital forms. The English ATAR course is designed to foster an appreciation of the beauty and versatility of the English language, as students engage with texts from their contemporary world, with texts from the past, from Australia and from other cultures.

Prerequisites

B Grade in English, 65% in Year 10, achieved OLNA and/or interview as per discretion of HOLA.

Time off campus

Nil

Career Pathways

Students develop their oral and written communication skills and learn critical analysis - all skills that are helpful for careers in areas such as education, journalism, media, business, law and diplomacy, politics, travel and tourism.

Year 11

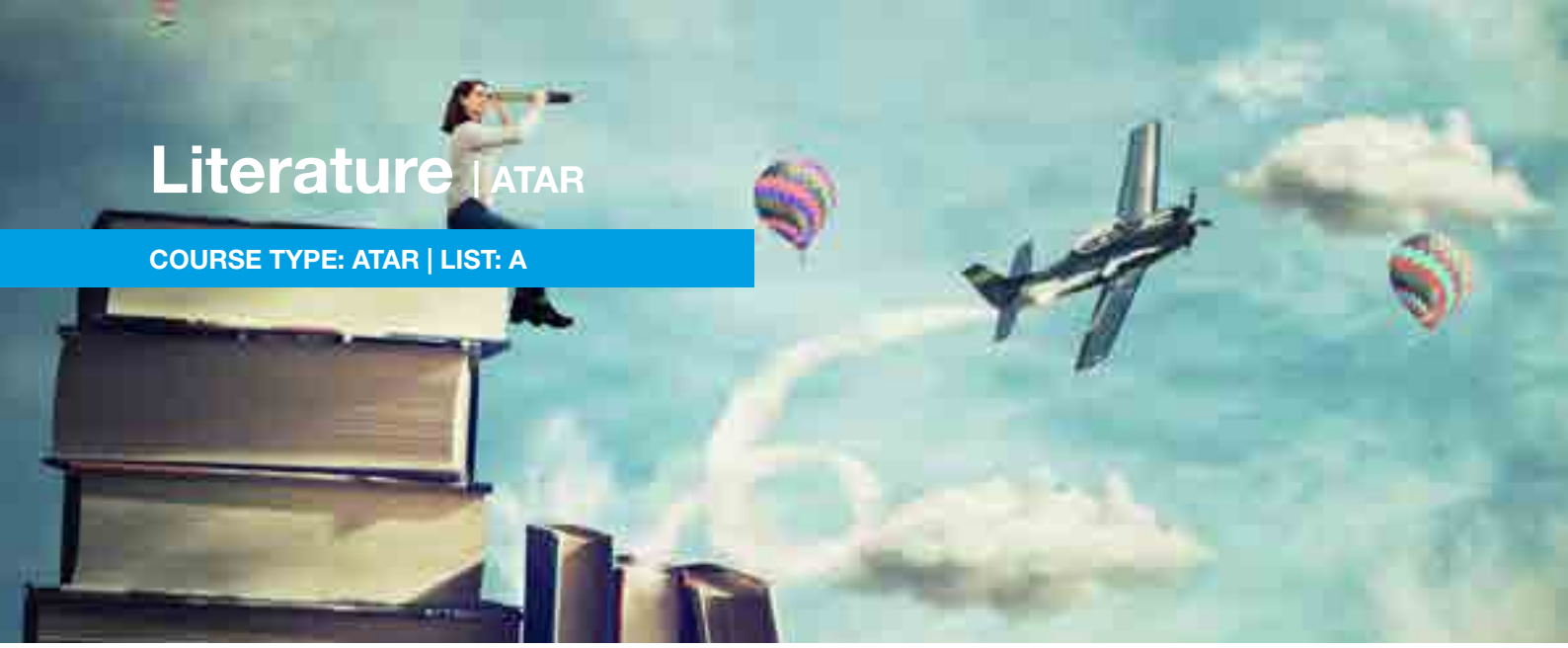
Unit 1: Language, text, purpose, context
Students explore how meaning is communicated through the relationships between language, text, purpose, context and audience. Through responding to and creating texts, students consider how language, structure and conventions operate in a variety of imaginative, interpretive and persuasive texts. Study in this unit focuses on the similarities and differences between texts and how visual, spoken and written elements combine to create meaning.

Unit 2: Language and structural choices
Students analyse ideas, attitudes and voices in texts to consider how texts represent the world and human experience. They study the interplay of imaginative, interpretive, persuasive and analytical elements in texts and present their own analyses. They critically examine the effect of stylistic choices and how they position audiences for particular purposes, revealing and/or shaping attitudes, values and perspectives. Students are encouraged to reflect on their language choices and consider why they have represented ideas in particular ways in their own texts.

Year 12

Unit 3: Language, genre and context
Students explore representations of themes, issues, ideas and concepts in diverse texts. They analyse and compare the relationships between language, genre and contexts, comparing texts within and/or across different genres and modes. Students recognise and analyse the conventions of genre in texts and consider how those conventions may assist interpretation. Students compare and evaluate the effect of different media, forms and modes on the structure of texts and how audiences respond to them.

Unit 4: Interpretations and perspectives
Students examine different interpretations and perspectives to extend their knowledge of purpose and style. They challenge perspectives, values and attitudes in texts, developing and testing their own interpretations through debate and argument. Students explore relationships between content and structure, voice and perspectives, and the text and context. Students demonstrate understanding of the texts studied through creation of imaginative, interpretive, persuasive and analytical responses.



Literature | ATAR

COURSE TYPE: ATAR | LIST: A

Course Description

Literature is a deeply focused, discussion-centred course for students who enjoy reading and want to develop their critical and analytical skills. The 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. Students will actively participate in the dialogue of literary analysis and the creation of imaginative and analytical texts in a range of modes, media and forms, focusing on the study of three types of texts (genres) each semester: poetry, prose and drama. Assessments will be predominantly analytical essay-style responses with the exception of one Creative Production each semester.

Typical Literature students will enjoy learning about historical context and discussing how that impacts the ideas within the different texts we read, as well as developing the understanding that texts can be read in a variety of ways. To be successful in the Literature course, students need to be organised, good at time-management and capable of working independently.

Prerequisites

B Grade in English, 70% in Year 10 Advanced, achieved OLNA and/or interview as per discretion of HOLA

Time off campus

Nil

Career Pathways

Students develop their oral and written communication skills and learn critical analysis - all skills that are helpful for careers in areas such as education, journalism, media, business, law and diplomacy, politics, travel and tourism.

Year 11

Unit 1: Literary conventions and storytelling

Students study different ways of reading and creating literary texts drawn from a widening range of historical, social, cultural and personal contexts. A range of literary forms is considered: prose fiction, poetry and drama. The significance of ideas and the distinctive qualities of texts are analysed through detailed textual study. Through the creation of analytical responses, students frame consistent arguments that are substantiated by relevant evidence. In the creation of imaginative texts, students explore and experiment with aspects of style and form.

Unit 2: Intertextuality

Students study intertextuality, the ways literary texts connect with each other. The ideas, language and structure of different texts are compared and contrasted. Students create analytical responses that are evidence-based and convincing. By experimenting with text structures and language features, students understand how their imaginative texts are informed by analytical responses.

Year 12

Unit 3: Power of language

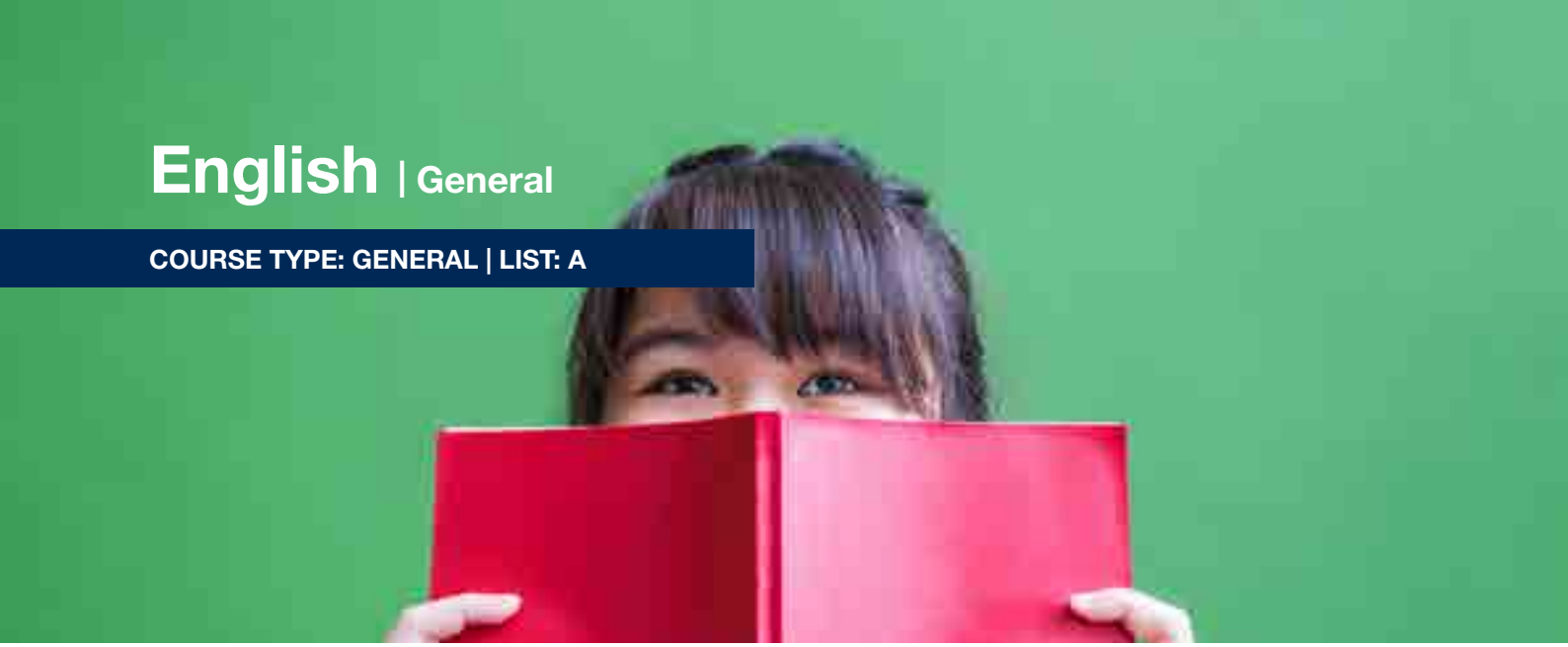
Students study the relationship between language, culture and identity in literary texts. They inquire into the power of language to represent ideas, events and people, comparing these across texts, contexts, modes and forms. Through critical analysis and evaluation, the values and attitudes represented in and through texts and their impact on the reader are exam. Students create analytical responses that are characterised by a confident, engaging style and informed observation. They experiment with language, adapt forms and challenge conventions and ideas.

Unit 4: Dynamic nature of literary interpretation

Students gain an appreciation of the significance of literary study through close critical analysis of literary texts from a range of forms, genres and styles. Students reflect upon the creative use of language, and the structural and stylistic features that shape meaning and influence response. In creating imaginative texts, students experiment with literary conventions and reflect on how the created text takes into account the expectations of audiences.

English | General

COURSE TYPE: GENERAL | LIST: A



Course Description

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, education, training and workplace contexts. This course is designed to empower students 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.

Prerequisites

Successful achievement of OLNA Category 3

Time off campus

Nil

Career Pathways

Students develop their skills in oral and written communication, needed for all careers to some extent.

Year 11

Unit 1: Comprehending and responding
Students employ strategies to assist comprehension, and read, view and listen to texts to connect, interpret and visualise ideas. They learn how to respond personally and logically to texts by questioning, using inferential reasoning and determining the importance of content and structure. Students consider how organisational features of texts help the audience to understand the text and communicate ideas and information clearly and correctly in a range of contexts. They apply their understanding of language through the creation of texts for different purposes.

Unit 2: Interpreting ideas and arguments
Students analyse text structures and language features and identify the ideas, arguments and values expressed. They consider the purposes and possible audiences of texts and examine the connections between purpose, structure and context. Students integrate relevant information and ideas from texts to develop their own interpretations. They create texts using persuasive, visual and literary techniques to engage audiences in a range of modes and media.

Year 12

Unit 3: Exploring different perspectives
Students explore attitudes, text structures and language features to understand a text's meaning and purpose. They examine relationships between context, purpose and audience in different language modes and texts. Students consider how perspectives and values are presented in texts to influence audiences and develop their own interpretations when responding to texts. They learn how to communicate logically, persuasively and imaginatively in different contexts, using a variety of types of texts.

Unit 4: Community, local and global issues
Students explore how ideas, attitudes and values are presented by synthesising information from sources to develop independent perspectives. They analyse how authors influence and position audiences and develop reasoned responses to these in text forms for a variety of audiences. Students construct and clearly express coherent, logical and sustained arguments. They consider purpose and audience response when creating their own persuasive, analytical, imaginative, and interpretive texts.

English | Foundation

COURSE TYPE: FOUNDATION | LIST: A

Course Description

The English Foundation course aims to develop students' skills in reading, writing, viewing, speaking and listening in work, learning and community contexts. Such development involves an improvement in English literacy where literacy is defined broadly to include reading ability, verbal or spoken literacy, the literacy involved in writing, and visual literacy. Students undertaking this course will develop skills in the use of functional language conventions, including spelling, punctuation and grammar. Sound literacy skills are required for comprehending and producing texts, for communicating effectively in a learning or working environment or for self-reflection, and for establishing one's sense of individual worth.

The English Foundation course evolves from an emphasis on the five modes mentioned above, which are grouped into three outcomes: Reading, Producing, and Speaking and listening.

Prerequisites

OLNA Category 1 or 2

Time off campus

Nil

Career Pathways

Students develop their skills in oral and written communication, needed for all careers to some extent.

Year 11 & 12

Units 1 - 4: Reading, writing, speaking, listening

By exploring, visiting and revisiting the content shared in each of the four units, the teaching of this course aims to consolidate what students have learned, to fill in the gaps, to build on what students know and understand already, and to improve students' levels of literacy.

By the end of these units, students will:

- develop skills in functional literacy, including appropriate spelling, punctuation and grammar.
- develop skills in reading (understanding, comprehending, interpreting, analysing) texts for work, learning, community and/or everyday personal contexts
- develop skills in producing (constructing, creating, writing) texts for work, learning, community and/or everyday personal contexts
- develop skills in speaking and listening for work, learning, community and everyday personal contexts.

Humanities and Social Sciences

Mr Jonathan Myers

Head of HASS

Accounting and Finance | ATAR

COURSE TYPE: ATAR | LIST: A

Course Description

The Accounting and Finance ATAR course aims to make students financially literate by creating an understanding of the systems and processes through which financial practices and decision making are carried out, as well as the ethical, social and environmental issues involved. It helps students to analyse and make informed decisions about finances.

In an age when many business practices and ethical standards are being questioned, awareness of the ways financial practices impact on their lives helps students take responsibility for their own financial commitments. It gives them the problem-solving skills to operate at many levels of financial decision making.

In a rapidly changing world, the impact of technology on financial and accounting practices has been vast. The use of computer systems for record keeping, and the communication of financial data will continue to shape future careers.

Prerequisites

B grade HASS and/or B grade in Mathematics

Time off campus

Nil

Career Pathways

Public and Corporate Accounting, Government, Not-for-Profit sector and Non-Government agencies, Education

Year 11

Unit 1: Accounting in Small Businesses
Students apply their understanding of financial principles, systems and institutions to manage financial information and make decisions in a variety of small businesses. Students develop an understanding of the rationale for the use of particular conventions and principles and the consequences of disregarding them. Students record and process financial information using the double entry system and apply the principles of the Goods and Services Tax (GST). Students learn about the various forms of business organisations adopted by small business.

Unit 2: Accrual Accounting
Students apply financial systems and principles to the operations of businesses and distinguish between cash and accrual methods of accounting. Students prepare and analyse financial reports for business organisations and become familiar with the main aspects of electronic processing of financial data. Students learn the role of the professional accounting and financial associations.

Year 12

Unit 3: Internal Management for Business
Students prepare and interpret budgets and performance reports in relation to forecasting a business's future. The unit distinguishes between internal and external reporting requirements. Decision-making processes using cost accounting techniques are a feature of the unit. The unit focuses on critical analysis of financial information. The unit also explores the importance of short and long term planning for business.

Unit 4: Australian Reporting Entities
The Framework for the Preparation and Presentation of General Purpose Financial Reports (The Framework) and the Accounting Standards are used in the preparation of the financial statements for a reporting entity. The financing options of larger entities are identified and evaluated, particularly in relation to conformity with basic principles, including profitability and stability. The unit addresses corporate social disclosure issues and ethical behaviour within corporations.

Business Management | General

COURSE TYPE: GENERAL | LIST: A

Course Description

The Business Management and Enterprise General course focuses on establishing and operating a small business in Australia and aims to provide students with an understanding of the knowledge and skills of the processes and procedures required for generating business ideas and turning them into a viable business venture. Factors that impact on business innovation and success, business planning, and legal aspects of running a small business are examined. Students engage in the running of a small business, or participate in business simulations, to develop practical business skills and to develop financial and business literacy. Through the consideration of real businesses and scenarios, students develop knowledge, understanding and skills that enable them to analyse business opportunities, develop proposals and make sound, ethical business decisions. The course equips students to participate proactively in the world of business, behave responsibly and demonstrate integrity in business activities.

Prerequisites

Nil

Time off campus

Nil

Career Pathways

Entrepreneur, general clerk, clerical officer, word processing operator, employment in small businesses, office manager, project administrator

Year 11

Unit 1: Establishing a small business

The focus of this unit is on establishing a small business in Australia. Opportunities are provided to explore business start-ups and to recognise the factors that contribute to business success. Entrepreneurship and innovative thinking are introduced, generating ideas and proposals that may be suitable for business ventures. These proposals are then developed into a business plan.

Unit 2: Operating a small business

The focus of this unit is on operating a small business in Australia. The unit is suited to the running of a small business in the school or local environment, or to the use of business simulations. The concepts of innovation, marketing and competitive advantage and the key factors that influence consumer decision making are introduced. Legal aspects of running a small business, including rights and responsibilities of employer and employee, are investigated.

Year 12

Unit 3: Success beyond start-up

The focus of this unit is on success in business at a national level and what it takes to be successful beyond the initial start-up stage.

Unit 4: Business growth

The focus of this unit is on business growth and the challenges faced by businesses expanding at a national level.

Business | Certificate III in Business

COURSE TYPE: VOCATIONAL EDUCATION AND TRAINING | VET COURSE NUMBER: BSB30120

Course Description

The modern business world requires employees who are highly proficient in information technology and also can apply a broad range of practical business expertise to a given situation. Motivated individuals who have these abilities and also show initiative, creativity and a professional attitude are highly sought after by employers the world over.

You may be considering embarking upon a career in Business, or you may use this qualification as a stepping stone to further studies. The Certificate III in Business is particularly valuable as completion of this course will provide depth and substance to your resume and be complimentary to any further study you do. In delivering and assessing this course students are preparing to work in industry with limited supervision. The program will prepare students to be assessed to industry standards in order for them to receive certification.

The Certificate III in Business is designed to provide you with the practical skills required to gain employment in a modern business organisation in a broad range of business and clerical occupations. This nationally accredited training qualification will provide you with the practical skills and knowledge to undertake a range of administrative tasks in an office environment, including customer service, computing, accounts and record keeping. You will learn skills to process manual or computerised accounts and process the payroll. You will also learn to produce business documents and create and use databases and spreadsheets.

Prerequisites

Nil

Time off campus

Nil

Career Pathways

Employment in a small business, medium sized Accounts Receivable and Payable Clerk, Payroll Clerk, Computer Operator, Bookkeeper, Trainee Accountant, Word Processor and General Clerical Assistant, Customer Service Officer, Accounts Clerk.

Course Outline

The VET course is competency based and students will be assessed on the elements required in each unit. Students will need to demonstrate that they are competent against the standards that have been developed by industry for satisfactory performance in the workplace.

This course is offered in partnership with IVET.

RTO number 40548. Visit www.ivetinstitute.com.au for more information about this course.

Economics | ATAR

COURSE TYPE: ATAR | LIST: A

Course Description

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.

This 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. The learning experiences available through studying this course explore the knowledge, values and opinions that surround the complex range of economic events and issues facing our community, such as unemployment, income distribution, business strategy and international relations.

Prerequisites

B Grade in HASS

Time off campus

Nil

Year 11

Unit 1: Microeconomics
This unit explores the theory that markets are an efficient way to allocate scarce resources, using real world markets with an emphasis on the Australian economy. Students examine examples of market failure along with a range of government policy options that can be applied to achieve more desirable outcomes. Students are also introduced to the language of economics and the use of theories and models to explain and interpret economic issues.

Unit 2: Macroeconomics
This unit explores the government's role in a modified market economy and Australia's recent and contemporary macroeconomic performance. The levels of employment, output, income and spending in the economy have implications for inflation, unemployment and economic growth. Students examine the role of government, through its spending and taxing powers, which can affect the allocation and price of resources.

Career Pathways

Chartered certified accountant or public finance accountant, economist, financial risk analyst, investment analyst, statistician, actuary, local government officer, management consultant, quantity surveyor

Year 12

Unit 3: Australia and the global economy
The unit explores the links between economies and the concepts of globalisation, trade liberalisation and protection in relation to the Australian economy. Students examine the recordings and effects of changes in Australia's economic transactions with the rest of the world using recent and contemporary economic data, together with economic models.

Unit 4: Economic policies and management
The unit explores how economic policies, such as fiscal policy, monetary policy and microeconomic policy operate in the pursuit of the Australian Government's economic objectives. Students examine the effects of policies in Australia using economic models along with recent and contemporary economic data. They apply the language, theories and tools of economics to develop a critical perspective on the role of these policies in the current Australian Government policy mix.

Geography | ATAR

COURSE TYPE: ATAR | LIST: A

Course Description

The Geography ATAR course provides a structured, disciplinary framework to investigate and analyse a range of challenges and associated opportunities facing Australia and the global community. These challenges include rapid change in biophysical environments, the sustainability of places, dealing with environmental risks, and the consequences of international integration.

Prerequisites

B Grade in HASS

Time off campus

Limited, except for fieldwork trip (no more than 2 days)

Career Pathways

Surveying, cartography, agricultural and forest science, eco-tourism, land development, industrial and energy planning, geology, hydrology, volcanology, seismology, oceanography, meteorology, conservationist, environment monitoring and assessment, wildlife and resource management, waste disposal management, urban and town planner, teaching, journalism, population planning

Year 11

Unit 1: Natural and Ecological Hazards

This unit focuses on how natural and ecological hazards and their associated risks are perceived and managed at local, regional and global levels. Risk management, in this particular context, refers to prevention, mitigation and preparedness. Students explore natural hazards, including cyclones, droughts, bushfires, earthquakes and volcanoes. They will also explore ecological hazards, for example, pandemics, and plant and animal invasions. The potential for fieldwork depends on the hazard selected, such as a visit to Meckering to study earthquakes, or the impact of a specific cyclone, flood or bushfire on a town or region.

Unit 2: Global Networks and Interconnections

This unit focuses on the process of international integration (globalisation). It addresses the economic and cultural transformations of our world today, the spatial outcomes of these processes, and political and social consequences. It explains how advances in transport and communication have had an impact at local, national and global scales. Cultural groups that may have been isolated in the early twentieth century are now linked to an interconnected world in which there is a 'shrinking' of time and space.

Year 12

Unit 3: Global Environmental Change

This unit focuses on the changing biophysical cover of the Earth's surface, the creation of anthropogenic biomes and the resulting impacts on global climate or biodiversity. Through applying the concept of sustainability, students are given the opportunity to examine and evaluate a program designed to address the negative effect of land cover change. Aspects of physical, environmental and human geography provide students with an integrated, comprehensive understanding of land cover change, its local, regional and global environmental consequences, and possible sustainable solutions.

Unit 4: Planning Sustainable Places

Urbanisation not only affects human wellbeing and the rate of world population growth, it has created a range of challenges for urban, rural and remote places, including Indigenous communities. Students examine how governments, planners, interest groups and individuals address these challenges in order to ensure that places are productive, vibrant and sustainable. They investigate ways in which geographical knowledge and skills can be applied to identify and address these challenges.

Modern History | General

COURSE TYPE: GENERAL | LIST: A

Course Description

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

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

Prerequisites

Nil

Time off campus

Nil

Career Pathways

The study of the Modern History 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.

Year 11

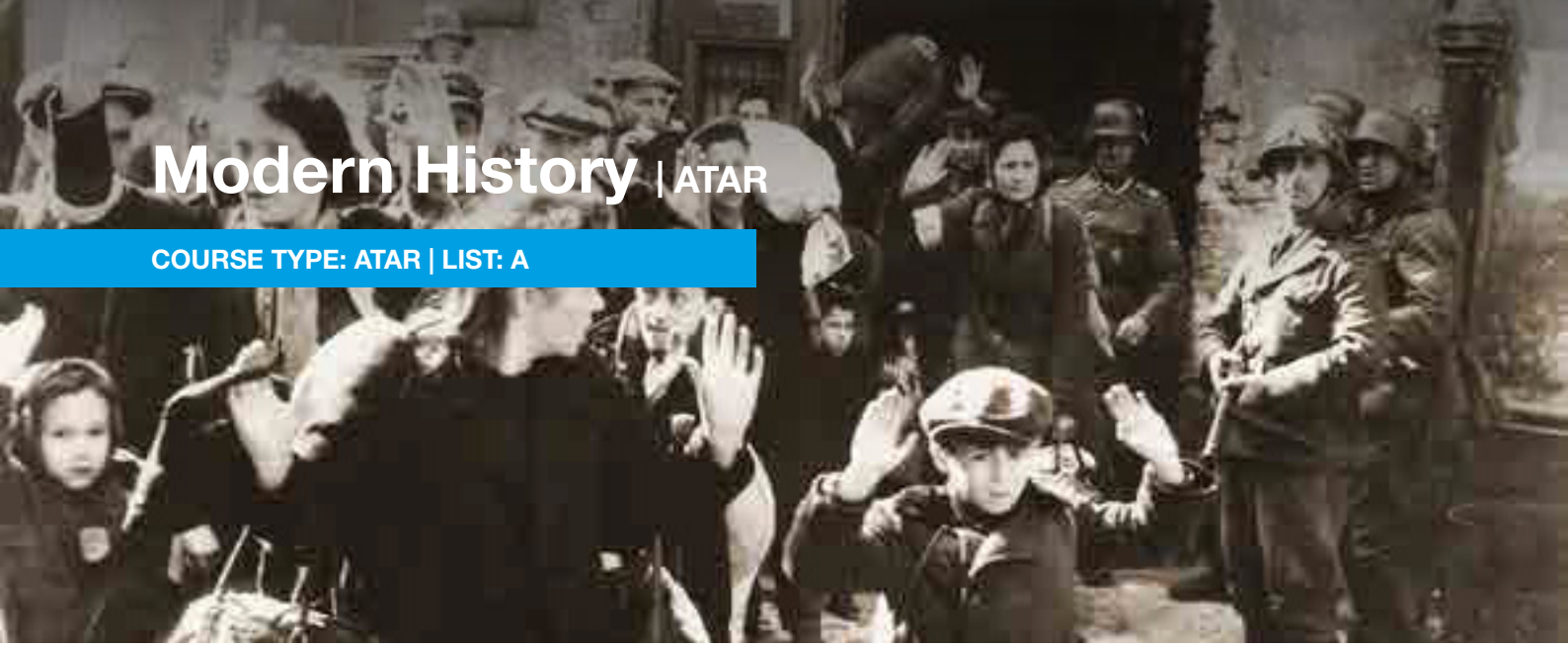
Unit 1: People, place and time
This unit allows students to become aware of the broad sweep of history and our place within the historical narrative. Students become aware of the values, beliefs and traditions within a society, the continuity between different societies and different time periods, and the importance of individuals within a time period.

Unit 2: Power and authority
Students learn that societies consist of individuals and institutions that have various types of power and authority and that these interact with each other. Students learn how power and authority is distributed throughout a group or society, that individuals and groups seek to influence the structures of power and authority and the difficulties of using these structures in a just or equitable manner. In learning about the structures and institutions of societies, they make comparisons and judgements about other societies and their own society.

Year 12

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

Unit 4: Historical trends and movements
Students learn that, throughout history, there have been events, ideas, beliefs and values that have contributed to underlying historical trends and movements. Students learn that historical trends and movements have particular underlying ideas, that different methods and strategies are used to achieve change, and that there are consequences for continuity and change. Some perspectives are omitted and others emphasised, both during the period of the trend or movement and subsequent to the trend or movement.



Modern History | ATAR

COURSE TYPE: ATAR | LIST: A

Course Description

This 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.

Prerequisites

B Grade in HASS and ATAR English requirement met

Time off campus

Nil

Year 11

Unit 1: Understanding the modern world
This unit examines developments of significance in the modern era, the ideas that inspired them and their consequences. Students explore crucial changes, for example, the application of reason to human affairs, the transformation of production, consumption, transport and communications, the challenge to social hierarchy, and the new principles of government by consent. Students study the changing nature and usefulness of sources, the changing representations and interpretations of the past, and the legacy of these developments for the Western world and beyond.

Unit 2: Movements for change in the 20th century
Through a detailed examination of one major movement, students investigate how individuals, groups and institutions have challenged existing political structures and accepted social organisation and economic models. Students study the development of movements, methods adopted to achieve effective change, the changing nature of these movements, and changing perspectives of the value and interpretation of significance of movements.

Career Pathways

Heritage manager, historic buildings inspector/conservation officer, museum/gallery curator or exhibitions officer, teacher, academic librarian, archaeologist, archivist, broadcast journalist, civil service administrator, editorial assistant, information officer, politician's assistant, solicitor

Year 12

Unit 3: Modern nations in the 20th century
This unit examines the characteristics of modern nations in the 20th century, the crises that challenged the stability of government, the path of development that was taken and the effects on social, economic and political order. Students examine the ways in which the nation dealt with internal divisions and external threats. They emerge with a deeper understanding of the character of a modern nation. Students learn about the reliability and usefulness of evidence, cause and effect, continuity and change, significance, empathy, contestability, and changing representations and interpretations.

Unit 4: The modern world since 1945
This unit examines some significant and distinctive features of the modern world within the period 1945–2001 in order to build students' understanding of the contemporary world – that is, why we are here at this point in time. These include changes to the nature of the world order: shifting international tensions, alliances and power blocs, the nature of various conflicts and regional and international attempts to create peace and security.

Politics and Law | ATAR

COURSE TYPE: ATAR | LIST: A

Course Description

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.

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.

Prerequisites

B Grade in HASS

Time off campus

One day excursion to State Parliament and Supreme Court

Career Pathways

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.

Year 11

Unit 1: Democracy and the rule of law
Students examine the principles of a liberal democracy; the legislative, executive and judicial structures and processes of Australia's political and legal system; the functioning of a non-democratic system; and the processes of a non-common law system. Political and legal developments and contemporary issues provide a framework for the unit.

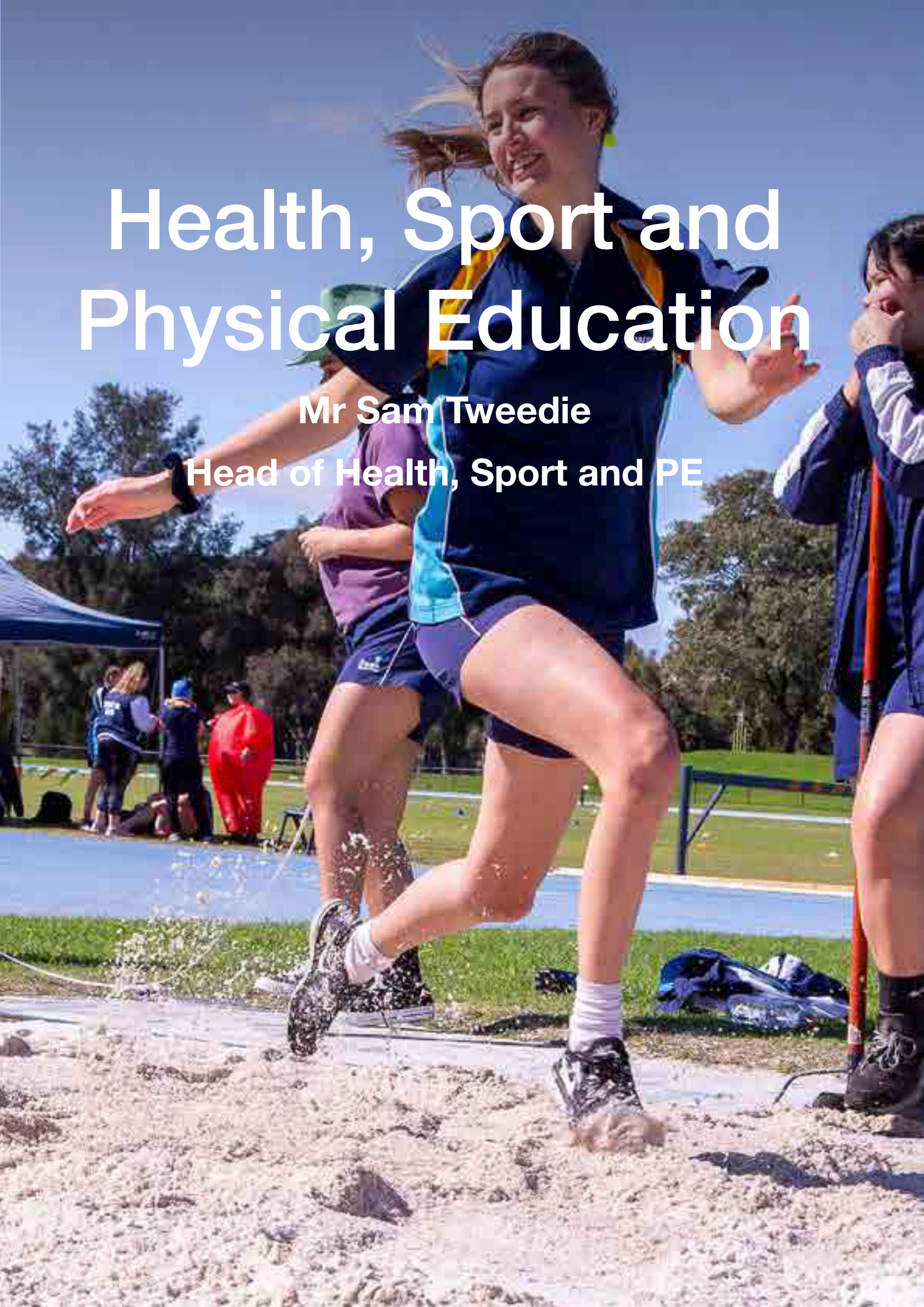
Unit 2: Representation and justice
This unit examines the principles of fair elections; the electoral and voting systems in Australia since Federation, making reference to a recent (the last ten years) election in Australia; the electoral system of another country; an analysis of the civil and criminal law processes in Western Australia; and an analysis of a non-common law system.

Political and legal developments and contemporary issues (the last three years) are used to provide a framework for the unit.

Year 12

Unit 3: Political and Legal Power
This unit examines aspects of the political and legal system established by the Commonwealth Constitution, including the roles of the legislative, executive and judicial branches of government, comparing non Westminster system, the influence of individuals, political parties and pressure groups on the law making process of parliament and the courts, and the operation of federalism and the balance of power between the Commonwealth and the States in Australia.

Unit 4: Accountability and rights
Students examine the structures, processes and procedures of accountability in relation to the legislative, executive and judicial branches of government in Australia, how rights are protected, and democratic principles can be upheld and/or undermined, in Australia and one other country, and the experience of a particular group with respect to their political and legal rights in Australia.



Health, Sport and Physical Education

Mr Sam Tweedie

Head of Health, Sport and PE

Outdoor Education | General

COURSE TYPE: GENERAL | LIST: B

IMPORTANT: It is highly recommended that students enrolled in TAFE courses and/or Workplace Learning do not select Outdoor Education as a course. This is due to the amount of time needed for off-campus assessment that can be missed due to these other commitments.

Course Description

This course aims to develop an understanding of our relationships with the environment, others and ourselves. The ultimate goal of the course is to contribute towards a sustainable world. The Outdoor Education General course is based on the experiential learning cycle which is made up of three stages: plan, do and review. Students plan for outdoor experiences, participate in these experiences and reflect on their involvement. Students develop self-awareness by engaging in a range of challenging outdoor activities. They enhance personal and group skills, and build confidence, empathy, self-understanding, leadership skills and decision-making abilities, while showing respect for self, others and the environment. The opportunity to explore environmental management strategies related to activities in the outdoors is provided. Students learn skills that encourage them to minimise their impact on the environment and understand why this is important.

Prerequisites

Nil

Time off campus

Multiple part day excursions. One four-day camp in Year 11, two three-day camps in Year 12.

Year 11

Unit 1: Experiencing the Outdoors
Students are introduced to outdoor activities to develop technical skills and apply safe practices. They understand basic planning and organisational requirements to participate in safe, short adventure expeditions and develop skills in roping and navigation. Students are introduced to self-awareness, communication and leadership skills. Examples of environmental management and 'Leave No Trace' principles are introduced.

Unit 2: Facing Challenges in the Outdoors
Students are encouraged to step out of their comfort zone in a range of challenging outdoors activities. They consider planning and resource requirements for extended expeditions, and are introduced to simple risk assessment models to assist decision making and apply safe practices to challenging situations and environments. They develop time management, goal setting, and leadership skills and learn strategies to promote effective groups. Features of natural environments, weather, conservation, biodiversity and environmental management plans are introduced.

Areas of specialist focus: kayak, canoe, orienteering, bushwalking

Career Pathways

Outdoor leadership, environmental interpretation, environmental planning, facilities management, eco-tourism, military service, outdoor education, and many unforeseen areas evolving in the outdoor industry.

Year 12

Unit 3: Building confidence in the outdoors
Students participate in outdoor adventure activities, improve their technical skills, apply appropriate practices to ensure safe participation and develop survival skills. Students develop personal skills related to coping and adapting to change. Features and relationships in natural environments are examined. Weather, patterns and forecasting are introduced. Students develop a greater understanding of human interactions with nature, past and present. Sustainability and local issues are examined.

Unit 4: Outdoor leadership
Students consider planning and organisational requirements to participate in positive and safe, short expeditions. They continue to develop navigational skills and respond to an emergency in the outdoors. Students develop commitment, tolerance, resilience, and conflict resolution skills. They lead briefing and debriefing sessions and appraise their own and others' leadership skills. Students apply strategies to minimise human impact on natural environments. They explore sustainability projects and understand environmental responsibility.

Areas of specialist focus: snorkelling, SUP, mountainbike, bronze medallion, campcraft

Physical Education Studies | General

COURSE TYPE: GENERAL | LIST: B

Course Description

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

This course focuses on the complex interrelationships between motor learning and psychological, biomechanical, anatomical and physiological factors that influence individual and team performance. Students engage as performers, leaders, coaches, analysts and planners of physical activity. Physical activity serves both as a source of content and data, and as a medium for learning. Learning in this course cannot be separated from active participation in physical activities and involves students in closely integrated written, oral and physical learning experiences based upon the study of selected physical activities. In each unit of this course, students will further their understanding and skills in the areas: Motor Learning and Coaching, Functional Anatomy, Biomechanics, Excercise Physiology and Sport Psychology.

The course appeals to students with varying backgrounds, physical activity knowledge and dispositions. This course is 50% practical and 50% theoretical with the teaching and assessments reflecting this.

Prerequisites

Good standing in PE department

Time off campus

Nil

Year 11

Unit 1: Physical skills and tactics
The focus of this unit is the development of knowledge, understanding and application of anatomical, physiological and practical factors associated with performing in physical activities. The unit will focus on developing physical skills and tactics. Students will learn about related principles, including the major functions of bones, the role of biomechanics, components of performance related fitness, and mental preparation for physical activity.

Unit 2: Anatomical and physiological systems
Students study the impact of physical activity on the body's anatomical and physiological systems. They are introduced to concepts that support performance as team members and individuals, including the basic elements of a training session, the function of the circulatory system, biomechanical principles relating to motion, the response of the respiratory system to excercise and mind sets to improve performance.

Career Pathways

Sport, leisure and recreation industries, education, sport development, youth work, and health and medical fields linked to physical activity and sport. Volunteer and leadership roles in community activities.

Year 12

Unit 3: Movement, anatomy and motor learning
The focus of this unit is simple movement, biomechanical, physiological, psychological, functional anatomy and motor learning concepts. The understanding of the relationship between skill, movement production and fitness will be further enhanced as students develop and improve.

Unit 4: Movement competency
The focus of this unit is for students to assess their own and others' movement competency and identify areas for improvement. They will build on their knowledge of training principles, nutrition and goal setting concepts to enhance their own and others' performance in physical activity.

Physical Education Studies | ATAR

COURSE TYPE: ATAR | LIST: B

Course Description

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

This course focuses on the complex interrelationships between motor learning and psychological, biomechanical, anatomical and physiological factors that influence individual and team performance. Students engage as performers, leaders, coaches, analysts and planners of physical activity. Physical activity serves both as a source of content and data, and as a medium for learning. Learning in this course cannot be separated from active participation in physical activities and involves students in closely integrated written, oral and physical learning experiences based upon the study of selected physical activities. In each unit of this course, students will further their understanding and skills in the areas: Motor Learning and Coaching, Functional Anatomy, Biomechanics, Excercise Physiology and Sport Psychology.

The course appeals to students with varying backgrounds, physical activity knowledge and dispositions. This course is 70% theoretical and 30% practical with the teaching and assessments reflecting this.

Prerequisites

B Grade in Standard Science or a C Grade in Advanced Science and a B Grade in any of PE/OED

Time off campus

Nil

Career Pathways

Sports science, physiotherapy, nutrition, exercise physiology and rehabilitation, personal training, Physical Education teaching, occupational therapy, coaching and psychology.

Year 11

Unit 1: Anatomical and biomechanical concepts
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: Skills, strategy and body
The focus of this unit is to identify the relationship between skill, strategy and the body in order to improve the effectiveness and efficiency of performance.

Year 12

Unit 3: Performance improvement
The focus of this unit is to provide opportunities for students to build upon their acquired physical skills and biomechanical, physiological and psychological understandings to improve the performance of themselves and others in physical activity.

Unit 4: Extending understanding
The focus of this unit is to extend the understanding by students of complex biomechanical, psychological and physiological concepts to evaluate their own and others' performance.

Languages

French | Certificate III in Applied Languages

COURSE TYPE: VOCATIONAL EDUCATION AND TRAINING | VET COURSE NUMBER: 22150VIC

Course Description

French is a language that is spoken by more than 200 million people worldwide and is recognised as one of the most important second languages in the world alongside English and Spanish. Having knowledge of French not only opens employment opportunities within Australia, but also in over 40 countries overseas where French is spoken.

The fields of hospitality and tourism, export and marketing are obvious areas for using French studies and scientists may be surprised to realise how useful French is to their career paths. In mining and gas exploration vast projects are underway in Africa where many of the countries are French-speaking. Also, organisations such as Médecins Sans Frontières (Doctors without Borders) need French-speaking medical and para-medical staff to provide relief in some of the world's disaster areas.

The French course-Cert III in Year 11 and 12 allows students to pursue further French studies at University or at TAFE.

Prerequisites

C Grade in Year 10 French

Time off campus

Nil

Career Pathways

Education, journalism, media, business, mining, international trade, diplomacy, travel and tourism. Upon completion, students are eligible to enrol in Certificate IV Applied Languages French at Central TAFE to further their communication skills in French.

Course Outline

The VET course is competency based and students will be assessed on the elements required in each unit. Students will need to demonstrate that they are competent against the standards that have been developed by industry for satisfactory performance in the workplace.

This course is offered in partnership with North Metropolitan TAFE.

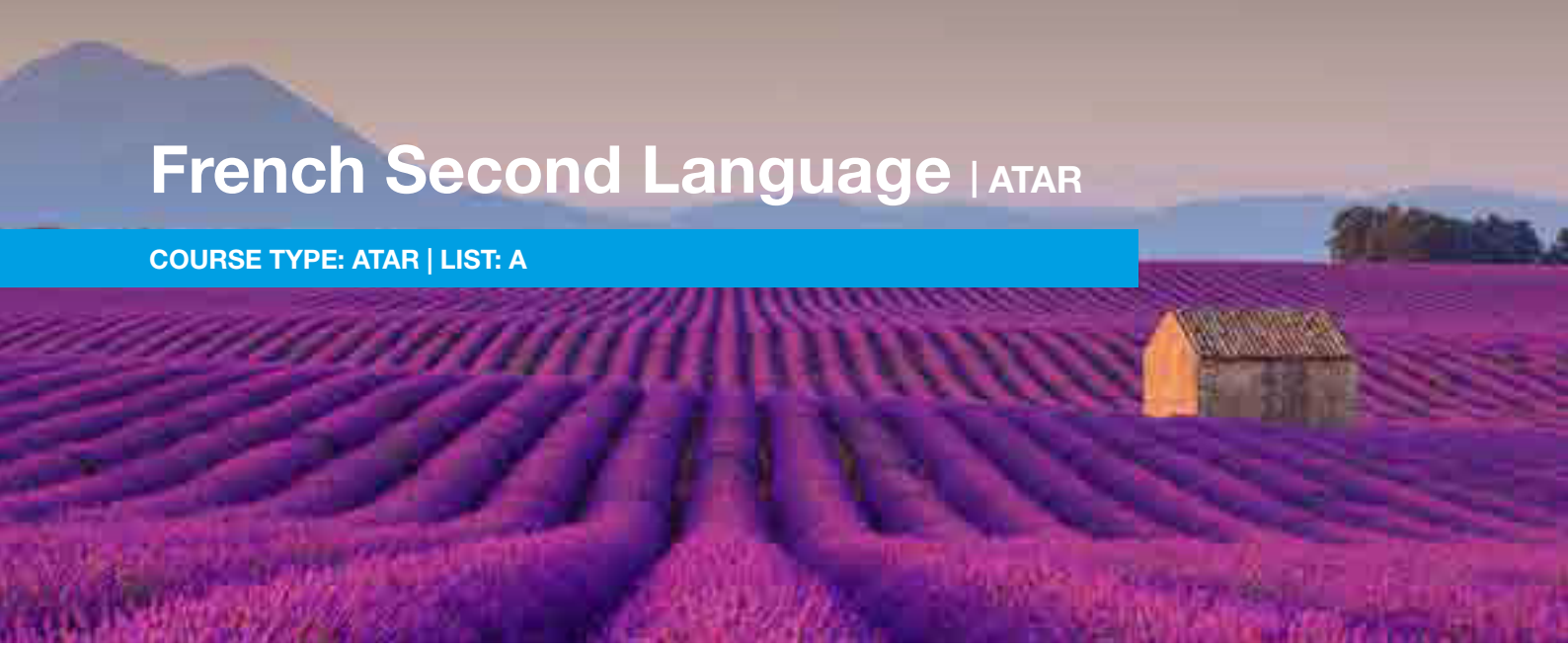
GOVERNMENT OF WESTERN AUSTRALIA

TAFE WA North Metropolitan

RTO number 52786 Visit www.northmetrotafe.wa.edu.au for more information about this course.

French Second Language | ATAR

COURSE TYPE: ATAR | LIST: A



Course Description

This course progresses from the Year 7–10 curriculum, and focuses on further developing a student's knowledge and understanding of the culture and the language of French-speaking communities. Students gain a broader and deeper understanding of the French language and extend and refine their communication skills.

The French: Second Language ATAR course can connect to the world of work, further study and travel. It also offers opportunities for students to participate in the many sister school and student exchange programs between Western Australia and French-speaking communities. The French: Second Language ATAR course is designed to equip students with the skills needed to function in an increasingly globalised society, a culturally and linguistically diverse local community, and to provide the foundation for life-long language learning.

This course is aimed at students for whom French is a second, or subsequent, language. These students have not been exposed to, or interacted in, the language outside of the language classroom. They have typically learnt everything they know about the French language and culture through classroom teaching in an Australian school, or similar environment, where English is the language of school instruction. Students have typically studied French for 200–400 hours at the commencement of Year 11, and may have experienced some short stays or exchanges in a country where the language is a medium of communication.

Prerequisites

B Grade in Year 10 French

Time off campus

Nil

Career Pathways

Students develop their skills in oral and written communication with cultural appropriateness. These skills are helpful for careers in areas such as education, journalism, media, business, mining, international trade, diplomacy, travel and tourism.

Year 11

Unit 1: C'est la vie

This unit focuses on C'est la vie ! (That's life!). Through the three topics: My daily routine, French sports and leisure, and Leading a healthy lifestyle, students further develop their communication skills in French and gain a broader insight into the language and culture.

Unit 2: Voyages

This unit focuses on Voyages (Travel). Through the three topics: My travel tales and plans, Australia as a travel destination, and Travel in a modern world, students extend their communication skills in French and gain a broader insight into the language and culture.

Year 12

Unit 3: The media

This unit focuses on Les médias (The media). Through the three topics: Technology and me, Film and music, and In the media, students extend and refine their communication skills in French and gain a broader and deeper understanding of the language and culture.

Unit 4: The world around us

This unit focuses on Le monde qui nous entoure (The world around us). Through the three topics: Planning my future, Migrant experiences, and Youth issues, students extend and refine their communication skills in French and gain a broader and deeper understanding of the language and culture.

Japanese | Certificate III in Applied Languages

COURSE TYPE: VOCATIONAL EDUCATION AND TRAINING | VET COURSE NUMBER: 22150VIC

Course Description

Australia's economic, cultural and education contact with Japan has assumed even greater importance over the last few years and thus the need for Australians who are equipped with appropriate language skills and inter-cultural awareness is paramount. The study of Japanese can help to broaden future career opportunities, expand the learner's cultural horizons and contribute to peaceful negotiations with our close neighbours.

This course will continue on the foundation laid in Year 10 Japanese. Students are expected to be proficient in reading and writing Hiragana, Katakana and some basic Kanji as well as participate in oral communication such as short presentations, conversations and interviews in Japanese.

Prerequisites

C Grade in Year 10 Japanese

Time off campus

Nil

Career Pathways

Education, journalism, media, business, mining, international trade, diplomacy, travel and tourism. Upon completion, students are eligible to enrol in Certificate IV Applied Languages Japanese at Central TAFE to further their communication skills in Japanese.

Course Outline

The VET course is competency based and students will be assessed on the elements required in each unit. Students will need to demonstrate that they are competent against the standards that have been developed by industry for satisfactory performance in the workplace.

This course is offered in partnership with North Metropolitan TAFE.

GOVERNMENT OF WESTERN AUSTRALIA

TAFE WA North Metropolitan

RTO number 52786 Visit www.northmetrotafe.wa.edu.au for more information about this course.

Japanese Second Language | ATAR

COURSE TYPE: ATAR | LIST: A

Course Description

This course focuses on further developing a student's knowledge and understanding of the culture and the language of Japanese-speaking communities. Students gain a broader and deeper understanding of the Japanese language and extend and refine their communication skills.

The course connects to the world of work, further study and travel. It also offers opportunities for students to participate in the many sister school and student exchange programs between Western Australia and Japan. It is designed to equip students with the skills needed to function in an increasingly globalised society, a culturally and linguistically diverse local community, and to provide the foundation for lifelong language learning.

This course is aimed at students for whom Japanese is a second, or subsequent, language. These students have not been exposed to, or interacted in the language outside of the language classroom. Students have typically studied Japanese for 200–400 hours at the commencement of Year 11, and may have experienced some short stays or exchanges in a country where the language is a medium of communication.

Prerequisites

B Grade in Year 10 Japanese

Time off campus

Nil

Career Pathways

Students develop their skills in oral and written communication with cultural appropriateness. These skills are helpful for careers in areas such as education, journalism, media, business, mining, international trade, diplomacy, travel and tourism.

Year 11

Unit 1: Daily Life
This unit focuses on 日(にち)常(じょう)生(せい)活(かつ) (Daily life). Through the three topics: My life 私の生活(せいかつ) , Home life 学校と家での生活(せいかつ), and Daily life 生活(せいかつ)をくらべて, students further develop their communication skills in Japanese and gain a broader insight into the language and culture.

Unit 2: Welcome to my country
This unit focuses on ようこそ、私の国へ！ (Welcome to my country). Through the three topics: Welcoming a guest ようこそ！, Seasonal activities and celebrations しきとイベント, and Healthy lifestyles けんこう, students extend their communication skills in Japanese and gain a broader insight into the language and culture.

Year 12

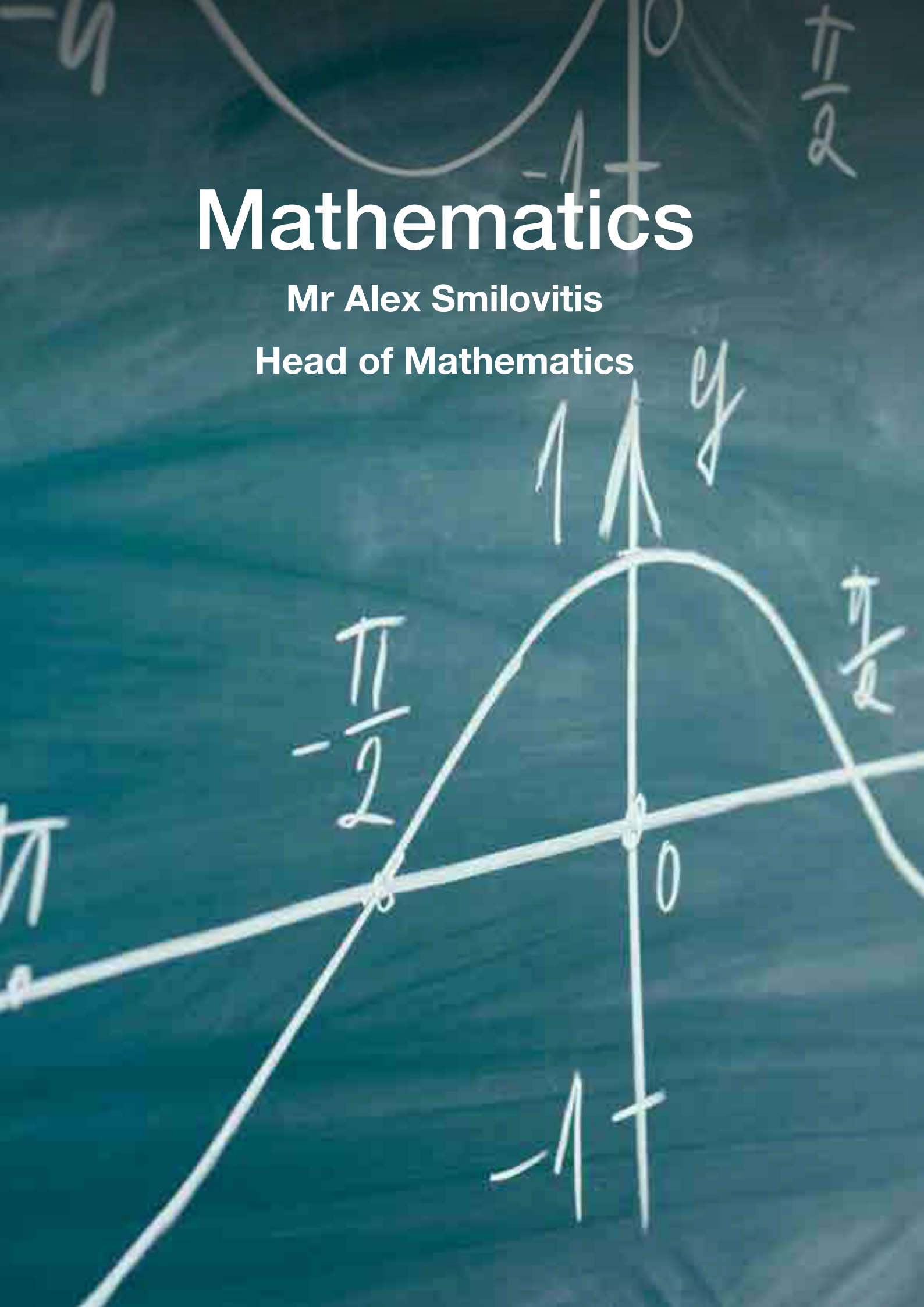
Unit 3: Young travellers
This unit focuses on若(わか)い 旅行者(りょこうしゃ) (Young travellers). Through the two topics: Travel 旅行 and Part-time jobs and money アルバイトとお金, students extend and refine their communication skills in Japanese and gain a broader and deeper understanding of the language and culture.

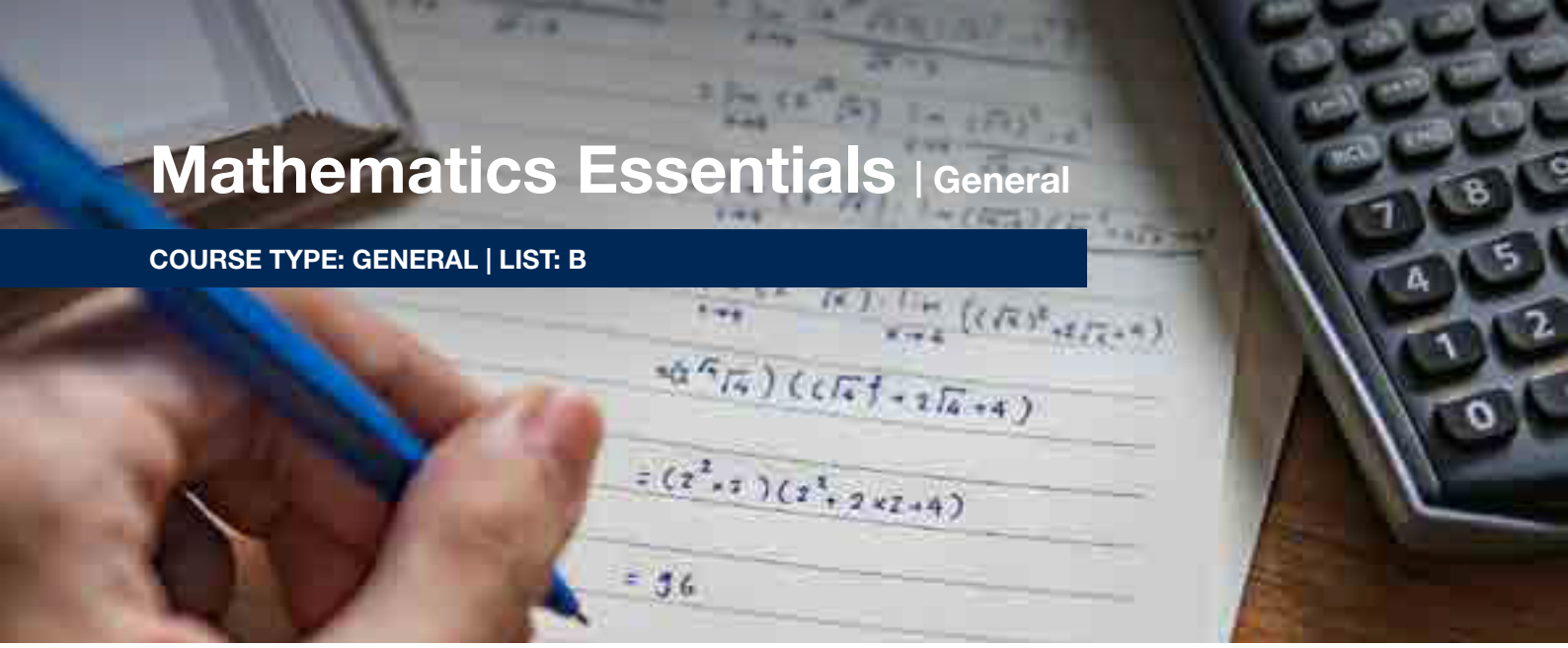
Unit 4: Reflections and horizons
This unit focuses on かこと 未来(みらい) (Reflections and horizons). Through the three topics: This year and beyond 今年と将来(しょうらい), Youth events and pathways 若者(わかもの)の行事(ぎょうじ)と進路(しんろ) and Future plans 未来(みらい), students extend and refine their communication skills in Japanese and gain a broader and deeper understanding of the language and culture.

Mathematics

Mr Alex Smilovitis

Head of Mathematics





Mathematics Essentials | General

COURSE TYPE: GENERAL | LIST: B

Course Description

Mathematics Essentials is a general all-round revision and development of previously encountered mathematical concepts that particularly relate to real contexts for a range of workplace, personal, further learning and community settings. It presents a body of useful mathematical knowledge and provides students with the skills and understanding necessary to apply this knowledge. It is a non-ATAR course for students who may have sometimes struggled with mathematics but desire a course that does not require the completion of a 'state' examination.

All assessment types involve the application of the Mathematical Thinking Process and Statistical Investigative Process. A sound level of literacy is required to successfully complete these assessments.

Prerequisites

OLNA Category 3

Time off campus

Nil

Career Pathways

The Mathematics Essentials course gives students a broad mathematical preparation for post-school options of employment and further training.

Year 11

Unit 1

This unit provides students with the mathematical skills and understanding to solve problems relating to calculations, the use of formulas to find an unknown quantity, applications of measurement and the use and interpretation of graphs. Possible contexts for this unit are earning and managing money and nutrition and health.

Unit 2

This unit provides students with the mathematical skills and understanding to solve problems related to representing and comparing data, percentages, rates and ratios, and time and motion. Possible contexts for this unit to achieve this goal are transport and independent living.

Year 12

Unit 3

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

Unit 4

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

Mathematics Applications | ATAR

COURSE TYPE: ATAR | LIST: B

Course Description

Mathematics Applications presents Mathematics as an organised body of useful knowledge and provides students with the skills and confidence necessary to apply this knowledge in many practical real-life situations.

The course provides students with useful applied mathematical tools and fosters an ability to solve problems and to carry out mathematical investigations. This is a more rigorous academic overall pathway than Mathematics Essentials.

All assessment types involve the application of the Mathematical Thinking Process and Statistical Investigative Process. A sound level of literacy is required to successfully complete these assessments.

Prerequisites

Completed Advanced Mathematics OR

WA Curriculum B Grade in Standard Mathematics

Time off campus

Nil

Career Pathways

The Mathematics Applications course gives students an excellent preparation for many TAFE courses and non-mathematical and non-scientific university studies.

Year 11

Unit 1

The content includes the study of the use of formulae, percentages, simple and compound interest, other financial considerations, matrices, the theorem of Pythagoras, perimeter and area, surface area and volume and similarity.

Unit 2

The content includes the study of univariate data, summarizing data and describing distributions, measures of dispersion or spread, boxplots, histograms, the statistical investigation process, solving equations, using equations to solve problems, linear relationships, piecewise defined relationships, trigonometry for right and non-right triangles.

Year 12

Unit 3

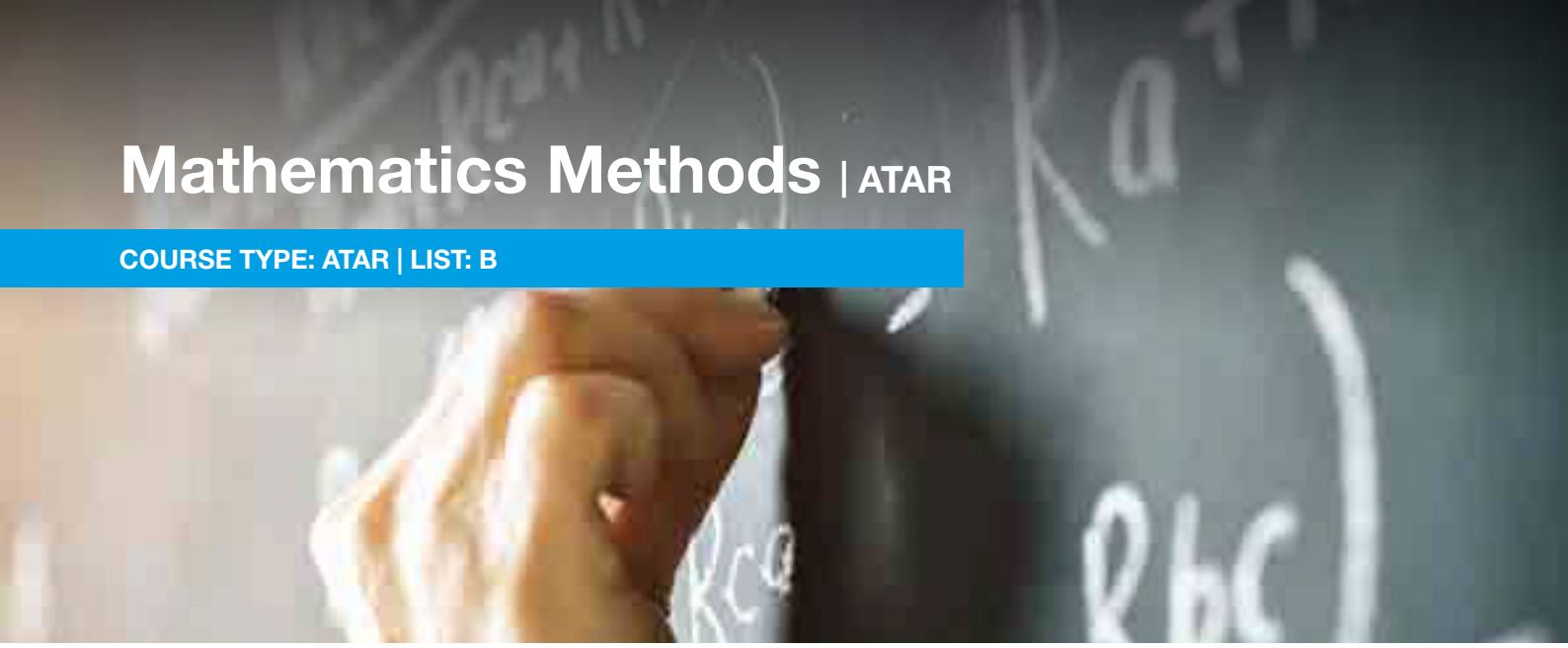
The content includes the study of bivariate data and further analysis, sequences by recursion and some specific types, networks and shortest path.

Unit 4

The content includes the study of time series data, moving averages and seasonal effects, finances – saving, borrowing and drawing down investments, minimum spanning trees, maximum flow, project networks and assignment problems.

Mathematics Methods | ATAR

COURSE TYPE: ATAR | LIST: B



Course Description

Mathematics Methods presents Mathematics as an organised body of useful knowledge and provides students with the skills and confidence necessary to apply this knowledge in practical situations. These demands are met by offering studies in a range of topics that have the potential for useful mathematical and scientific application and are within the capabilities of the more mathematically inclined students. As a Christian College, the course clearly reinforces complexity and design as an intricate part of God's creation, which is often demonstrated throughout Mathematics.

Mathematics Methods provides an excellent insight into the fundamental applications of Mathematics in practically every area of Science, Commence and Industry. A large part of the course context is the use of Calculus and without Calculus, much of our present technology would not exist.

Please take into account, when looking at future career paths, that the Mathematics Methods course is a prerequisite for many tertiary courses involving further Mathematics. Mathematics Methods is a compulsory requirement if you choose to study Mathematics Specialist.

Prerequisites

B in Course Grade in Advanced Mathematics

Time off campus

Nil

Career Pathways

This course is essential for tertiary courses in Mathematics, Engineering, Aviation and Physical Science and is helpful as a prerequisite for courses involving strong mathematical analysis.

Year 11

Unit 1

The content includes the study of trigonometry, radian measure, linear and quadratic functions and equations, polynomials, trigonometric and other functions, sets and probability.

Unit 2

The content includes the study of indices, exponential functions, sequences and series, rates of change and differentiation, applications of differentiation, anti-differentiation and rectilinear motion.

Year 12

Unit 3

The content includes the study of differentiation and applications, anti-differentiation, area under a curve, the fundamental theorem of calculus, the exponential function, calculus of trigonometric functions, discrete random variables, Bernoulli and binomial distributions.

Unit 4

The content includes the study of logarithmic functions and their calculus, continuous random variables, the normal distribution, random sampling and sample proportions.

Mathematics Specialist | ATAR

COURSE TYPE: ATAR | LIST: B

Course Description

This course presents Mathematics as an organised body of knowledge that will provide students with the highest foundation for tertiary studies in Mathematics and related areas. Students will be given opportunities to appreciate the power of Mathematics to provide a systematic way of understanding and interpreting God's creation in the world around them.

Mathematics Specialist extends the algebraic, geometric and trigonometric skills studied in previous years and introduces vector methods in the study of geometry, complex numbers, polar coordinates and functions. This course is studied in conjunction with Mathematics Methods.

Prerequisites

Course A Grade in Advanced Mathematics

Time off campus

Nil

Career Pathways

This course is essential and/or desirable for tertiary courses in Mathematics, Engineering, Aviation and Physical Science and is helpful as a prerequisite for courses involving strong mathematical analysis.

Year 11

Unit 1

The content includes the study of counting techniques, vectors including component form and proofs, geometric proofs, relative displacement and relative velocity and scalar products.

Unit 2

The content includes the study of trigonometric identities and equations, basic matrix algorithms and transformations, proofs and complex numbers.

Year 12

Unit 3

The content includes the study of complex numbers, polar form of a complex number, functions, vector equation of a line, vectors in three dimensions, systems of linear equations and vector calculus.

Unit 4

The content includes the study of differentiation and integration techniques and applications, differential equations, simple harmonic motion and sample means.

Mathematics ATAR Courses – TEA Bonus

Curtin University, Edith Cowan University, Murdoch University and The University of Western Australia have recently announced the introduction of a Tertiary Entrance Aggregate bonus to encourage students to undertake the more challenging Mathematics ATAR course options, Mathematics Methods and Mathematics Specialist.

The bonus will apply to the calculation of the Tertiary Entrance Aggregate (TEA) from 2017 onwards. 10% of the final scaled score/s in Mathematics Methods ATAR and Mathematics Specialist ATAR will be added to the TEA, from which the ATAR is derived. Bonuses from both courses may be counted and will apply even if the scaled scores from the courses are not one of the student's best four scores.

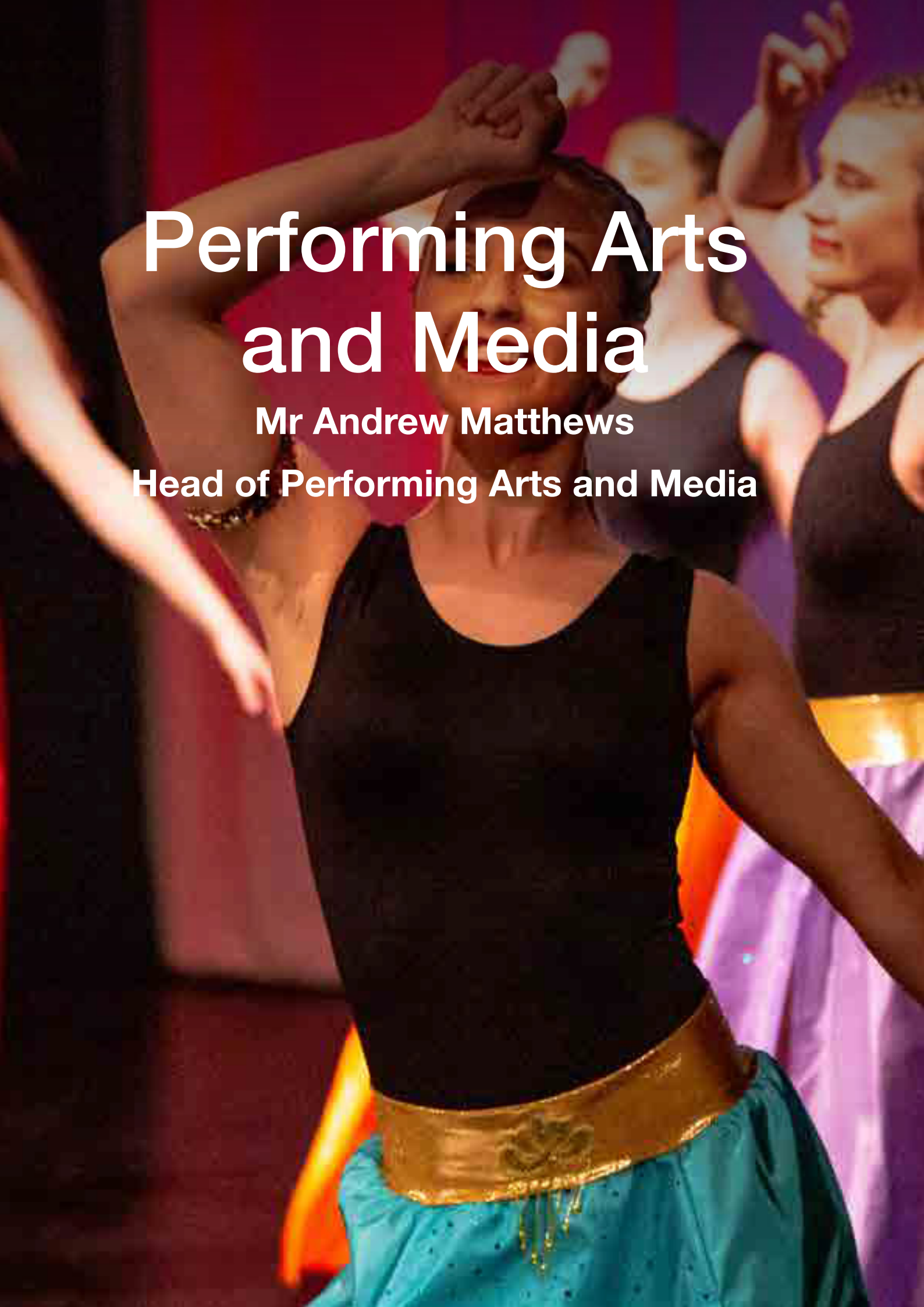
Please note: The Bonus mark is applied to your TEA aggregate. This is quite different from your final ATAR score. If you only have one of the Math courses selected the net effect on your ATAR could typically be 2-3 points.

Mathematics ATAR Courses – Unacceptable Combination Rules

Unacceptable combination rules will apply to Mathematics ATAR courses:

- Mathematics Applications ATAR and Mathematics Methods ATAR will become an unacceptable combination.
- Mathematics Applications ATAR and Mathematics Specialist ATAR will also become an unacceptable combination.
- Only one scaled score from the unacceptable combination can be used in the calculation of the ATAR.

Scores from Mathematics Methods ATAR and Mathematics Specialist ATAR may both be used in the calculation of the ATAR.



Performing Arts and Media

Mr Andrew Matthews

Head of Performing Arts and Media

Drama | General

COURSE TYPE: GENERAL | LIST: A

Course Description

Drama contributes to the development of an understanding of the physical, emotional, intellectual, aesthetic, social, moral and spiritual dimensions of human experience.

The Drama General course engages students in drama processes, such as improvisation, play building, text interpretation, scenography and dramaturgy.

Students work independently and collaboratively, learning time management skills and interpersonal skills. The Drama General course requires them to develop and practise problem-solving through creative and analytical thinking processes. They develop their capacity to respond to, reflect on, and make informed judgements, using appropriate terminology and language to describe, analyse, interpret and evaluate drama.

Prerequisites

Nil

Time off campus

Two evenings

Career Pathways

The study of the Drama course can contribute to skills applicable in almost any field. It can also lead to employment in the performing arts and related areas.

Year 11

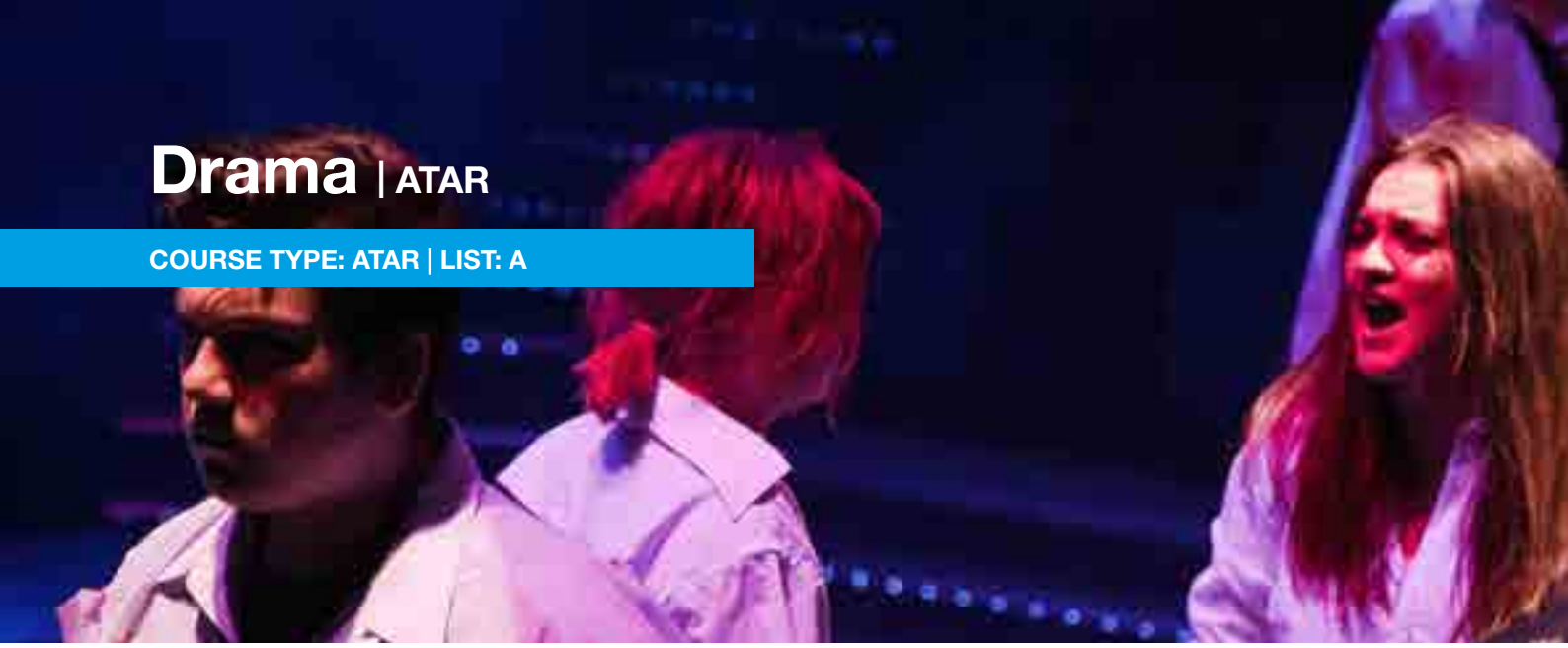
Unit 1: Dramatic Storytelling
The focus of this unit is dramatic storytelling. Students engage with the skills, techniques, processes and conventions of dramatic storytelling. Students view, read and explore relevant drama works and texts using scripts and/or script excerpts from Australian and/or world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

Unit 2: 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.

Year 12

Unit 3: Representational, realist drama
This unit focuses on the realisation of drama text, context, forms and styles through the application of a selected approach. Students explore how a chosen Theatre Practitioner realized drama in practice, through manipulation of elements of Drama.

Unit 4: Presentational, non-realist drama
This unit focuses on the approach to and interpretation of drama texts, contexts, forms and styles through a chosen Theatre Practitioner. The focus for this unit is interpreting and manipulating drama.



Drama | ATAR

COURSE TYPE: ATAR | LIST: A

Course Description

Drama contributes to the development of an understanding of the physical, emotional, intellectual, aesthetic, social, moral and spiritual dimensions of human experience.

The Drama ATAR course engages students in drama processes, such as improvisation, play building, text interpretation, scenography and dramaturgy.

Students will be engaged in the key activities of creation, performance and reflection. Students work independently and collaboratively, learning time management skills and interpersonal skills. The Drama ATAR course requires them to develop and practise problem-solving through creative and analytical thinking processes. They develop their capacity to respond to, reflect on, and make informed judgements, using appropriate terminology and language to describe, analyse, interpret and evaluate drama.

Prerequisites

Year 11: C Grade in Year 10 Drama or by interview, and ATAR English recommended; Year 12: interview/audition and ATAR English recommended.

Time off campus

Two evenings, one day.

Career Pathways

The study of the Drama course can contribute to skills applicable in almost any field. It can also lead to further study and/or careers in the performing arts and related areas.

Year 11

Unit 1: Representational, Realist Drama
This unit focuses on representational, realistic drama forms and styles. Students explore techniques of characterisation through different approaches to text interpretation, particularly those based on the work of Stanislavski and other representational drama.

Unit 2: Presentational, Non-Realist Drama
This unit focuses on presentational, non-realist drama. Students explore techniques of role and/or character through different approaches to text interpretation, particularly those based on the work of Brecht and other presentational drama.

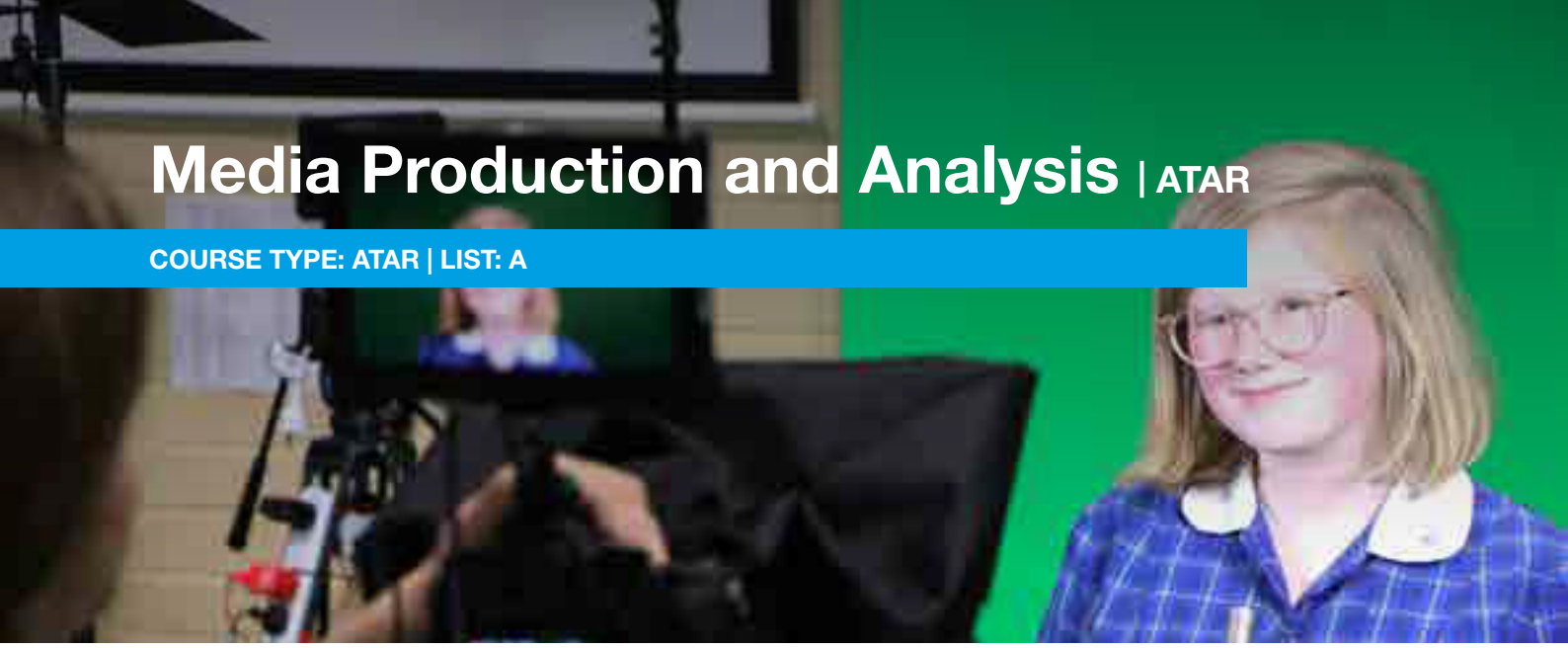
Year 12

In the context of drama in rehearsal, performance and response, students create, understand, select and combine drama, language, contextual knowledge, performance and production using oral and written communication.

Unit 3: The Realisation of Drama

This unit focuses on the realisation of drama text, context, forms and styles through the application of a selected approach. Students explore how a chosen Theatre Practitioner realized drama in practice, through manipulation of elements of Drama.

Unit 4: Approach and Interpretation
This unit focuses on the approach to and interpretation of drama texts, contexts, forms and styles through a chosen Theatre Practitioner. The focus for this unit is interpreting and manipulating drama.



Media Production and Analysis | ATAR

COURSE TYPE: ATAR | LIST: A

Course Description

The Media Production and Analysis course provides students with an exciting and rewarding pathway to understanding the media. The course has a strong film and television production focus while also incorporating elements of sound design, photography and Internet technologies. Through hands-on learning and engaging investigation tasks, students become more informed viewers and producers. Media Production and Analysis fuses elements of media, technology and English to create a well-rounded course that will reward the ambitions of a range of participants.

This course aims to prepare students for a future in a digital and interconnected world by providing the skills, knowledge and understandings to tell their own stories and interpret others' stories. Through the consumption of global media work, awareness of global issues creates a collective consciousness and sense of responsibility, giving rise to the notion of audiences also being global citizens. Media plays an increasingly powerful role in our society, so it is important that we teach young people how to respond critically to the messages it presents. Through the course students gain a strong understanding of visual storytelling and have opportunity to create compelling media products that address important social issues. Many humorous pieces of work have also been produced including music videos, current affairs stories and mockumentaries.

Prerequisites

ATAR English Requirement met

Time off campus

Nil

Career Pathways

Film making and broadcasting including internet broadcasting, camera operator, television production assistant, producing, directing, film/video editing, sound engineering, visual effects, education, law, politics, business, arts

Year 11

Unit 1: Popular Culture

Students analyse popular media, develop their own ideas and apply their understandings and skills in creating their own productions. They have the opportunity to explore popular media work, and learn how to interpret codes and conventions. Students develop production and analytical skills and apply their understanding of media languages and audiences while learning about and working in specific production contexts.

Unit 2: Influence

In contexts related to journalism students analyse and interact with journalistic genres and undertake more extensive research into the representation and reporting of groups and issues within media work. They draw on knowledge when developing ideas for their own productions. They become increasingly independent as they manipulate technologies and techniques to express their ideas in their productions.

Year 12

Unit 3: Media Art

Students will analyse and interact with contemporary and traditional examples of media art, identifying techniques and themes, meanings that are created and audiences' interpretations. They consider the representation of values and technological developments that influence perceptions of art within media work. Students develop production and analytical skills and apply their understanding of media languages and audiences while learning about and working in specific production contexts.

Unit 4: Power and persuasion

The focus for this unit is power and persuasion. Through this broad focus, students extend their understanding of persuasive media, examining the way the media is able to reflect, challenge and shape values and attitudes.

Media Production and Analysis | GENERAL

COURSE TYPE: GENERAL | LIST: A

Course Description

The Media Production and Analysis General course aims to prepare students for a future in a digital and interconnected world by providing the skills, knowledge and understandings to tell their own stories and interpret the stories of others. Students are encouraged to explore, experiment and interpret their world, reflecting and analysing contemporary life, while understanding that this is done under social, cultural and institutional constraints. Students, as users and creators of media products, consider the important role of audiences and their context. This course focuses on the development of technical skills in the practical process.

Prerequisites

None

Time off campus

Nil

Year 11

Unit 1: Mass Media

Within this broad focus, students reflect on their own use of the media, common representations, including the examination of characters, stars and stereotypes and the way media is constructed and produced. Students analyse, view, listen to and interact with common media work from their everyday use. They also generate ideas and, with the assistance of their teachers, learn the basic production skills and processes as they apply their knowledge and creativity in their productions.

Unit 2: Point of View

In this unit, students will be introduced to the concept and learn how a point of view can be constructed. They will analyse media work and construct a point of view in their own productions. They learn about production processes. and some of the controls that influence decision making in media production. Students develop strategies and production skills when creating their own media work.

Career Pathways

Film making and broadcasting including internet broadcasting, camera operator, television production assistant, producing, directing, film/video editing, sound engineering, visual effects, education, law, politics, business and arts.

Year 12

Unit 3: Entertainment

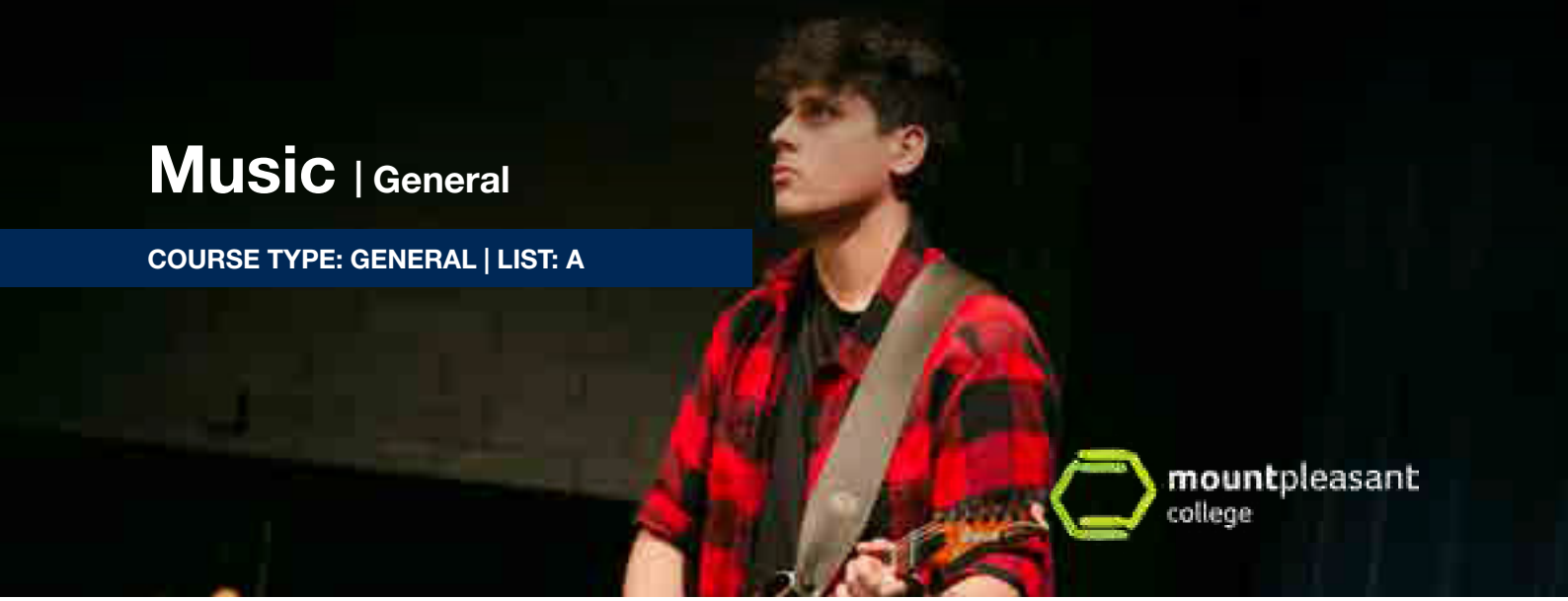
Students expand their understanding of media languages, learning how codes and conventions are used to construct entertainment media. They examine the process of representation and the way values are constructed in media work. They also generate ideas and learn production skills and processes as they apply their knowledge and creativity in their productions.

Unit 4: Power and persuasion

Representation is the act of re-presenting or constructing identities, places or ideas based on shared values and understandings. Students will consider different types of representations and how they relate to the construction of reality within media work. They learn about production controls, constraints and responsibilities. Students continue to develop strategies and production skills when creating their own media work.

Music | General

COURSE TYPE: GENERAL | LIST: A



Course Description

The Music General course is structured to facilitate the growth of student's God-given musical gifts and provide opportunities to explore aspects of the performing arts in a format that acknowledges the individuality of each student.

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. Students will be stretched as artists, which will open up new career possibilities for music composition and professional performance. Students will also gain experience in music composition and recording, learning valuable music production skills and experience using the latest in music production technology, creating new career possibilities for music recording studio work. 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.

The written component includes aural and theory application covering all aspects of the elements of music, composition and arrangement, and investigation and analysis. The practical component includes options that students can choose from: performance repertoire, composition portfolio or a combination of performance and composition portfolio.

Prerequisites

Year 10 Music by Interview/Audition

Time off campus

Nil

Career Pathways

Studying music provides the basis for significant lifelong engagement and enjoyment, and fosters understanding and respect for all music and music practices across different times, places, cultures and contexts. It could lead to ministry opportunities and post-secondary training in the music industry, education and the performing arts.

Year 11 and 12

Units 1- 4

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 selected for study. Students develop skills, confidence and stylistic awareness to engage in music making as performers and audience members both individually and collaboratively.

Practical Component

Students can select **one** of three options to complete the practical components in each of the four units:

Performance, Composition portfolio, Production or Practical Project.

The suggested contexts could include Western Art Music, Jazz, Contemporary Music, Music Theatre, Music for Film and Television, World and Indigenous Music or Music Technology.

Music | ATAR

COURSE TYPE: ATAR | LIST: A

Course Description

The ATAR Music course is structured to facilitate the growth of student's God-given musical gifts and provide opportunities to explore aspects of the performing arts in a format that acknowledges the individuality of each student.

Students listen, perform, improvise, compose and analyse music, developing skills to confidently engage with diverse musical experiences both independently and collaboratively. Through continuous sequential music learning, students develop music 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.

This course encourages students to explore a range of musical experiences through a choice of different musical contexts and experiences. The course consists of a written component and a practical component, each worth 50%. It covers the following four content areas: aural and theory, composition and arrangement, cultural and historical analysis, performance.

Prerequisites

Audition/interview

Time off campus

Delivery of the **practical component** typically includes individual tuition from an instrumental/vocal or composiiton teacher which generally takes place outiside of class contact hours. Students can choose to perform on an instrument or voice and/or submit a composition portfolio to fulfil the requirements of the practical component.

Career Pathways

Studying music provides the basis for significant lifelong engagement and enjoyment, and fosters understanding and respect for all music and music practices across different times, places, cultures and contexts. It could lead to ministry opportunities and post-secondary training in the music industry, education and the performing arts.

Year 11

Unit 1: Elements

The music analysis these for this unit is **Elements**. Students respond to music as they explore the creative application of music elements across time, place and culture. The gain greater familiarity with how and why music is created by engaging with a range of designated works, developing their understanding and use of music elements.

Unit 2: Narratives

The music analysis theme for this unit is **Narratives**. Students understand that music elements can be maniulated to expressively communicate narrative. Through the combination of music and narrative, composers can provoke strong emotional responses from audiences. This unit aims to develop a more sophisticated understanding of how music elements have been manipulated for specific storytelling purposes.

Year 12

Unit 3: Identities

The music analysis theme for this unit is **Identities**. What can music tell us about people? Through the journey of critically considering how music can be used as a powerful form of expression, students explore the potential for music to communicate identity.

Unit 4: Innovations

The music analysis theme for this unit is **Innovations**. What drives a composer to create something truly different? Innovation within music is a result of ideas driven by personal experience, and socio-political and cultural influences. Students analyse and understand music that demonstrates innovative use of music elements and concepts, responding to how this challenged, further developed or reimagined music traditions to create new ideas, and communicate new meanings.

Science

Mr Zalman Jacques

Head of Science

Biology | ATAR

COURSE TYPE: ATAR | LIST: B

Course Description

Biology is the study of the fascinating diversity of life as it interacts and functions. Investigation of biological systems and their interactions, from cellular processes to ecosystem dynamics, has led to biological knowledge and understanding that enable us to explore and explain everyday observations, find solutions to biological issues, and understand the processes of biological continuity and change over time. Living systems are interconnected and interact at a variety of spatial and temporal scales, from the molecular level to the ecosystem level. Analysis of how living systems change over time involves understanding of the factors that impact on the system, and investigation of system mechanisms to respond to internal and external changes and ensure continuity of the system. The theory of evolution by natural selection is critical to explaining these patterns and processes in biology, and underpins the study of all living systems.

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

This course explores ways in which scientists work collaboratively and individually in a range of integrated fields to increase understanding of an ever-expanding body of biological knowledge. Students develop their investigative, analytical and communication skills through field, laboratory and research investigations of living systems and through critical evaluation of the development, ethics, applications and influences of contemporary biological knowledge in a range of contexts.

Prerequisites

B Grade in Science and 65% in Year 10 Biology

Time off campus

Day excursion

Career Pathways

Medical, veterinary, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation and ecotourism.

Year 11

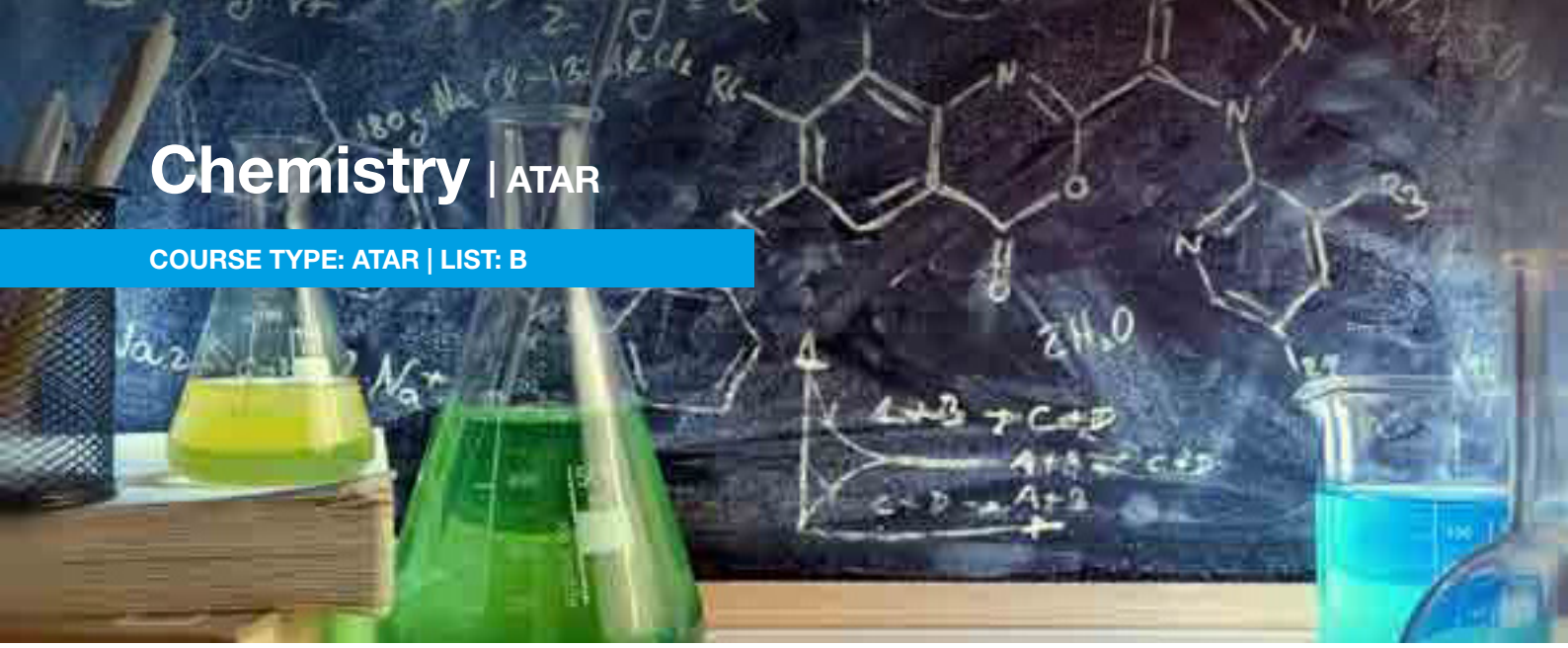
Unit 1: Ecosystems and biodiversity
Students analyse abiotic and biotic ecosystem components and their interactions, using classification systems for data collection, comparison and evaluation.

Unit 2: From single cells to multicellular organisms
Students investigate the interdependent components of the cell system and the multiple interacting systems in multicellular organisms.

Year 12

Unit 3: Continuity of Species
Students investigate mechanisms of heredity and the ways in which inheritance patterns can be explained, modelled and predicted. They connect these patterns to population dynamics and apply the theory of evolution by natural selection in order to examine changes in populations.

Unit 4: Surviving in a Changing Environment
Students investigate system change and continuity in response to changing external conditions and pathogens, they investigate homeostasis and the transmission and impact of infectious disease, and they consider the factors that encourage or reduce the spread of infectious disease at the population level.



Chemistry | ATAR

COURSE TYPE: ATAR | LIST: B

Course Description

Chemistry is the study of materials and substances and the transformations they undergo through interactions and the transfer of energy. Chemists can use an understanding of chemical structures and processes to adapt, control and manipulate systems to meet particular economic, environmental and social needs. This includes addressing the global challenges of climate change and security of water, food and energy supplies, and designing processes to maximise the efficient use of Earth's finite resources. The Chemistry ATAR course develops students' understanding of the key chemical concepts and models of structure, bonding, and chemical change, including the role of chemical, electrical and thermal energy.

Students learn how models of structure and bonding enable chemists to predict properties and reactions and to adapt these for particular purposes. They learn how to apply concepts to every day situations, biochemistry and industrial processes. They will understand the fundamental chemistry behind protein synthesis, polymers, production of biofuel and ethanol, industrial process such as the Haber and Contact process, analytical techniques and acid chemistry, such as buffers, implications of changes to pH and the effect this has on our environment. Students will also develop skills that will allow them to quantitatively analyse different chemical processes.

Prerequisites

B Grade in Science, 65% in Year 10 Chemistry and a C grade in Advanced Maths.

Time off campus

Day excursion.

Career Pathways

Forensic science, environmental science, engineering, medicine, dentistry, pharmacy, sports science, art, wine making, agriculture and food technology.

Year 11

Unit 1: Chemical Fundamentals
Students use models of atomic structure and bonding to explain the macroscopic properties of materials. They develop understanding of energy changes in chemical reactions and the use of chemical equations to calculate masses of substances involved in chemical reactions.

Unit 2: Molecular interactions and reactions
Students continue to develop their understanding of bonding models and the relationship between structure, properties and reactions, including consideration of the factors that affect the rate of chemical reactions. Students investigate the unique properties of water and the properties of acids and bases, and use chemical equations to calculate the concentrations and volumes of solutions involved in chemical reactions.

Year 12

Unit 3: Equilibrium, acids and bases, and redox reactions
Students investigate the concept of reversibility of reactions and the dynamic nature of equilibrium in chemical systems, contemporary models of acid-base behaviour that explain their properties and uses, and the principles of oxidation and reduction reactions, including the generation of electricity from electrochemical cells.

Unit 4: Organic chemistry and chemical synthesis
Students develop their understanding of the relationship between the structure, properties and chemical reactions of different organic functional groups. Students also investigate the process of chemical synthesis to form useful substances and products and the need to consider a range of factors in the design of these processes.

Human Biology | General

COURSE TYPE: GENERAL | LIST: B

Course Description

Students will learn about themselves, relating the structure of the different body systems (anatomy) to their function (physiology) and understanding the interdependence of these systems in maintaining life.

Reproduction, growth and development of the unborn baby are studied to develop an understanding of the effects of lifestyle choices. Students will engage in activities exploring the coordination of the musculoskeletal, nervous and endocrine systems.

They explore the various methods of transmission of diseases and the responses of the human immune system. Students research new discoveries that help increase our understanding of the causes and spread of disease in a modern world. This is particularly relevant in today's society. They will learn to think critically, evaluate evidence, solve problems, and effectively communicate their understanding in scientific ways.

The intention of the course is to assist students in becoming rational and responsible citizens with the skills to evaluate risks and identify ethical concerns and benefits in order to make informed decisions about matters relating to lifestyle and health.

Prerequisites

Nil

Time off campus

Nil

Career Pathways

Social work, medical and paramedical fields, food and hospitality, childcare, sport, nutrition, laboratory science and health education.

Year 11

Unit 1: Healthy Body

The emphasis of this unit is on how the systems of the human body are interrelated to help sustain functioning to maintain a healthy body. The unit covers: characteristics of life, body organisation, respiratory system, circulatory system, digestive system, nutrition and diet, urinary system.

Unit 2: Reproduction

The emphasis of this unit is on the role of males and females in reproduction, including contraception, healthy development of embryos and foetuses and the issues of sexually transmitted infections. The unit covers: genetic material, cell division, reproductive systems, pregnancy, reproductive technologies, sexually transmitted infections (STIs).

Year 12

Unit 3: Coordination

This unit explores bones, muscles, nerves and hormones and how they maintain the body to act in a coordinated manner.

Unit 4: Infectious disease

This unit explores the causes and spread of disease and how humans respond to invading pathogens.

Human Biology | ATAR

COURSE TYPE: ATAR | LIST: B

Course Description

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

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

Prerequisites

B Grade in Science and 65% in Year 10 Biology.

Time off campus

Day excursion

Career Pathways

Science education, medical and paramedical fields, food and hospitality, childcare, sport and social work.

Year 11

Unit 1: The Functioning Human Body
In this unit, students analyse how the structure and function of body systems, and the interrelationships between systems, support metabolism and body functioning.

Unit 2: Reproduction and inheritance
In this unit, students study the reproductive systems of males and females, the mechanisms of transmission of genetic material from generation to generation, and the effects of the environment on gene expression.

Year 12

Unit 3: Homeostasis and disease
This unit explores the nervous and endocrine systems and the mechanisms that help maintain the systems of the body to function within normal range, and the body's immune responses to invading pathogens.

Unit 4: Human variation and evolution
This unit explores the variations in humans, their changing environment and evolutionary trends in hominids.

Integrated Science | General

COURSE TYPE: GENERAL | LIST: B

Course Description

Science is a dynamic, collaborative human activity that uses distinctive ways of valuing, thinking and working to understand natural phenomena. Science is based on people's aspirations and motivations to follow their curiosity and wonder about the physical, biological and technological world. Scientific knowledge represents the constructions made by people endeavouring to explain their observations of the world around them. Scientific explanations are built in different ways as people pursue intuitive and imaginative ideas, respond in a rational way to hunches, guesses and chance events, challenge attitudes of the time, and generate a range of solutions to problems, building on existing scientific knowledge. As a result of these endeavours, people can use their scientific understandings with confidence in their daily lives. Because scientific explanations are open to scrutiny, scientific knowledge may be tentative and is continually refined in the light of new evidence.

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, and encourages student collaboration and cooperation with community members employed in scientific pursuits. It requires them to be creative, intellectually honest, to evaluate arguments with scepticism, and to conduct their investigations in ways that are ethical, fair and respectful of others.

Prerequisites

Nil

Time off campus

Day excursion

Career Pathways

The Integrated Science General course is inclusive and aims to be attractive to students with a wide variety of backgrounds, interests and career aspirations.

Year 11

Unit 1: Biological and Earth systems

The emphasis of this unit is on biological and Earth systems, focusing on the following topics: interrelationships between Earth systems, structure and function of biological systems, ecosystems and sustainability, species continuity and change.

Unit 2: Physical and chemical systems

The emphasis of this unit is on physical and chemical systems, focusing on the following topics: atomic structure, chemical reactions, mixtures and solutions, motion and forces, energy.

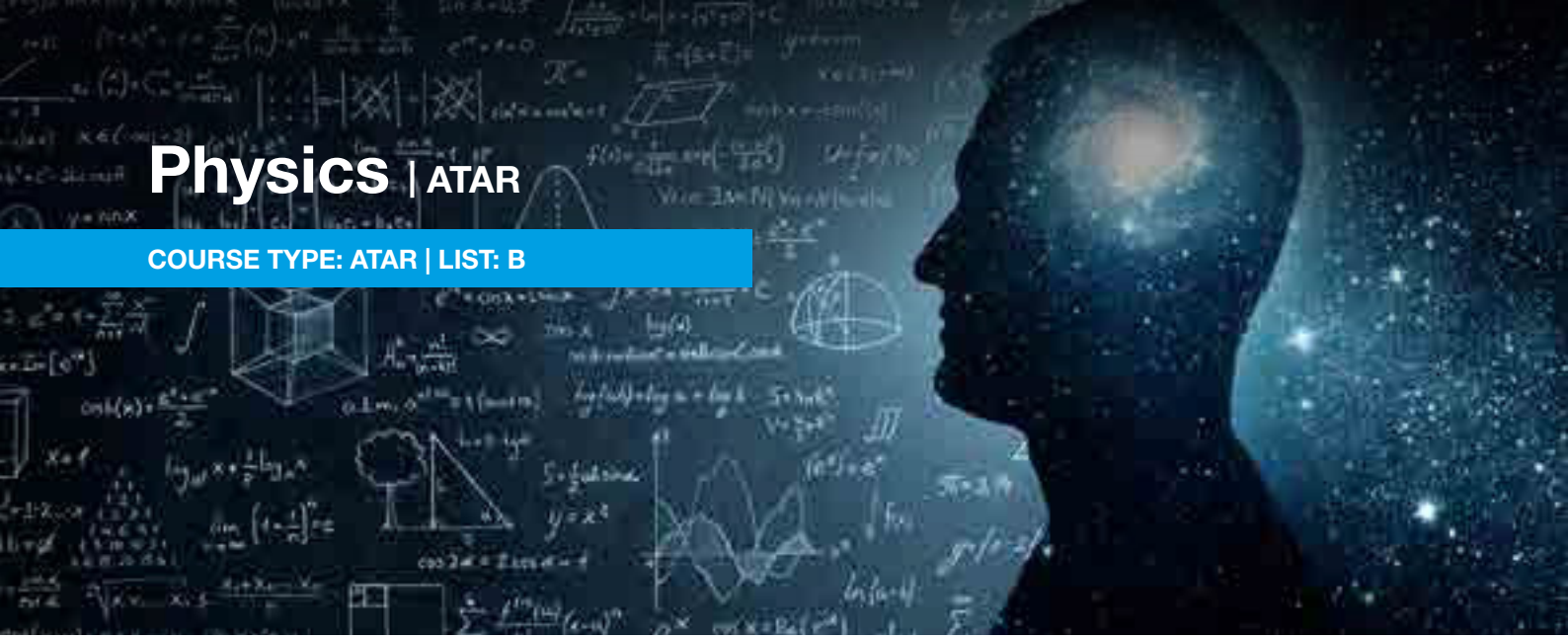
Year 12

Unit 3: Water

Through an integrated, scientific approach, this unit focuses on water as a resource and its importance to life on Earth.

Unit 4: Energy

This unit focuses on energy, energy uses, energy production and sustainability of energy resources, through an integrated scientific approach.



Physics | ATAR

COURSE TYPE: ATAR | LIST: B

Course Description

Physics is concerned with the study of matter, energy and their interactions. From ancient times people have marvelled at the world that God has created for our enjoyment; at the sunsets and rainbows, waterfalls and birds in flight, lightning and auroras, to mention but a few. Physics is a subject that enables us to investigate and understand these phenomena. It allows us to be better stewards of our planet and therefore honour our Biblical mandate as the custodians of planet Earth.

Students investigate how the unifying concept of energy explains diverse phenomena and provides a powerful tool for analysing how systems interact throughout the universe on multiple scales. Students learn how more sophisticated theories, including quantum theory, the theory of relativity and the Standard Model, are needed to explain more complex phenomena, and how new observations can lead to models and theories being refined and developed.

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

Studying senior secondary science provides students with a suite of skills and understandings that are valuable to a wide range of further study pathways and careers. Studying physics will enable students to become citizens who are better informed about the world around them and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues.

Prerequisites

B Grade in Science and 65% in Year 10 Physics. Maths Methods is a co-requisite for Physics and mus be chosen with Year 11/12 physics.

Time off campus

Day excursion

Career Pathways

Engineering, forensics, radiology, technological development and aviation, sciences, medicine, as well as economics, finance, management, law and public policy.

Year 11

Unit 1: Thermal, nuclear and electrical physics
Students investigate energy production by considering heating processes, radioactivity and nuclear reactions, and investigate energy transfer and transformation in electrical circuits.

Unit 2: Linear motion and waves
Students describe, explain and predict linear motion, and investigate the application of wave models to sound phenomena.

Year 12

Unit 3: Gravity and electromagnetism
Students investigate models of motion in gravitational, electric and magnetic fields to explain how forces act at a distance.

Unit 4: Revolutions in modern physics
Students use the theory of electromagnetism to explain the production and propagation of electromagnetic waves and investigate how shortcomings in existing theories led to the development of the quantum theory of light and matter, the Special Theory of Relativity, and the Standard Model of particle physics.

Psychology | ATAR

COURSE TYPE: ATAR | LIST: B

Course Description

In the Psychology ATAR Course students will be introduced to psychological knowledge which supports an understanding of the way individuals function in groups. Students learn about major psychological models and theories, and the methods used to conduct scientific investigations in the discipline of psychology.

Students apply research methods and ethical principles as they analyse data to illustrate how empirical procedures are used to examine phenomena, such as memory, attention, attitudes, personality and group behaviour.

Acquiring this foundation of scientific method and critical thinking is a valuable skill which students can apply throughout their study, work and everyday lives.

Prerequisites

B Grade in Science and meet ATAR English requirements

Time off campus

Day excursion

Career Pathways

Education, human resources, social sciences, sales, media and marketing and management.

Year 11

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

Unit 2: Developmental Psychology
Students analyse twin and adoption studies to gain insight into the nature/nurture debate and look at the role of play in assisting development. Students explore what is meant by the term personality and examine historical perspectives used to explain personality. They also explore behaviour and causes of prejudice. Psychological research methods studied in Unit 1 are further developed.

Year 12

Unit 3: Understanding human behaviour
Students will examine how messages are sent to the brain and investigate how behaviour is influenced or not influenced by learnings. Students learn about the impact of others on individual behaviour and examine the socialisation processes observed within families as well as how social background and gender can shape communication styles. They expand on their knowledge of ethics in psychological research by considering the role of the experimenter and participants' rights such as privacy and anonymity.

Unit 4: Theories of Development
Students will review contemporary personality theories and their limitations and analyse famous experiments conducted by Asch, Milgram and Zimbardo. They also gain an understanding into factors that shape a sense of community and explore the varied responses individuals have to significant events.

Technology, Enterprise & Visual Arts

Mr Clive Smith

Head of Technology, Enterprise and Visual Arts

Children, Family and the Community | General

COURSE TYPE: GENERAL | LIST: A

Course Description

The Children, Family and the Community course provides opportunities to develop in each student an understanding of the diversity of Australian Society and how individual, family and societal factors influence the development, health status and wellbeing of infants and children. Christian values are emphasised as the development of children in the cognitive, physical, social, emotional and spiritual domains are studied.

The course is designed to facilitate the achievement the following four outcomes: exploring human development, applying the technology process to meet human needs, applying self-management and interpersonal skills, understanding of society and support systems.

In order for students to achieve these outcomes, the course presents information and provides practical experiences that are of value for future parenting and/or childcare roles. It also provides a valuable foundation for further courses at both TAFE and university level in fields relating to the care and education of infants and children.

Prerequisites

Nil. Students need to have a genuine interest in learning about the development of young children and interacting with them in the various practical components contained within the units of study.

Time off campus

Nil

Career Pathways

Educations, nursing, community services, childcare and health.

Year 11

Unit 1: Families and relationships

This unit focuses on family uniqueness. Students examine the role of families and the relationships between individuals, families and their communities. Through an understanding of growth and development, students recognise the characteristics of individuals and families and that development is affected by biological and environmental influences.

Unit 2: Our community

This unit focuses on families, relationships and living in communities. The influence of biological and environmental factors, lifestyle behaviours and health status on growth and development is studied. Students explore the health of individuals and communities and the protective and preventative strategies that impact on growth and development.

Year 12

Unit 3: Building on relationships

Students investigate the principles of development. Students examine and evaluate products, services and systems for individuals and families. They examine the diverse and dynamic nature of families in Australia. They recognise and acknowledge cultural diversity, and inequity and injustice issues. Students develop effective self-management and interpersonal skills to recognise and enhance personal relationships, enabling them to take active roles in society.

Unit 4: My place in the community

Students examine the effect on an individual's development and wellbeing in a society characterised by rapid change. They explore contemporary Australian issues or trends relating to families and communities and are introduced to a range of advocacy types.

Hospitality | Certificate III in Hospitality

COURSE TYPE: VOCATIONAL EDUCATION AND TRAINING | VET COURSE NUMBER: SIT30616

Course Description

This course is a Nationally Accredited Training Certificate that is recognised and accredited by both the Hospitality and Catering Industry and TAFE. Students will complete 16 Units of Competency.

This course provides the skills and knowledge to be competent in a range of kitchen functions and activities that require the application of a limited range of practical skills in a defined context. Work would be undertaken in various hospitality enterprises where food is prepared and served, including restaurants, hotels, catering operations, clubs, pubs, cafés, cafeterias and coffee shops. Individuals may work with some autonomy or in a team but usually under close supervision.

During this course students will develop industry related cooking techniques and skills on industry standard equipment. A variety of meals will be prepared and served and there will be opportunities for students to plan menus and cater for large scale functions. During practical tasks, commercial standards in preparation and practice will be upheld. Students are expected to show commitment to this course, to their group members and to class attendance. If too many practical lessons are missed, skills are not developed and group work is hindered.

A small additional cost of $75 per Certificate (paid once only for the entire year course). A course levy fee applies of $545 applies.

Prerequisites

C Grade in English and Maths or have completed OLNA Literacy and Numeracy Category 3

Time off campus

Nil

Career Pathways

The qualification is suitable for an Australian apprenticeship pathway. Possible career opportunities include: breakfast cook, short order cook and fast food cook.

Course Outline

The VET course is competency based and students will be assessed on the elements required in each unit. Students will need to demonstrate that they are competent against the standards that have been developed by industry for satisfactory performance in the workplace.

This course is offered in partnership with the Training Institute of Australasia.

RTO number 52612. Visit www.tiawa.com.au for more information about this course.

Information, Digital Media and Technology | Certificate III

COURSE TYPE: VOCATIONAL EDUCATION AND TRAINING | VET COURSE NUMBER: ICT30118

Course Description

The current IT world requires employees who are highly proficient in the technological aspects of Information Technology and also can apply a broad range of practical troubleshooting expertise to a given situation. Motivated individuals who have these abilities and also show initiative, creativity and a professional attitude are highly sought after by employers the world over.

You may be considering embarking upon a career in IT, or maybe use this qualification as a stepping-stone to further studies. The Certificate III in IDM and T is particularly valuable even if you end up studying in a different field. Completion of this course will provide depth and substance to your resume and be complimentary to any further study you do. By completing the assessments and research projects for the course, students are preparing to work in industry with limited supervision and be assessed at industry standards in order to achieve certification.

Prerequisites

Nil

Time off campus

Nil

Career Pathways

Possible career opportunities include: Web Developer, Mobile App Developer or an Applications Programmer

Course Outline

The VET course is competency based and students will be assessed on the elements required in each unit. Students will need to demonstrate that they are competent against the standards that have been developed by industry for satisfactory performance in the workplace.

This course is offered in partnership with Skills Strategies International.

RTO number 2401. Visit www.skillstrategies.wa.edu.au for more information about this course.

Metalwork: Material, Design and Technology | General

COURSE TYPE: GENERAL | LIST: B

Course Description

The Materials Design and Technology General course is a practical course. The course allows students to explore and use metals as a primary material, with the design and manufacture of products as the major focus. There is also the flexibility to incorporate additional materials from outside the designated contexts. 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. Students examine social and cultural values and the short-term and long-term impacts of the use and misuse of materials and associated technologies. Through this inquiry, experimentation and research, students develop their creativity and understanding of the society in which they live.

Working with materials, students develop a range of manipulation, processing, manufacturing and organisational skills. When designing with materials, they develop cognitive skills, such as solving problems, generating ideas, creative design strategies and communicating what they do. This makes them more technologically literate and, as consumers, enables them to make more informed decisions about the use and misuse of technology.

Prerequisites

Nil

Time off campus

One day excursion to ECU Engineering Faculty and an industry leading Engineering company

Career Pathways

Metal fabrication, welder, sheet metal work, fitter and turner, trades assistant

Year 11

Unit 1: Design, production and materials
Students develop an understanding of design and consider human factors involved in the design, production and use of their projects. They develop creative thinking strategies and work on design projects within specified constraints. They learn about a variety of materials, making appropriate materials selection for design needs. They develop skills and techniques appropriate to the materials and gain practice in planning and managing the production of design projects.

Unit 2: Client, target audience and market
Students learn about the nature of designing for a client, target audience or market. They learn about the environmental impacts and issues related to materials and production techniques. They consider environmental issues related to the sustainability and recycling of materials. Students extend their understanding of safe working practices and contemporary manufacturing techniques.

Year 12

Unit 3: Design aesthetics
Students extend their understanding of design aesthetics through the application of elements and principles of design and the use of creative and critical thinking strategies. They work with a self-directed design brief to design products to meet needs. Students investigate materials and analyse the molecular structure, material characteristics, and methods of processing appropriate to their application and use. They select and use methods for communicating ideas and design development.

Unit 4: Historical and contemporary design
Students analyse cultural and social factors which may have influenced historical and contemporary design. They critically examine current products and explore how emerging materials and technologies may affect, and be incorporated into, the design and development of future products. Students incorporate a wide range of design concepts and apply sophisticated conceptualisation skills and production processes to realising design ideas.

Textiles: Material, Design and Technology | General

COURSE TYPE: GENERAL | LIST: A

Course Description

This is not a traditional sewing course but instead embraces a practical contemporary focus to meet the needs of students seeking to explore opportunities in textiles and fashion design. Students will develop their understanding of how design works within a textiles context and reflect on core design elements of fashion and textiles as a part of the course work. Students explore key design understandings, investigating a range of opportunities to use the design process in order to produce quality textile products. Students will be introduced to the fundamentals of design with a focus on principles and practices including the use of elements in design aesthetics, the influence of consumer markets on design and the consideration of the relationship between design, society and culture.

The awareness of historical design developments and current innovations in textile technology delivered through the course enables students to develop manipulative, organisational and manufacturing skills while building upon their current ability to create, problem-solve, analyse and communicate. While undertaking this course students are encouraged to consider the design process as a reflection of God's on going creative ability and the innovation God has demonstrated by investing in mankind the ability to design, produce and create.

Prerequisites

Nil

Time off campus

Nil

Career Pathways

Fashion Production Assistant, Design Assistant, Pattern Cutter, Sample Machinist, Fashion Event Organiser, Visual Merchandiser, Fashion Illustrator, Retail Fashion Assistant

Year 11

Unit 1: Design, production and materials

Students develop an understanding of design and consider human factors involved in the design, production and use of their projects. They develop creative thinking strategies and work on design projects within specified constraints. They learn about a variety of materials, making appropriate materials selection for design needs. They develop skills and techniques appropriate to the materials and gain practice in planning and managing the production of design projects.

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Year 12

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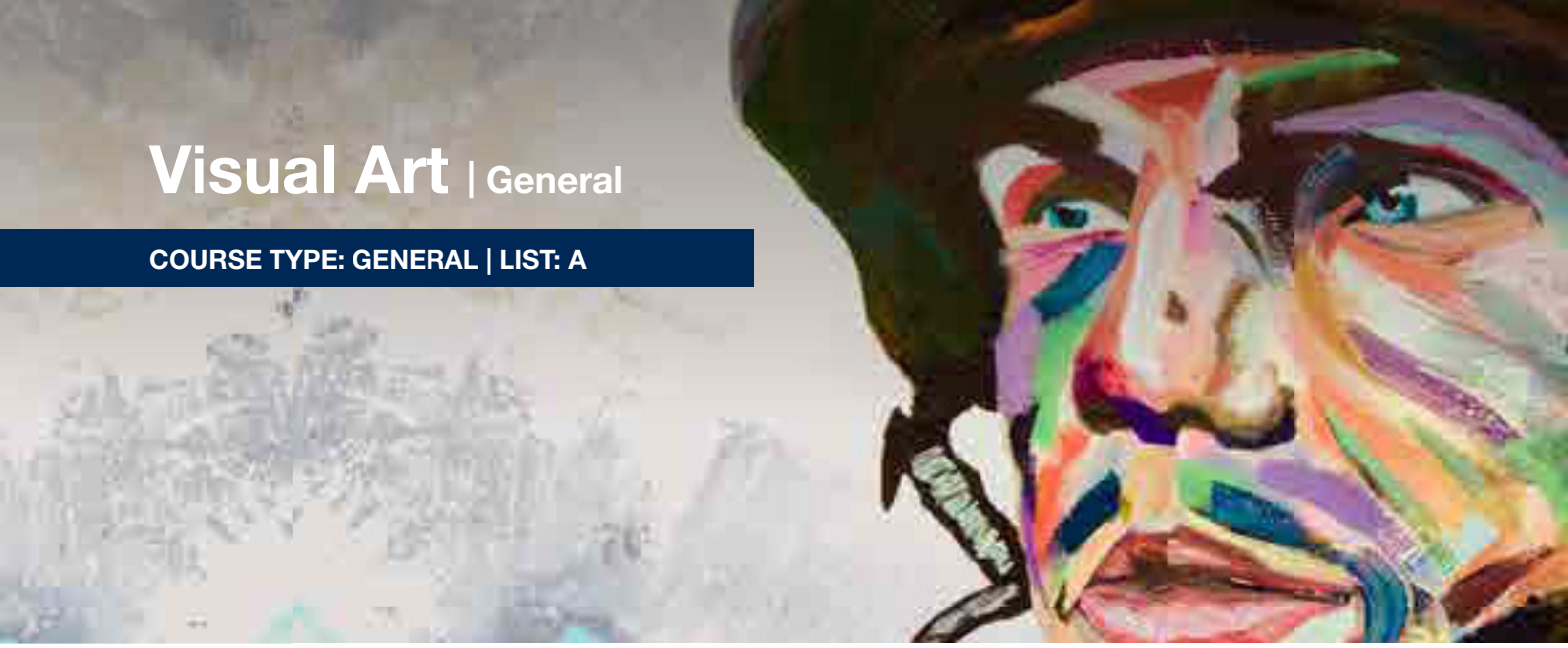
Visual Art | General

COURSE TYPE: GENERAL | LIST: A



Course Description

Students express original ideas and feelings creatively through resolved artworks. They are given a themed project brief each semester and work in a progressive and explorative manner to produce a highly resolved unique artwork.

Each project has flexibility for student modification and encourages individuals to focus on a preferred media in order to achieve a level of mastery in technique. Innovation is encouraged through a process of inquiry, exploration and experimentation. They engage in art making processes in traditional and new media areas which involve exploring, selecting and manipulating materials, techniques, processes, emerging technologies and responses to life. This course allows students to engage in traditional, modern and contemporary art forms and conventions, such as sculpture, painting, drawing, graphic design, printmaking, collage, ceramics, earth art, video art, installations, textiles, performance, photography, montage, multimedia, and time-based works and environments. Students gain knowledge, understanding and an appreciation of art and culture, both in Australian and international contexts. They research artists and movements from the history of art, and use the elements and principles of design to assist in making informed evaluations of art. Students are encouraged to consider the meaning of artworks through a Christian perspective.

Prerequisites

Nil

Time off campus

Nil

Year 11

Unit 1: Experiences

Students develop artworks based on personal experiences. They participate in selected art experiences aimed at developing a sense of observation. Students discover ways to compile and record their experiences through art activities and projects that promote understanding of visual language. They use experiences to develop appreciation of the visual arts in their everyday lives and acquire art skills using processes of experimentation and discovery.

Unit 2: Explorations

Students explore ways to generate and develop ideas using stimulus materials and explorations from their local environment. They investigate the work of other artists, learn to identify stylistic features of art forms, and explore ways to manipulate art elements and principles to generate, develop and produce their own artwork. They manipulate media and materials in a range of art forms, recording and reflecting on their artistic achievements. In developing course matter for artworks, students explore ways to express personal beliefs, opinions and feelings.

Career Pathways

Careers in museums, galleries, art education, crafts related fields, graphic design, illustration, photography. Careers that require creative thinking and problem-solving skills.

Year 12

Unit 3: Differences

Students explore approaches to drawing and understand that each artist has their particular way of making marks to convey personal vision. They examine how visual language and media choices convey function and meaning, and use media and technologies to explore, create, and communicate ideas. They recognise that visual artwork is subject to different interpretations and develop awareness of styles of representation, examining distinctly individualistic approaches of various artists.

Unit 4: Identities

Students use stimulus materials and investigative approaches as starting points to create artwork. They develop a personal approach to the development of ideas and concepts, making informed choices about the materials, skills, techniques and processes used to resolve and present their artwork. They develop an awareness of how the visual arts may be both socially confirming and questioning, analyse their own cultural beliefs and values, and develop deeper understandings of their own personal visual arts heritage.

Visual Art | ATAR

COURSE TYPE: ATAR | LIST: A

Course Description

The Visual Art course encourages students to express original ideas and feelings creatively through resolved artworks. Students are given a themed project brief each semester and work in a progressive and explorative manner to produce a highly resolved unique artwork. Each project has flexibility for student modification and encourages individuals to focus on a preferred media in order to achieve a level of mastery in technique. The ATAR course provides opportunities for applied learning but there is a focus on academic learning, suitable for students aspiring to university entry. Students gain knowledge, understanding and appreciation of art and culture, both in Australian and international contexts. They analyse and evaluate their own works and the works of others from a range of historical and cultural viewpoints, and develop an appreciation of the role of art in the community and their daily lives. Through their art experiences, they come to an understanding of broader questions about the values and attitudes held by individuals and societies, and gain an awareness of the role that art plays in reflecting, challenging and shaping societal values. Students are encouraged to consider the meaning of artworks through a Christian perspective.

Prerequisites

A Grade in Visual Art and ATAR English requirement met

Time off campus

Nil

Year 11

Unit 1: Experiences

Students develop artworks based on personal experiences. They participate in selected art experiences aimed at developing a sense of observation. Students discover ways to compile and record their experiences through art activities and projects that promote understanding of visual language. They use experiences to develop appreciation of the visual arts in their everyday lives and acquire art skills using processes of experimentation and discovery.

Unit 2: Explorations

Students explore ways to generate and develop ideas using stimulus materials and explorations from their local environment. They investigate the work of other artists, learn to identify stylistic features of art forms, and explore ways to manipulate art elements and principles to generate, develop and produce their own artwork. They manipulate media and materials in a range of art forms, recording and reflecting on their artistic achievements. In developing course matter for artworks, students explore ways to express personal beliefs, opinions and feelings.

Career Pathways

Careers in museums, galleries, art education, crafts related fields, graphic design, illustration, photography. Careers that require creative thinking and problem-solving skills.

Year 12

Unit 3: Differences

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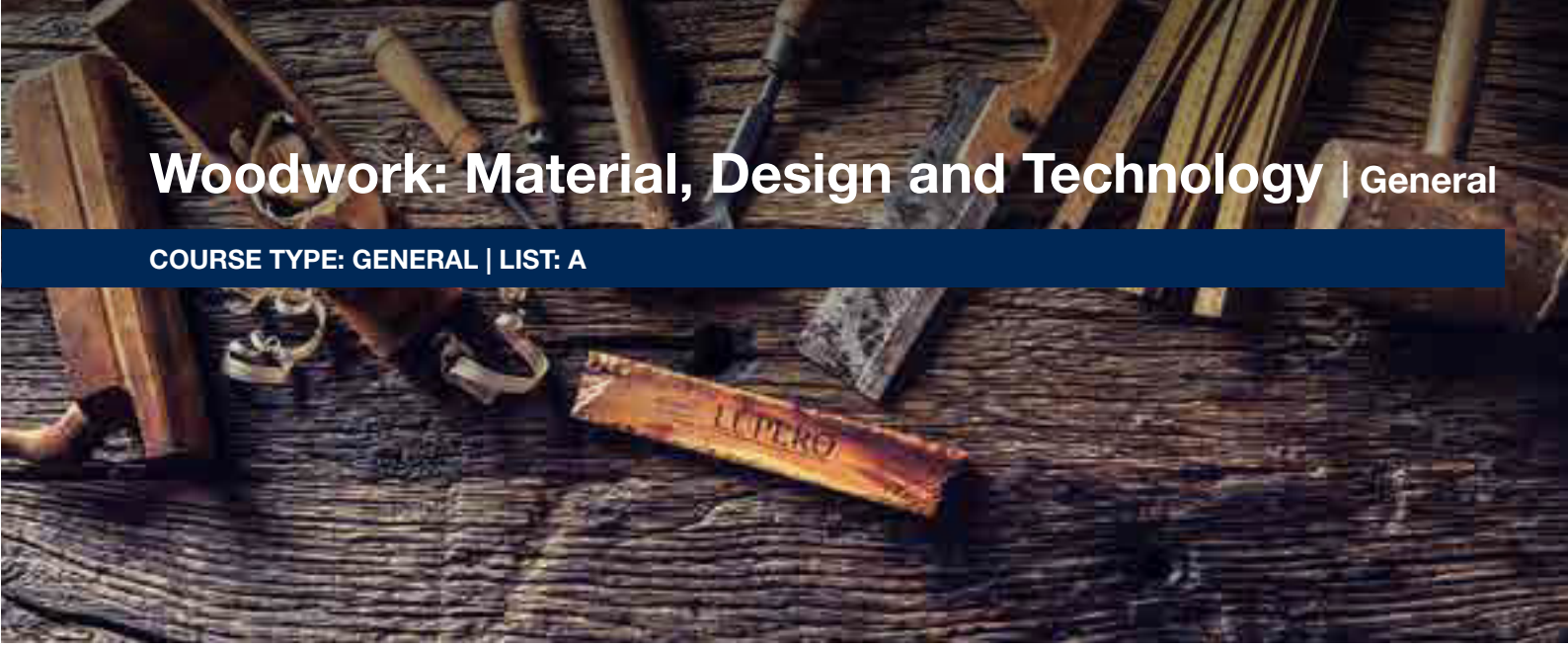
Woodwork: Material, Design and Technology | General

COURSE TYPE: GENERAL | LIST: A



Course Description

The Materials Design and Technology General course is a practical course. The course allows students to explore and use wood as a primary material, with the design and manufacture of products as the major focus. There is also the flexibility to incorporate additional materials from outside the designated contexts. 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. Students examine social and cultural values and the short-term and long-term impacts of the use and misuse of materials and associated technologies. Through this inquiry, experimentation and research, students develop their creativity and understanding of the society in which they live.

Working with materials, students develop a range of manipulation, processing, manufacturing and organisational skills. When designing with materials, they develop cognitive skills, such as solving problems, generating ideas, creative design strategies and communicating what they do. This makes them more technologically literate and, as consumers, enables them to make more informed decisions about the use and misuse of technology

Prerequisites

Nil

Time off campus

Nil

Career Pathways

Furniture finisher, assistant cabinet maker, furniture making factory worker, furniture making labourer, timber and composites machining

Year 11

Unit 1: Design, production and materials

Students develop an understanding of design and consider human factors involved in the design, production and use of their projects. They develop creative thinking strategies and work on design projects within specified constraints. They learn about a variety of materials, making appropriate materials selection for design needs. They develop skills and techniques appropriate to the materials and gain practice in planning and managing the production of design projects.

Unit 2: Client, target audience and market

Students learn about the nature of designing for a client, target audience or market. They learn about the environmental impacts and issues related to materials and production techniques. They consider environmental issues related to the sustainability and recycling of materials. Students extend their understanding of safe working practices and contemporary manufacturing techniques.

Year 12

Unit 3: Design aesthetics

Students extend their understanding of design aesthetics through the application of elements and principles of design and the use of creative and critical thinking strategies. They work with a self-directed design brief to design products to meet needs. Students investigate materials and analyse the molecular structure, material characteristics, and methods of processing appropriate to their application and use. They select and use methods for communicating ideas and design development.

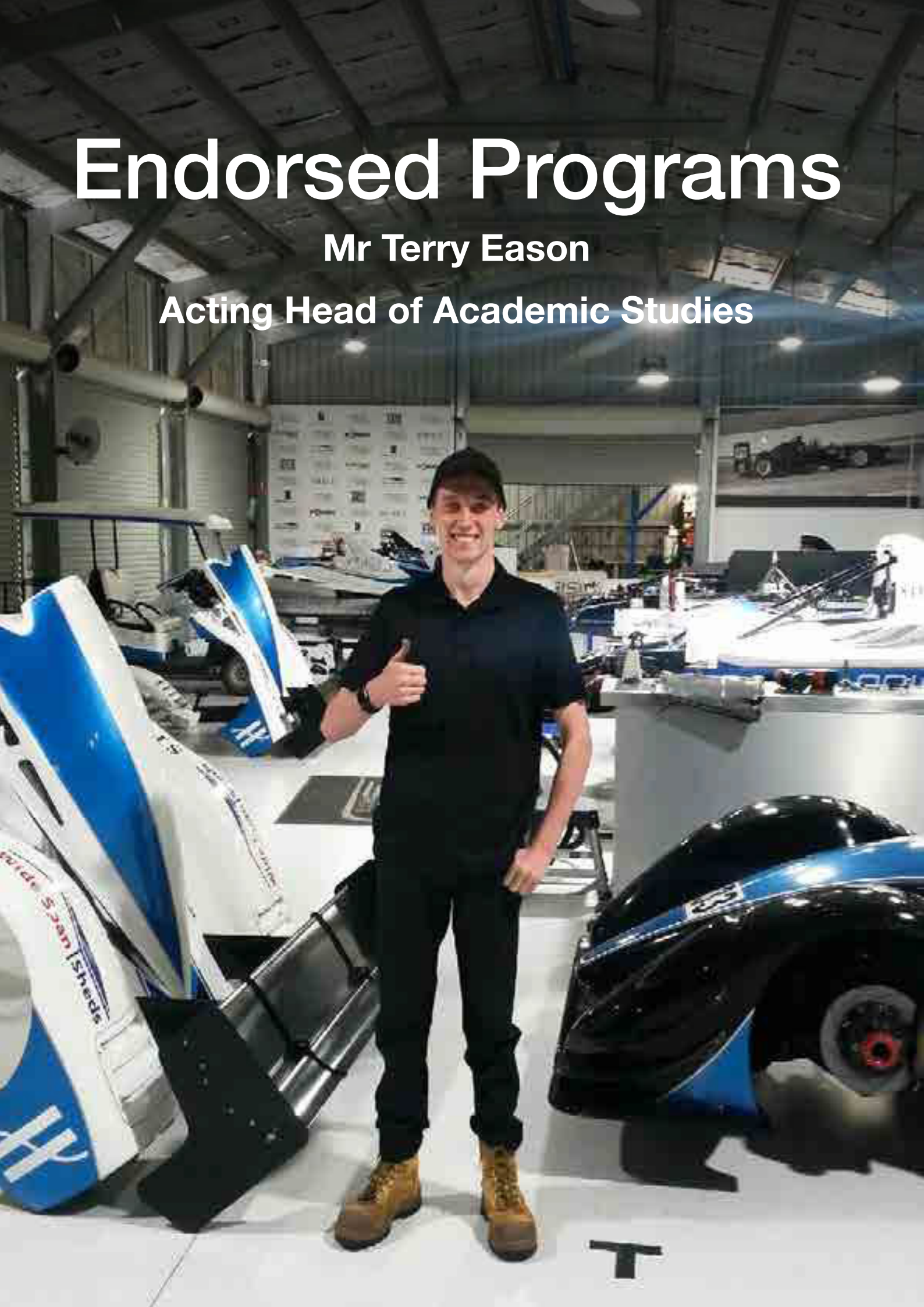
Unit 4: Historical and contemporary design

Students analyse cultural and social factors which may have influenced historical and contemporary design. They critically examine current products and explore how emerging materials and technologies may affect, and be incorporated into, the design and development of future products. Students incorporate a wide range of design concepts and apply sophisticated conceptualisation skills and production processes to realising design ideas.

Endorsed Programs

Mr Terry Eason

Acting Head of Academic Studies



Workplace Learning | Endorsed Program

COURSE TYPE: ENDORSED PROGRAM

Course Description

Workplace Learning is a Schools Curriculum and Standards Authority endorsed program. 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 Workplace Learning Logbook provided. The student must also provide evidence of his/her knowledge and understanding of the workplace skills by completing the Workplace Learning Skills Journal after each 55 hours completed in the workplace. Unit equivalence is allocated on a basis of 1 unit equivalent for each 55 hours completed in the workplace, to a maximum of 4 units. To enable all the teaching and learning to take place, there is a compulsory school class contact requirement.

Workplace Learning will be prepared with skills that will enable them to make decisions about work, learning and life. The course will greatly assist students applying for apprenticeships, TAFE or employment.

Time off campus

Allocated time agreed by the school and host employer.
One day a week during exam time (non-ATAR) or holidays.

Creative Lab | Endorsed Program

COURSE TYPE: ENDORSED PROGRAM

Course Description

Community Arts Performance is an Authority-developed endorsed program that enables a student to engage with activities that develop skills not catered for in WACE or VET subjects to the same degree. It may include activities such as dance, drama, media, music, animation, visual art, 2D and 3D design, or film effects. The program requires that a student is provided with opportunities to develop skills and techniques that culminate in a performance, exhibition or production. Students will participate in structured programs involving lessons, classes or activities, maintain a regular routine, develop a repertoire, attend rehearsals or sessions, and perform or exhibit for an audience/s. Examples include student involvement with amateur theatre companies, school dance concerts, exhibitions, community choirs, showcases and show reels.

This course may complement existing ATAR and General courses offered at the College. It provides opportunities for students to pursue areas of passion and interest that are not covered in the existing courses available.

Prerequisites

Submission of a Semester plan that outlines the nature, theme and exhibition opportunity for consideration by the course coordinators.

Completion Requirements

To successfully complete this program, a student must:

- commit at least 55 hours to participation and engagement in community arts activities
- submit to the school for assessment a portfolio which includes evidence of knowledge and understanding, abilities, skills and/or techniques and participation and engagement.

Achievement

All endorsed programs successfully completed

- are listed on the student's Western Australian Statement of Student Achievement
- may contribute towards the C grade requirement of the WACE.
- Student achievement in Authority-developed endorsed programs is reported to the Authority as either 'Achieved' (A) or 'Not achieved' (N).

Each endorsed program is allocated one, two, three or four unit equivalents.

Career Pathways

The pathways that arrive are linked to the specific area that students will develop. For example, students who develop animation and film effects could see jobs in advertising, the film industry or local media opportunities as potential pathways. For visual artists and dancers, other opportunities will be presented. For many, the development these proficiencies could be the start of a whole new career direction. In particular, this course also provides an excellent opportunity for students to develop a portfolio for one of the many University courses that accept portfolio enrty,

Year 11 and 12

As this course is essentially student-driven, each participant will submit a Semester plan that outlines the nature, theme and exhibition opportunity for consideration by the course coordinators. Suggestions may be made about these and then a time frame and structured learning plan will be set out in agreement between the student and the course coordinator and/or mentor. Students may be invited to perform or exhibit in community events such as the Darlington Arts Festival, community Dance events, school expos or exhibitions or public viewings at assemblies or other school functions.

Swan Trade Training Centre

Mr Matthew King

Head of Swan Trade Training Centre

Swan Trade Training Centre

Swan Christian College encourages, educates and equips students for lives of faithful service under the lordship of Christ. It is a place where God is honoured and students are valued as being uniquely created. In each student, we strive to develop the seven pillars of: Courage, Service, Wisdom, Engagement, Leadership, Spirituality and Knowledge, on their journey towards adult life.

In recognition that every student is unique, we understand that the 'traditional' school model does not necessarily suit everyone. The purpose of the Swan Trade Training Centre is to provide quality trades training and career pathways in an innovative and supportive school based environment.

What are the best things about the Swan Trade Training Centre?

- Swan Trade Training Centre (STTC) aims to produce first class apprentices equipped with the latest industry grade skills and professionalism who pride themselves on excellence.
- Our goal is to be a leading trades training institution with state-of-the-art facilities and programs in engineering (metal fabrication), electrotechnology, and building and construction trades.
- Our motto is 'Learn a Trade – Build a character'. Swan Trade Training Centre will train apprentices to take pride in their work and strive for excellence in their trade and in themselves as people.
- The centre will work in partnership with industry to jump start real trade career pathway opportunities, supporting both apprentices and employers every step of the way.
- Apprentices can fast track their trade careers by obtaining both the WA Certificate of Education (WACE) and Certificate II Work Place Skills and the Certificate II Pre-apprenticeship trade qualifications by the end of Year 12.
- Students have the opportunity to participate in a mission trip working on real projects that perfectly utilise all the skills that students learn in their trade course

How does the Swan Trade Training Centre work?

The Swan Trade Training Centre offers a fixed two-year course over Years 11 and 12. Students are enrolled in Swan Christian College and attend the STTC full time over the two years incorporating four work placements ranging from one to two week blocks.

Swan Trade Training Centre provides students with the opportunity to:

- complete Years 11 and 12 in a supportive Christian school environment
- achieve a West Australian Certificate of Education (WACE)
- achieve a nationally accredited Certificate II in Work Place Skills and
- achieve a nationally accredited pre-apprenticeship qualification (Certificate II level)

In addition to their chosen trade course, all Swan Trade Training Centre students complete a fixed set of courses that are designed to complement their trade studies with content specifically tailored for the trade context. All STTC students will complete units in Math, English, Design Graphics, Sport, Christian Living and Certificate II in Work Place Skills.

Importantly, WACE courses are delivered in ways that connect students with their chosen trades thereby increasing relevance and engagement.

How does the Swan Trade Training Centre fit in with the rest of Swan Christian College?

Swan Trade Training Centre is a dedicated trades training facility that operates within all of the existing procedures and policies of Swan Christian College. On a day-to-day basis, the STTC is operated by the Head of Swan Trade Training, who oversees the student's academic and pastoral care programs and who reports directly to the Principal of the College.

Students at Swan Trade Training Centre participate in all House based pastoral activities including sports carnivals, College assemblies, camps, community service work days and the Year 12 Charity Ball. Selected students will also be involved in the College student leadership team.

What are the facilities like?

The Swan Trade Training Centre has been made possible by a grant from the Federal Government as part of their Trade Training in Schools initiative. With that funding the following facilities have been established:

1. A dedicated trades training facility workshop comprising of:
   a. An 800m2 trades workshop, complete with three ICT equipped training rooms, overhead gantry crane, 5 welding bays and the most modern industry grade equipment available.
   b. A dedicated teaching and learning facility comprising five ICT equipped classrooms, staff offices and administration areas.
   c. Undercover recreational areas for break times and informal teaching spaces.
   d. Lockers for all students.

What trades are offered?

We offer Certificate II school based pre-apprenticeship pathway courses in:

Certificate II in Building and Construction (Pathway - Trades) (Carpentry Pre-apprenticeship)
VET course number: 52824WA
In partnership with North Metropolitan TAFE

Building and construction workers have careers that span the building industry from development, design, cost planning, construction and building and management.

Building and construction workers construct, erect, install, finish and repair wooden and metal structures and fixtures on residential and commercial buildings. They may perform tasks such as construct formwork into which concrete is poured, install metal and timber windows, sashes and doors, build floors, wall frameworks (timber or metal) and roofs, and lay timber floors.

With further training and experience, you can become a building supervisor, building or construction manager, building inspector, technical teacher, estimator, building contract administrator or purchasing officer.

UEE22011 Certificate II in Electrotechnology (Career Start) Pre-Apprenticeship (A114)
VET course number: UEE22011
Training is delivered on behalf of the College of Electrical Training. Qualifications will be issued by the College of Electrical Training. RTO number 2394, www.cet.asn.au

Electricians install, maintain, repair, test and commission electrical and electronic equipment and systems for industrial, commercial and domestic purposes. Electricians may also work on electrical transmission and distribution equipment or be employed in industries such as manufacturing, mining, construction, energy supply, domestic and retail services.

Certificate II in Engineering (Heavy Fabrication Pre-Apprenticeship)
VET course number: MEM20105
In partnership with North Metropolitan TAFE

You will gain the skills and knowledge to be able to operate heavy fabrication equipment such as guillotines, metal rolls and brake presses. You will also be exposed to different welding and thermal cutting processes. You will receive instruction in the safely use of hand and power tools, be able to read measuring tools, read and interpret engineering drawings, and operate in an engineering workplace observing health and safety guidelines.

Graduates can continue their studies in a metal fabrication apprenticeship. Metal fabricators and welders work in a diverse trade, applying a broad range of fabrication and welding skills to industries including, rail transport infrastructure and maintenance, mechanical and civil engineering, mining resources sector, heavy haulage and road transport, agriculture machinery, construction, defence, refineries and materials bulk handling.

Pre-apprentices are exposed to the latest technological developments in the fabrication and welding trade, including computer controlled metal plate cutting equipment.

How do I apply?

Current Swan Christian College students simply need to select the STTC and your preferred trade option when you do your Year 11 course selections. Places are limited. Maths and English studies are foundational skills for any trade career. A positive attitude and strong work ethic across all courses are furthermore critical characteristics when selecting students.

Notes

Notes

Swan Christian College
WISDOM IS OF GOD

PHONE 08 9374 8300
EMAIL info@swan.wa.edu.au

381 Great Northern Highway, Middle Swan WA 6056
PO Box 1516 Midland WA 6936

WEB www.swan.wa.edu.au