



**KINROSS
COLLEGE**

Respect – Inspire – Support – Excel

2025

***Kinross College Year 11
Course Selections***

Year 11

Kinross College Vision:

“Developing inspired, ambitious and considerate adolescents to work with integrity towards excellence”

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At Kinross College - Its personal...

A place where students' needs is catered for to provide a supportive pathway to suit the aspirations and capabilities of each student in a nurturing environment.

Our curriculum encompasses a diverse range of subjects so that students can create their own personalised pathway plan to achieve their future post-school goals. We provide the support, guidance and mentoring to ensure that all students are prepared for life beyond school. Years 11 and Year 12 are rigorous years for both General and Australian Tertiary Admission Rank (ATAR) students. We encourage students to further develop their self- regulation, organisational and time management skills as they create personal study schedules.

This is an exciting time as our students start to refine their future career aspirations and discuss their pathway options with us. Our approach is strength-based as we match students' passions, strengths, and abilities to the best pathway for them.

Students are instrumental in the design, with the help of our staff, an individual plan to reach their chosen destination. Our Futures Hub staff play an important role in setting our students up for success. This involves sharing a diverse range of informative strategies in the lead up to the key decision-making times. As students move through their senior years of schooling, it is our commitment as a college to ensure each individual student is monitored to best support their success.

We know that senior years can be challenging, as students need to balance social life, work, sporting commitments and study. So, it is imperative that each young person is supported through this time. Knowing each of our students well assists both them and us in understanding their nuances and needs academically, socially, and emotionally.

This booklet contains information to help students decide which direction to take after Year 10. Details are provided on various post school alternatives and provides explanations of the Year 11 subjects being offered. Students have also been provided with the tools and advice to support them as they investigate their future goals and how that translates into selecting subjects for Year 11 and 12. When selecting courses for Year 11, students should bear in mind that, if they enjoy the courses being studied, there is a greater chance of success.

As a school we want all our students to choose an appropriate pathway to provide them with the skills, knowledge and foundation for future success.

We are looking forward to working with our incoming Year 11 students as they begin their journey into the future. In many ways the final two years of schooling can be as important as the first two in a student's life. At Kinross College, we will assist our young people transition into adulthood, ready to take their place in society as informed and independent citizens.

Course selection matters

The transition from Year 10 to Year 11 is a major step in a student's secondary education. Students are able to specialise in the courses that interest them most and aim towards their future post-secondary destinations. It is very important that informed decisions are made, where students' aptitudes, achievements and interests are taken into account. It is crucial that students are realistically aware of their own capabilities, and the career options they might be likely to consider before selecting their courses.

This guide aims to assist students and parents to make informed decisions about future education and career goals. It includes an overview of pathways and courses for Year 11 and Year 12. There is a strong connection between the courses students choose in Years 11 and 12 and the pathways students can access after secondary school. Subject selection needs to take account of these connections in terms of courses studied and the level of achievement required.

Selection criteria for entry into each of the main pathways are quite different. A range of subjects in Year 12 that will maximize university entry, for example, may not necessarily be recommended for TAFE entry. This is especially so for the more popular and competitive TAFE courses.

The employment market continues to evolve at a rapid pace. Not only have new areas of employment emerged, but also the training, qualifications and skill requirements of existing employment positions have changed dramatically. Our broad range of subjects gives our students unrivalled flexibility to meet the requirements of all future career aspirations.

In this booklet we have provided a large amount of information. We have been quite intentional in doing so, to give students and their families as much insight as possible in their lead up to their senior schooling years. It is our aim to support our students in this journey as much as possible. We understand that this can be an overwhelming process to begin with, so we suggest you continue to refer to this guide at point of need.

For further information or to answer any questions regarding ATAR and General courses and pathways, please do not hesitate to contact the Associate Principal Senior School, Mr Craig Ventham at craig.ventham@education.wa.edu.au

or

If your questions are related to TAFE courses, Apprenticeship or traineeship opportunities, or Work Place Learning, contact the Futures Coordinator, Mrs Nicole Anderson at nicole.anderson2@education.wa.edu.au

or

Call the College on 9233 6700 to speak to a member of staff.

WASSA/WACE

WASSA

A WASSA is issued to all students at the completion of Year 12. It lists all courses, certificates and/or programs students have completed in Year 11 and Year 12. (Some students on accelerated programs with approval of the Authority may have completed some of these in Year 10.)

WACE

Achievement of a WACE signifies that you have successfully met the breadth and requirement, the achievement standard requirement and the literacy and numeracy standard requirement in your senior secondary schooling.

Most students complete the requirements in two years, although the Authority will allow you to meet the requirements over your lifetime.

The WACE is recognised nationally in the Australian Qualifications Framework (AQF) and by universities, other tertiary institutions, industry, employers and training providers.

Requirements to achieve a WACE

Achievement of your WACE acknowledges that at the end of your schooling you have achieved or exceeded the required minimum standards in an educational program that has suitable breadth and depth. To achieve a WACE in 2023, you must meet the following requirements:

Breadth and depth

- Completion of a minimum of 20 units, which may include unit equivalents attained through VET and/or endorsed programs. This requirement must include at least:^(Explanatory notes 1, 2, 3, 4, 5)
 - a minimum of ten Year 12 units, or the equivalent
 - four units from an English learning area course, post-Year 10, including at least one pair of Year 12 units from an English learning area course
 - one pair of Year 12 units from each of List A (arts/languages/social sciences) and List B (mathematics/ science/technology).

Achievement standard

- Achievement of at least 14 C grades or higher (or the equivalent) in Year 11 and 12 units, including at least six C grades (or equivalents) in Year 12 units.^(Explanatory notes 5 and 6)
- Completion of:
 - at least four Year 12 ATAR courses^(Explanatory notes 5), **or**
 - at least five Year 12 General courses^(Explanatory note 7) (or a combination of General and up to three Year 12 ATAR courses^(Explanatory note 5)) **or equivalent**^(Explanatory note 8), **or**
 - a Certificate II (or higher) VET qualification^(Explanatory notes 9 and 10) in combination with ATAR, General or Foundation courses.

Literacy and numeracy standard

- Demonstration of the minimum standard of literacy and numeracy.^(Explanatory notes 11 and 12)

Maximum credit allowed from study in a single subject

You can achieve credit towards the WACE for a maximum of four different units in a subject, except in the case where a subject has a defined context. These four units may be from a combination of ATAR, General or Foundation courses.

Course unit completion requirement

When you have completed a pair of units, or a single Year 11 unit, you will be assigned a grade (A, B, C, D or E) by your teacher. To be assigned a grade, you must have had the opportunity to complete the educational program, or requirements, and the associated assessment program for the course.

To complete a Year 12 ATAR course a student must sit the ATAR course examination. Students who do not sit the ATAR course examination will not have a course mark or grade recorded on their WASSA, nor will they receive an ATAR course report.

Note: for ATAR courses with practical components, students must complete both the written and practical examination.

Explanatory notes relating to WACE requirements

1. The breadth requirement can be met through ATAR, General and Foundation courses. The depth requirement can be met through ATAR, General, VET industry specific and Foundation courses, VET credit transfer and endorsed programs.
2. Of the 20 units required for a WACE, up to a maximum of four Year 11 units and four Year 12 units may be awarded as unit equivalents by substituting VET qualifications and/or endorsed programs. A student may choose to study VET qualifications and/or endorsed programs and may be awarded unit equivalents by substituting VET qualifications (up to a total of eight units) **or** using endorsed programs (up to a total of four units) **or** using a combination of VET and endorsed programs (up to a total of eight units, but with a maximum of four units with endorsed programs – two in Year 11 and two in Year 12).
3. Students are able to substitute the minimum number of course unit requirement with unit equivalents achieved through the completion of AQF VET qualifications at Certificate I, II, III and higher (see Section 4 of the *WACE Manual 2023*) and/or endorsed programs (see Section 5 of the *WACE Manual 2023*).
4. Students can repeat units. However, those units that have the same unit code, e.g. AEENG, and are repeated, do not contribute to the WACE requirements more than once.
Note: students who complete ATAR Units 3 and 4 prior to Year 12 and sit the examination cannot repeat these units until after they leave school at the completion of Year 12.
5. Students enrolled in a Year 12 ATAR course must sit the external examination in that course. If students do not sit an ATAR course examination and do not have an approved *Sickness/Misadventure Application* for not sitting the examination in that course, the pair of units completed in that year will not contribute towards any of the WACE requirements. Students who do not sit the ATAR course examination will not have a course mark or grade recorded on their WASSA, nor will they receive an ATAR course report. For ATAR courses with practical components, students must complete both the written and practical examinations.
6. Both VET qualifications and endorsed programs can indirectly contribute to the WACE standard requirement of a C grade in at least 14 units. A C grade in a maximum of eight units (four in Year 11 and four in Year 12) can be replaced by unit equivalents from VET qualifications and/or endorsed programs. Of these eight unit equivalents, a maximum of four can be from endorsed programs (two in Year 11 and two in Year 12).
7. Foundation courses do not contribute to meeting the achievement standard with this option.
8. Up to two units from endorsed programs can be used to meet this requirement.
9. In the context of VET in the WACE, the term 'complete' requires that a student has been deemed competent in all units of competency that make up a full qualification.
10. The partial completion of a Certificate III or higher VET qualification may meet this requirement according to predetermined criteria (see Section 4 of the *WACE Manual 2023*).
11. The literacy and numeracy standard can be met either through the Online Literacy and Numeracy Assessment (OLNA) or by achieving Band 8 or higher in the associated components of reading, writing or numeracy in the Year 9 NAPLAN tests. Students undertaking the OLNA will be required to satisfy both the reading and writing components in order to demonstrate the minimum WACE literacy standard.
12. If students do not demonstrate the literacy and numeracy standard by the time they exit secondary school, they can apply to the Authority to re-sit the assessment at any age. Note: the WACE requirements may change over time and students studying towards the achievement of the WACE after they leave school will be required to meet the WACE requirements current at the time of the completion of their studies.

Career Development

Career development is the ongoing process of managing your life, learning and work. It involves developing the skills and knowledge that enable you to plan and make informed decisions about your education, training and career choices.

Listed below are several resources that you can use to assist you with your decision making.

1. FUTURE'S HUB

Our Future's Hub houses our Futures Coordinator and Workplace Learning Officer, and is located in the College Library. Staff are available to discuss issues relating to course selection and career development including study at a university or TAFE, Vocational Education and Training (VET) and employment programs as well as general career information.

They are also responsible for the management of students completing VET qualifications both at school and at TAFE or Private Training providers and those students participating in the Workplace Learning Program, as well as supporting students participating in School Based Traineeships and Apprenticeships.

Extra careers information is available on our College Careers website, <https://kinrosscollegefutures.com.au/>

2. TAFE

For information on full time TAFE courses, please see <http://www.fulltimecourses.tafe.wa.edu.au> or visit the websites of North Metropolitan <http://www.northmetrotafe.wa.edu.au> or South Metropolitan TAFE <http://www.southmetrotafe.wa.edu.au>

3. JOBS AND SKILLS CENTRES

Western Australia's TAFE Jobs and Skills Centres are one-stop shops for careers, training and employment advice and assistance. Services are free, and accessible to all members of the community. The centres are located on TAFE campuses, with additional outreach locations for regional areas. Each of the centres are staffed by people who can provide free professional and practical advice on training and employment opportunities including careers advice, apprenticeship and training information. Support services for employers and business, as well as specialist services for Aboriginal people, ex-offenders and people from a culturally or linguistically diverse background are also available. More detail can be found at <https://www.jobsandskills.wa.gov.au/jobs-and-skills-centres>

4. PROSPECTIVE STUDENT OFFICERS ATTACHED TO WA UNIVERSITIES

Staff at these offices are available to discuss subjects and courses with high school students and their parents.

a. CURTIN UNIVERSITY

<http://www.curtin.edu.au> Ph. 1300 222 888

b. MURDOCH UNIVERSITY

<https://www.murdoch.edu.au> Ph.9360 6000

c. UNIVERSITY OF WESTERN AUSTRALIA

<https://www.uwa.edu.au> Ph. 6488 6000

d. EDITH COWAN UNIVERSITY

<http://www.ecu.edu.au> Ph. 134 328

e. NOTRE DAME UNIVERSITY

<https://www.notredame.edu.au> Ph. 9433 0555

GENERAL INFORMATION

Course Choices

What types of WACE Courses are there?

ATAR Courses

These are higher level Courses. Students who are aiming to enter university with an ATAR score will need to do a minimum of four ATAR Courses. All students doing ATAR Courses will need to sit external exams.

General Courses

These Courses are for students aiming to enter further education, alternative university entry, TAFE, Traineeship or the workforce straight from school. All students doing General Courses in Year 12 will need to sit externally set tasks.

There are two additional programs which can contribute to the WACE:

1. VET programs (Certificates)
2. Endorsed Programs

VET Programs (Vocational Education and Training)

VET is recognised across Australia. VET Programs can give you the opportunity to gain core skills for work and in some cases, complete training in industry through workplace learning.

You can also begin training for your career while still at school by undertaking a VET qualification.

VET can contribute to up to 8 of the 20 units you need to achieve your WACE.

Why select a certificate?

- Certificates are nationally recognised programs that can be used for admission to further education and training and/ or employment. Completion of a certificate can increase a student's competitiveness for admission to post-school pathways. For example, a certificate II, III or IV in any area provides more points to TAFE admission than General or ATAR courses (very important for competitive courses). The higher the level of certificate, the more points provided.
- Certificates can be used to gain university admission. For example, a Certificate IV will enable entrance to most courses with a requirement of 70 ATAR. A certificate II or III can be included in portfolio and /or experience-based applications.

You should select a certificate that aligns with your academic profile and area of interest. Your course counsellor can assist you to select the best option for you. The College is broadening its offerings of School Based VET courses to provide more opportunities for our students to upskill for their future careers.

Endorsed Programs

Endorsed Programs address areas of learning not covered by WACE Courses. Examples include Authority Developed Workplace Learning (ADWPL), Cadets WA and participating in school productions. These Programs can be delivered in a variety of settings by schools, community organisations, universities, training organisations and workplaces

Endorsed Programs may replace up to two Year 11 Course units and two Year 12 Course units you need to achieve your WACE.

ATAR

The ATAR is a number between 0 and 99.95 that indicates a student's relative position compared with all other people of school leaving age in the total population. So, the ATAR is simply an indication of where a student sits in this ranking compared to other students who sat the WACE exams that year.

HOW IS THE ATAR CALCULATED?

Firstly, a final scaled score for each course studied is obtained by combining 50% of a student's school-based mark (generated from assessments completed at Kinross throughout Year 12) with 50% of their WACE examination mark. The WACE exams are held in November each year for Year 12 students.

Before these two scores are combined, statistical procedures are applied to the school score (moderating), examination score (standardizing) and the combined score (scaling). Scaling is performed using the Average Subject Scaling Method.

In general terms, a subject is scaled according to the marks that all students doing that subject achieved in their other three, four or five courses. Its aim is to ensure that students who are completing more difficult courses are not disadvantaged compared to those students' studying courses that are considered less academically demanding and hence less rigorous. This process is applied to each of the Year 12 ATAR courses the student has studied.

The best four final scaled scores are then added together to get a total out of 400. This score is known as the Tertiary Entrance Aggregate (TEA).

Information relating to the cut-off ATAR for course entry can be obtained from the relevant university or the [TISC website](#)

Minimum ATAR for university entry 2024

The ATARs shown to the right were the minimum scores to be considered for entry into each university in 2023. Many courses have much higher entry ATARs. Entry scores for individual courses vary from year to year depending on the demand for availability of places.

University	Minimum ATAR	Average per course
University of Western Australia	80	60%
Curtin University	70	55%
Murdoch University	70	55%
Edith Cowan University	70	55%

ATAR and university entrance

The ATAR required to enter a particular university course will vary from course to course and from year to year depending on student demand for courses and the number of places available for those courses. The table below summarizes a sample of courses and the ATAR that was required to gain entry in the first round of offers made by the four public universities in 2022. The second column has been included to show the approximate average scaled mark required in the best four subjects studied in Year 12.

ATAR	Average scaled score per course	University courses accessible with such an ATAR (2022 Entry)
98	83%	Veterinary Science, MUR
95	75%	Advanced Science, CUR
90	69%	Law, CUR, MUR, NDU; Physiotherapy, CUR, NDU; Pharmacy, CUR
85	64%	Law, ECU
80	60%	Engineering, CUR, UWA, ECU; Commerce, UWA; Computing, CUR; Science UWA; Psychology, UWA; Law ECU, MUR
75	57%	Arts, UWA; Science, UWA
70	55%	Arts, CUR, ECU, MUR, NDU. Commerce, CUR, ECU, MUR; Cyber Security, ECU; Education/Teaching ECU. Nursing, MUR; Psychology, ECU; Science, ECU

SCSA Exhibitions and Awards

GENERAL CRITERIA FOR ELIGIBILITY FOR EXHIBITIONS AND AWARDS

In order to be eligible to receive the Beazley Medal WACE, the Beazley Medal VET Award, a General Exhibition, a Subject Exhibition, a VET Exhibition, a Certificate of Excellence, a Certificate of Distinction or a Certificate of Merit, a student must:

- Be an Australian citizen or a permanent resident of Australia;
- Have been enrolled as a full-time student in a registered Secondary School; and
- Have satisfied the requirements for a WACE at the time of the determination of the award/exhibition (except for subject exhibitions and subject certificates of excellence).

Special awards may be awarded to students who do not meet the general eligibility criteria.

BEAZLEY MEDAL: WACE

The Beazley Medal WACE is awarded for excellence in ATAR courses. It is awarded to the eligible student who achieves the top WACE award score.

BEAZLEY MEDAL: VET

The Beazley Medal VET is for excellence in studies that includes VET qualifications. It is awarded to an eligible student who has demonstrated the most outstanding performance in a VET Certificate II or higher and in their other WACE achievements. Eligibility requires the achievement of a VET Exhibition; and the achievement of the WACE.

GENERAL EXHIBITIONS

Fifty General Exhibitions awards are given to the eligible students who obtain the highest WACE award scores. These are awarded to recognise outstanding academic achievements in Year 12 ATAR courses with a SCSA exam.

SUBJECT EXHIBITIONS (ATAR COURSES)

A Subject Exhibition may be awarded to the eligible student obtaining the highest examination mark for each ATAR course, with at least 100 students sitting the ATAR exam.

VET EXHIBITIONS

A VET exhibition may be awarded to the eligible student who has demonstrated the most outstanding performance in an AQF VET Certificate II or higher and in their other course achievements. The student who is ranked first in the selection process for a VET Certificate of Excellence will be awarded the VET exhibition in that industry area.

CERTIFICATES OF EXCELLENCE (ATAR COURSES)

Certificates of Excellence are awarded to eligible students who are in the top 0.5% of candidates, based on the examination mark, or the top two candidates (whichever is the greater) in courses where there are at least 100 students sitting the ATAR exam.

CERTIFICATES OF EXCELLENCE (VET)

VET certificates of excellence may be awarded to eligible Year 12 students who complete an Australian Qualification Framework (AQF) VET Certificate II or higher in one of the nine industry areas.

Certificates of Merit and Certificates of Distinction

Certificates of Merit and Certificates of Distinction recognise student achievement in the WACE and are dependent on the degree of difficulty of the courses and programs undertaken, together with the student's level of achievement. These awards will be based on the grades awarded to students by their schools.

A Certificate of Merit or a Certificate of Distinction is to be awarded to each eligible student who accumulates:

- Certificates of Merit 150–189 points
- Certificates of Distinction 190–200 points

These points are accrued from 5 x Year 11 subjects and 5 x Year 12 subjects (20 units). 5 of these must be Year 12 subjects (10 units)

Calculating points for the achievement of Certificates of Merit and Certificates of Distinction.

Points are awarded as follows:

POINTS PER UNIT	ATAR COURSE	GENERAL COURSE	FOUNDATION COURSE	VET INDUSTRY QUALIFICATIONS	MAX POINTS PER VET QUALIFICATION
10	A				
9	B			CERT IV	54
8		A		CERT III	48
7					
6				CERT II	24

Example: Note that each subject is made up of two units

YEAR 11 COURSE	GRADE	POINTS	YEAR 11 COURSE	GRADE	POINTS
1 English	B	1 x 9 = 18	1 English	B	2 x 9 = 18
2 Maths Application	A	2 x 10 = 20	2 Maths Application	B	2 x 9 = 18
3 Modern History	B	2 x 9 = 18	3 Modern History	B	2 x 9 = 18
4 Politics & Law	B	2 x 9 = 18	4 Politics & Law	C	0
Human Biology	C	0	5 Human Biology	B	2 x 9 = 18
3 Career & Enterprise (General)	A	2 x 8 = 16	Private Study		0
TOTAL		90	TOTAL		72

This student would receive 90 (Year 11) + 72 (Year 12) points totalling 162 points and be awarded a Certificate of Merit.

Entry to TAFE and employment

Kinross students who wish to attain entry to TAFE or employment, may choose to study what we call a 'General pathway', which includes a combination of General and VET courses tailored to their goals. A General pathway is for a student who take a combination of General courses, VET qualifications and Endorsed Programs. This pathway may lead to further study at TAFE, apprenticeship, traineeship, experienced based/portfolio entry to university, enabling program for university entry or employment.

GENERAL COURSES

General courses are typically for students aiming to enter further education and training (such as an apprenticeship) or the workforce directly from secondary school. These courses are not examined externally, although students will sit an Externally Set Task (EST) administered by SCSA in Term 2 of Year 12.

VET

VET courses are nationally accredited and consistent with the requirements of the AQF. All VET programs require RTO delivery, assessment, and quality control. VET programs, delivered on campus, at Kinross are offered through au spicing arrangements with accredited RTOs. Undertaking a VET qualification means students can begin training for their career while still at secondary school. VET Certificate qualifications contribute towards the WACE as 'unit equivalents'.
an external TAFE course in negotiation with our Futures Coordinator.

ENDORSED PROGRAMS

Endorsed Programs provide access to, and recognition for, areas of learning not covered by ATAR and General courses or VET programs and can contribute to the WACE. A wide range of Endorsed Programs can be delivered in a variety of settings by schools, training organisations and workplaces, universities, and community organisations.

ENTRY TO TAFE

TAFE offers a wide range of courses, typically of shorter duration than university courses.

For example, Certificate II courses can be completed in one semester, Certificate IV courses can normally be completed in one year, and Diploma and Advanced Diploma courses may be completed over two years. Fees are payable, depending on the level of the qualification and its resource requirements. Students have access to assistance to help meet these delivery costs through a scheme known as FEE Help. (More information about FEE Help is [online here](#))

In the metropolitan area there are now two TAFE colleges – North Metropolitan TAFE and South Metropolitan TAFE.

North Metropolitan TAFE offers courses in a wide range of disciplines, including business, legal, health, education, community service, science sustainability, and tourism. Some of its TAFE Certificate IV, Diploma, and Advanced Diploma courses provide pathways to university degrees.

South Metropolitan TAFE offers a range of classroom-based and online TAFE courses, short courses, and apprenticeships and traineeships from several campuses training centres south of Perth, WA.

A TAFE course of study is becoming an increasingly desirable qualification for future employment and has gained a high degree of credibility and acceptance by employers, licensing bodies and professional institutions. TAFE's nationally recognized courses provide para-professional training, pre-apprenticeship training and entry-level courses that can lead on to university study.

Entry to TAFE

The criteria used to determine entry to TAFE are quite different from those used for university entrance. A key difference is that the TAFE admission process uses a student's school-based grades and not a student's performance in the WACE examination.

Students planning a course of study at TAFE are strongly advised to speak to the Future's Co-Ordinator or Workplace Learning Officer at the School with regards to:

- confirming they have chosen appropriate courses in Year 11 and 12.
- assistance in applying for entry to a TAFE course.

TAFE enrolments

TAFE enrolments for full-time courses are centrally administered. That is, all applications for entry to TAFE courses are sent to a 'central' TAFE Admissions, where they are then processed on behalf of the individual TAFE colleges. Students submit their application in October/November of the year prior to them wishing to commence study at a TAFE campus. The application form allows students to choose up to four preferences based on choice of course and choice of campus.

TAFE to University pathway

Some TAFE qualifications can lead to university entry. Students wishing to pursue the TAFE to university pathway, should contact the relevant University's Prospective Student's Centre directly to gain information on which TAFE qualifications that university will consider for entry into specific courses. Students can also get information on University Advanced Standing or Credit for TAFE qualifications which may result in time off degree courses.

Students need to complete at least a Diploma level course to be considered for entry to UWA while other universities especially ECU will consider a Certificate IV (although Diploma/Advanced Diplomas are preferred and may give students exemptions from parts of their degree courses).

Each university treats applications by TAFE graduates separately and entry to some universities is easier than others. TAFE graduates apply through the TISC (as do school leaver students who have an ATAR) for admission to the public universities.

TAFE - SELECTION PROCESS

To enter TAFE full-time courses, applicants must first meet minimum literacy and numeracy standards or have achieved a particular VET qualification level. The minimum entrance requirements for entry to the various levels of courses at TAFE are shown in the table to the right.

Minimum entry to non-competitive courses is as follows:

TAFE course	Non-school leaver	VET qualification
Certificate II	C Grades in Year 10 English and Mathematics or equivalent	Certificate I or Certificate II
Certificate III	C Grades in Year 10 English and Mathematics or equivalent	Certificate I or Certificate II
Certificate IV	C Grades in Year 10 English and Mathematics or equivalent	Certificate II or Certificate III

TAFE - SELECTION CRITERIA

For approximately 30% of TAFE courses, however there are more applicants than there are places available. These are known as 'competitive courses'. In these cases, TAFE uses a range of selection criteria where an applicant who has met the minimum entry requirements, is awarded a 'point score', which is then used to 'rank' all students applying for a particular course. Students will then be offered a place in this course based on their ranking and the number of places available. Under this system a student's application is assessed and scored out of a possible maximum of 90 points as shown below.

Selection criteria for competitive courses - Maximum 90 points	
Academic achievement – Maximum 60 points	Work history – Maximum 30 points
<p>Calculated from either:</p> <ul style="list-style-type: none"> • Secondary education results (best three courses/ grades); or • A completed VET qualification. <p>Points will be calculated for both, and whichever gives the highest points are used to calculate the core for academic achievement.</p>	<ul style="list-style-type: none"> • Credit for total hours worked at 0.003 points/ hour: • employment • work experience • community service or volunteer work <p>If more than one VET qualification has been completed, the one which award the highest points score will be used.</p>

Senior Pathways

At Kinross College, Year 11 and Year 12 students will have the opportunity to engage in one of the following pathway options:

Pathway	Must do	Optional	Common Post School Pathways
Pathway 1 ATAR	5 ATAR Courses Must include ATAR English *	One General Course or a Certificate Course (delivered onsite)	University
Pathway 2 General	Minimum of 4 General Courses Must include General English *	1-2 Certificate Courses (delivered onsite)	Employment Apprenticeship/ Traineeship TAFE
Pathway 3 VET	General English A qualification with an external training provider (eg. TAFE) for 1-2 days per week A combination of General courses	A Certificate Course (delivered onsite) Authority Developed Workplace Learning (ADWPL) for 1 day per week	Employment Apprenticeship/ Traineeship TAFE University (Certificate IV Pathway)

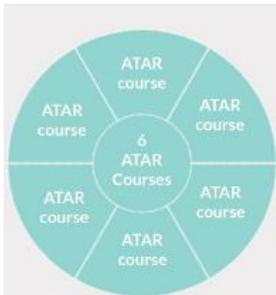
*** Must include:**

At least one List A Course (Arts / Languages / Humanities & Social Sciences) and At least one List B Course (Mathematics / Science / Technology)

Pathway 1: Australian Tertiary Admission Rank (ATAR) Courses

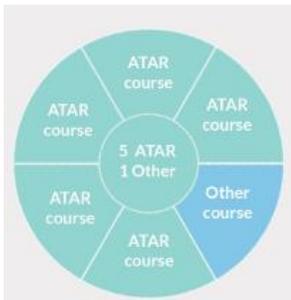
ATAR subject units for students who are aiming to enrol in a university course direct from school. These subjects will be examined by SCSA and contribute to the achievement of an Australian Tertiary Admission Rank (ATAR). There is a compulsory WACE exam at the end of Year 12 that students will need to sit for each ATAR subject studied in that year.

Students may choose 1 of 2 ATAR pathways:



6 ATAR Courses

This pathway is usually taken by students with a strong academic background, in the KEA program. These students are aiming for direct entry into highly competitive University courses such as Medicine, Law and Engineering. Students would typically change their course structure in Year 12 and continue with their best 5 courses, with their top four courses counting towards their ATAR Score.



5 ATAR Courses & 1 other (General or VET)

Recommended in most cases. As the top 4 ATAR courses count, this pathway allows for a 5th course to be studied to maximise the potential ATAR score. The sixth course is either a General or VET qualification. Study periods may be granted in consultation with the Associate Principal – Senior School.

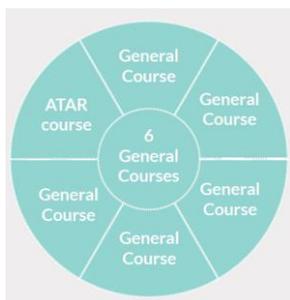
Students should note that selecting 1, 2 or 3 ATAR courses is possible, but will not generate an ATAR score. Students in this position will find it difficult to complete their work placements for any VET qualifications they are studying, as these take place during the ATAR exam blocks, and they may have to complete the time requirement during holiday breaks.

An ATAR course can also be required by a TAFE or other provider as part of their entry criteria. All students need to check that their courses meet the prerequisites for entry into their likely Tertiary pathways.

Pathway 2: General Courses

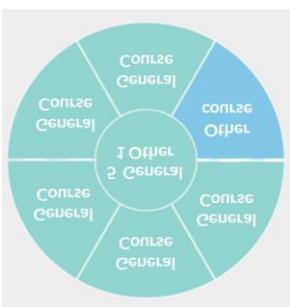
General course for students who are aiming to enter further training or the workforce directly from school. These subjects will not be examined by SCSA but will include an Externally Set Task (EST) in the Year 12 subject to ensure comparability of standards across the State.

Students may choose 1 of 3 General pathways:



6 General Courses

Students are required to study at least 5 General Courses as a requirement for the WACE



5 General Courses & 1 school based Certificate

Recommended for General Pathway students. This pathway allows students to complete a VET qualification through school while studying 5 General courses, with the aim to achieve WACE and entry into TAFE / the workforce.



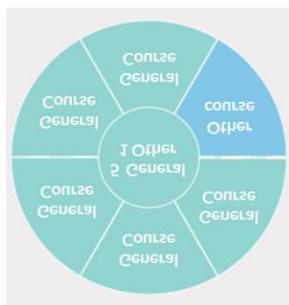
4 General Courses & 2 VET courses

This pathway allows students to complete 2 VET qualifications through school while studying 4 General courses, with the aim to achieve WACE and entry into TAFE / the workforce.

Please note: All ATAR and General courses are taught concurrently at Kinross College. This means that the final grade and mark at the end of the year will be given for both units. The first semester grade and mark will be a guide to the achievement and performance up to that point.

Pathway 3: Vocational Education and Training (VET) Courses

Students may choose 1 of 2 VET pathways:



5 General Courses & 1 other external VET certificate

These students would generally be undertaking a 1 day a week, off site TAFE course or School Based Traineeship. Students receive unit competency for Year 11 and 12 courses for successful completion of Certificate 2 or higher qualifications.



4 General Courses & ADWPL

These students would generally be undertaking a 2 day a week, off site, TAFE course or School Based Traineeship. The ADWPL component will be timetabled study session periods to allow students to catch up on course work they may miss while undertaking their VET course / SBT. Students receive unit competency for Year 11 and 12 courses for successful completion of Certificate 2 or higher qualifications.

Vocational Education courses come under the Australian Qualifications Framework (AQF) in a variety of industry areas. These Qualifications provide students with practical skills and are recognised nationally by TAFE, Industry and employers.

Completed certificate qualifications do contribute towards the attainment of the WACE. Completed certificate qualifications are recognised as equivalent to WACE units. This means that students who successfully complete a certificate qualification will gain unit equivalence credit towards their WACE. The unit equivalence also attracts a grade of C. The table below is a summary of the equivalence.

Completed Qualification	Total unit Equivalents	Number of C grade equivalents (Year 11)	Number of C grade equivalents (Year 12)
Certificate I	2	2	0
Certificate II	4	2	2
Certificate III IV	6	2	4

* A maximum of eight units (four in Year 11 and four in Year 12) may be used towards the WACE requirements

University Alternate Entry

Year 11 Students on a General or ATAR Pathway can apply to the Senior School Associate Principal to be considered for a place in a University Alternative Entry Program that will replace one of their courses in Term 4 and be carried over into Year 12.

In order to be considered for a place in the course, students will need to either be averaging above 80% on a General Pathway, with OLN achieved, or be tracking to achieve an ATAR between 55-65 based on Semester 1 Results. All students will need to be passing their English Course.

Successful completion of a University Alternate Entry course provides a pathway to many undergraduate courses, provided there is no other Entrance requirements, so students must be able to demonstrate the ability to work at a Tertiary level.

University Preparation Course

Studying a University Preparation Course prepares students for university level study by teaching them the skills required for academic success with an emphasis on them becoming independent learners.

Students complete the core units to meet the University Entrance requirements. Units focus on areas including:

- Learning Skills – develops the learning processes and skills that can support becoming a successful university student, and/or an effective employee in a workplace.
- Academic Writing – develops strong research and sound writing skills in such a way that students will appreciate the structure and protocols associated with expressing ideas in an academic manner that prepares them for future university studies.
- Humanities – focuses on the understanding of what it means to be human in today's society by developing awareness of culture, society, and personal identity, in conjunction with the key concepts and frameworks of humanities subjects.
- Mathematics – provides a foundation to demonstrate the basic mathematical concepts and techniques required for study at university (excluding undergraduate degrees that have a specific mathematics prerequisite) with a focus on applying these to develop problem solving skills in everyday life.

Assessment

Students will complete four assessments in each unit.

Prerequisite

This qualification will be offered by invitation only. Selection is based on student academic results and ability to achieve the standards required for this qualification.

Pathway

School students who successfully complete a UniPrep Course and achieve their WACE will be eligible for entry into many of the undergraduate courses offered at universities across the country. Entrance into universities needs to be negotiated with their respective admissions offices.

Senior School Courses offered

	List A (Arts, Languages, Humanities)	List B (Maths, Science, Technologies)	
ATAR COURSES	Music	Physical Education Studies	
	English	Mathematics Applications	
	Literature	Mathematics Methods	
	Modern History	Mathematics Specialist	
	Business Management and Enterprise	Chemistry	
	Politics and Law	Human Biology	
	Accounting and Finance	Physics	
	Drama	Psychology	
		Biology	
GENERAL COURSES	Music	Physical Education Studies	
	Media Production and Analysis	Outdoor Education	
	Visual Arts	Marine and Maritime Studies	
	English	Dance	
	Health Studies	Mathematics Essential	
	Ancient History	Human Biology	
	Modern History	Science in Practice	
	Career and Enterprise	Psychology	
	Business Management and Enterprise	Materials Design & Technology: Wood	
	Children, Family and Communities	Materials Design & Technology: Metal	
	Drama	Design – Photography	
<p><i>Some courses have suggested pre-requisite requirements, which are the minimum levels of past achievement necessary for the student to have a reasonable chance of achieving success in Years 11 and 12. Please refer to the Course descriptions for any pre-requisites.</i></p>		Food Science and Technology	
			Engineering Studies – Mechatronics
			Computer Science
			Materials Design & Technology: Textiles
<p>Vocational Education and Training (VET) Courses delivered at Kinross College <i>*Please note that in order for VET courses to run they are dependent on student numbers, an arrangement with an RTO being established and DET Compliance being met*</i></p>			
<ul style="list-style-type: none"> • Certificate II in Workplace Skills • Certificate II in Applied Digital Technology • Certificate III in Remote Piloting – Drone (Line of Sight) • Certificate III in Makeup • Certificate III in Events • Certificate IV in Business • Certificate III in Fitness 			

VETDSS (VET Delivered to Secondary Schools) TAFE courses for Secondary Students only.

TAFE identifies upcoming skill shortages and provides access to courses that provide clear career pathways after high school. They give you practical skills and an understanding of what to expect from the workplace and, once completed, may provide credits towards WACE, other nationally recognised qualifications, or lead to employment.

Students enrolled in a VET Delivered to Secondary Students course attend a North Metropolitan TAFE campus one or two days per week.

TAFE offers a range of courses and pre-apprenticeships as part of our VET Delivered to Secondary Students programs.

VET Delivered to Secondary Students courses allow you to:

- Develop industry-specific skills
- Gain nationally recognised VET qualifications and units of competency while completing your Western Australian Certificate of Education
- Develop employability skills
- Gain an understanding of the world of work, providing you with valuable experience to assist with planning and pursuing your career pathways.

VETDss courses are offered in a broad range of study areas some of which include:

- Aerospace and Logistics
- Animals and Environment
- Automotive Technology
- Business, Finance, and Information Technology
- Maritime Studies and Fisheries
- Creative Industries
- Community Services and Health
- Engineering, robotics, and Mining
- Electrotechnology and Plumbing
- Fashion and Personal Services
- Hospitality and Culinary Arts
- Building & Construction
- Tourism and Events

These courses are offered at specific campuses across the Metropolitan area and students are responsible for their own transport arrangements.

There is no course cost for VETDss courses as they are funded by the Department of Training and Workforce Development (DTWD). However, depending on the chosen course students may be required to purchase a uniform, protective equipment, textbooks, or trade equipment/tools.

Students wishing to study a VETDss course must select the VET Pathway Program as part of the Senior School Course Selection.

Applications for VETDss are competitive and minimum entry requirements are usually C grades with good school attendance, and achievement of OLNA in at least 2 areas.

Please see Mrs Anderson in the Future's Hub for more information.



ATAR COURSES

English (ATAR) (Course Cost \$80)

Suggested Prerequisites

- Appropriate level of performance in Year 10 Standard English (B Grade)
- A satisfactory grade in KEA English (C grade or higher)

RATIONALE

The ATAR English course focuses on developing students' analytical, creative, and critical thinking and communication skills in all language modes, encouraging students to critically engage with texts from their contemporary world, the past, and from Australian and other cultures. By closely studying a range of films, documentaries, graphic novels, podcasts and short stories, students develop their skills of analysis and evaluation. Opportunities to compose their own interpretive, persuasive and analytical texts enables them to enhance their creativity and expression.

Students will be assessed throughout the year on a wide range of activities, both written and oral. There are two major exams for the year, one each semester.

CONTENT

Unit 1: Students explore how meaning is communicated through the relationships between language, text, purpose, context and audience. This includes how language and texts are shaped by their purpose, the audiences for whom they are intended, and the contexts in which they are created and received. Through responding to and creating texts, students consider how language, structure and conventions operate in a variety of imaginative, interpretive and persuasive texts. Study in this unit focuses on the similarities and differences between texts and how visual elements combine with spoken and written elements to create meaning. Students develop an understanding of stylistic features and apply skills of analysis and creativity. They are able to respond to texts in a variety of ways, creating their own texts, and reflecting on their own learning.

Unit 2: Students analyse the representation of ideas, attitudes and voices in texts to consider how texts represent the world and human experience. Analysis of how language and structural choices shape perspectives in and for a range of contexts is central to this unit. By responding to and creating texts in different modes and media, students consider the interplay of imaginative, interpretive, persuasive and analytical elements in a range of texts and present their own analyses. Students critically examine the effect of stylistic choices and the ways in which these choices position audiences for purposes, revealing and/or shaping attitudes, values and perspectives.

ASSESSMENT

Teachers design school-based assessment tasks to meet the needs of students. The details of the assessment types for the ATAR English Year 11 syllabus and the weighting for each assessment type are:

- Responding (35 - 40%)
- Creating (35 - 40%)
- Examination (20 - 30%)

CAREER POSSIBILITIES

The ability to communicate fluently and competently, whether it is in written or spoken forms is essential for success in tertiary studies and in all careers. Those careers which require a particular aptitude in English include public relations, prompt engineering, marketing, web content management, law, administration, journalism, social media management, publishing, librarianship, technical or creative writing and education.

ADDITIONAL COSTS

There may be additional costs to cover attending productions, plays or other cultural events.

At Kinross College – It's personal...

Literature (ATAR) (Course Cost \$80)

Suggested Prerequisites

- A minimum of a B grade in KEA English although an A is highly desirable.
- A high A grade in Advanced English.

NOTE: Students may study both English (ATAR) and Literature (ATAR).

RATIONALE

Students engage with literary theory and study prose, drama and poetry, learning to read literature in terms of its cultural, social and historical context. They develop the capacity to analyse ways literary texts are constructed and read, and critically evaluate the representations offered. Texts studied include those from the traditional English canon, Australian literature and contemporary works. Students create their own written pieces and enhance their ability to design and deliver oral presentations. They experience the aesthetic and intellectual pleasure reading literature can bring and, in so doing, gain insights into the human condition and experience.

CONTENT

Unit 1: The unit develops students' knowledge and understanding of different ways of reading and creating literary texts drawn from a widening range of historical, social, cultural and personal contexts. Students analyse the relationships between language, text, contexts, individual points of view and the reader's response. This unit develops knowledge and understanding of different literary conventions and storytelling traditions and their relationships with audiences. A range of literary forms is considered: 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..

Unit 2: The unit develops students' knowledge and understanding of intertextuality, the ways literary texts connect with each other. Drawing on a range of language and literary: experiences, students consider the relationships between texts, genres, authors, readers, audiences and contexts. The ideas, language and structure of different texts are compared and contrasted. Exploring connections between texts involves analysing their similarities and differences through an analysis of the ideas, language used and forms of texts. By experimenting with text structures and language features, students understand how their imaginative texts are informed by analytical responses.

ASSESSMENT

Teachers design school-based assessment tasks to meet the needs of students. The details of the assessment types for the ATAR Literature Year 11 syllabus and the weighting for each assessment type are:

- Extended Written Response (10 - 20%)
- Short Written Response (30 - 40%)
- Creative Production of a Literary Text (10 - 20%)
- Oral (10 - 20%)
- Examination (20 - 30%)

CAREER POSSIBILITIES

The necessity of English competence for success in a career cannot be understated. All tertiary institutions and careers require the ability to communicate fluently and competently, whether it is in written or spoken forms. Careers which require the skills developed in Literature are highly valued and include those in public relations, marketing, law, politics, administration, media, management, publishing, librarianship, the arts and education.

ADDITIONAL COSTS

There may be additional costs to cover attending productions, plays or other cultural events.

Mathematics Specialist (ATAR) (Course Cost \$75)

Suggested Prerequisites

- A minimum of a B grade in KEA Mathematics
- An A grade in Advanced Maths

NOTE: *Students must study Mathematics Methods (ATAR) if they are studying Mathematics Specialist (ATAR).*

RATIONALE

Mathematics Specialist is an ATAR course, which provides opportunities, beyond those presented in the ATAR Mathematics Methods subject, to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. The ATAR

Mathematics Specialist subject contains topics in functions and calculus that build on and deepen the ideas presented in the ATAR Mathematics Methods course, as well as demonstrate their application in many areas. This course also extends understanding and knowledge of statistics and introduces the topics of vectors, complex numbers and matrices. The ATAR Mathematics Specialist course is the only ATAR mathematics course that should not be taken as a stand-alone subject.

CONTENT

By the end of this unit, students:

- Understand the concepts and techniques in trigonometry, real and complex numbers, and matrices.
- Apply reasoning skills and solve problems in trigonometry, real and complex numbers, and matrices.
- Communicate their arguments and strategies when solving problems.
- Construct proofs of results.
- Interpret mathematical information and ascertain the reasonableness of their solutions to problems.

Unit 1

Contains the three topics:

- 1.1 Geometry
- 1.2 Combinatorics
- 1.3 Vectors in the plane

Unit 2

Contains the three topics:

- 2.1 Trigonometry
- 2.2 Matrices
- 2.3 Real and complex numbers

ASSESSMENT

Teachers design school-based assessment tasks to meet the needs of students. The details of the assessment types for the ATAR Mathematics Specialist Year 11 syllabus and the weighting for each assessment type are:

- Response (40%)
- Investigation (20%)
- Examination (40%)

CAREER POSSIBILITIES

Fluency in Mathematics and its associated problem-solving and reasoning skills is fundamental to the work done in many professions. Studying ATAR Mathematics Specialist is for students who are intending to work in a technical field such as mathematics or engineering.

Mathematics Methods (ATAR) (Course Cost \$84)

Suggested Prerequisites

- A minimum of a B grade in KEA Mathematics
- An A grade in Advanced Maths

RATIONALE

Mathematics Methods is an ATAR course that focuses on the use of calculus and statistical analysis. The study of calculus provides a basis for understanding rates of change in the physical world, and includes the use of functions, their derivatives and integrals, in modelling physical processes. The study of statistics develops students' ability to describe and analyse phenomena that involve uncertainty and variation.

CONTENT

- Understanding of concepts and techniques drawn from algebra, the study of functions and calculus.
- Probability and statistics.
- Ability to solve applied problems using concepts and techniques drawn from algebra, functions, calculus, probability and statistics.
- Reasoning in mathematical and statistical contexts and interpretation of mathematical and statistical information, including ascertaining the reasonableness of solutions to problems.
- Capacity to communicate in a concise and systematic manner using appropriate mathematical and statistical language.
- Capacity to choose and use technology appropriately and efficiently.

Unit 1

Contains the three topics:

- Counting and probability
- Functions and graphs
- Trigonometric functions.

Unit 2

Contains the three topics:

- Exponential functions
- Arithmetic and geometric sequences and series
- Introduction to differential calculus.

ASSESSMENT

Teachers design school-based assessment tasks to meet the needs of students. The details of the assessment types for the ATAR Mathematics Methods Year 11 syllabus and the weighting for each assessment type are:

- Response (40%)
- Investigation (20%)
- Examination (40%)

CAREER POSSIBILITIES

Fluency in Mathematics and its associated problem-solving and reasoning skills is fundamental to the work done in many professions. Studying ATAR Mathematics Methods is for students with a keen interest in mathematics and the intention to work in technical fields such as: computer programming, statistics, physical sciences or engineering. Students interested in engineering should also consider studying ATAR Mathematics Specialist.

Mathematics Applications (ATAR) (Course Cost \$75)

Suggested Prerequisites

- A minimum of a C grade in KEA Mathematics
- A minimum of a B grade in Advanced Maths

RATIONALE

Mathematics Applications is an ATAR course that focuses on the use of mathematics to solve problems in contexts that involve financial modelling, geometric and trigonometric analysis, linear equations and graphical analysis and applications of mensuration. It also provides opportunities for students to develop systematic strategies based on the statistical investigation process for univariate data analysis. Throughout the course, there is an emphasis on the use and application of digital technologies.

CONTENT

By the end of this subject, students:

- Understand the concepts and techniques in consumer arithmetic, algebra and matrices, and shape and measurement.
- Apply reasoning skills and solve practical problems in consumer arithmetic, algebra and matrices, and shape and measurement.
- Communicate their arguments and strategies when solving problems using appropriate mathematical language.
- Interpret mathematical information and ascertain the reasonableness of their solutions to problems.
- Choose and use technology appropriately and efficiently.

Unit 1

Contains the three topics:

- Consumer arithmetic
- Algebra and Matrices
- Shape and Measurement

Unit 2

Contains the three topics:

- Univariate data analysis and the statistical investigation
- Applications of trigonometry
- Linear equations and their graphs

ASSESSMENT

Teachers design school-based assessment tasks to meet the needs of students. The details of the assessment types for the ATAR Mathematics Applications Year 11 syllabus and the weighting for each assessment type are:

- Response (40%)
- Investigation (20%)
- Examination (40%)

CAREER POSSIBILITIES

Fluency in Mathematics and its associated problem-solving and reasoning skills is fundamental to the work done in many professions. Studying ATAR Mathematics Applications will provide students with a good preparation for further study and a career in most professional fields, including architecture, business and medicine. It is not sufficient preparation for very technical fields such as physical sciences or engineering.

Business Management and Enterprise (ATAR) (Course Cost \$60)

PREREQUISITES

- Year 10 HASS - B Grade.

RATIONALE

The ATAR Business Management and Enterprise course focuses on business planning, marketing and growth, and opportunities provided for business by technology and the global environment. Students examine factors that drive international business developments, the features and traits of successful management, and how businesses operate strategically to maximise business performance in a global setting. Through the consideration of real businesses and scenarios, students develop knowledge, understanding and skills that enable them to apply financial and business literacy, analyse business opportunities, evaluate business performance, identify and create opportunities, and make sound, ethical business decisions within a business environment. The course equips students to participate proactively in the world of business, behave responsibly and demonstrate integrity in business activities.

CONTENT

Unit 1 – Success in Business – In this unit, students explore what it takes to be successful beyond the initial start-up stage. Students investigate the features of successful marketing campaigns and report on how businesses succeed and prosper through methods, such as expansion in products, market share or diversification.

Unit 2 – Business Growth – In this unit, students explore issues in the business environment, including the importance of intellectual property in protecting business ideas. The unit addresses the significance of employee motivation and the development of a business plan in the overall success of expansion.

ASSESSMENT

- Business Research (40%)
- Response (30%)
- Examination (30%)

CAREER POSSIBILITIES

Studying the ATAR Business Management and Enterprise course aims to prepare all students for a future where they will need to identify possibilities and create opportunities within a business environment. Careers include Events Manager, Human Resource Manager, Operations Manager, Account Manager, Small Business Owner and Entrepreneur.

Accounting and Finance (ATAR) (Course Cost \$60)

PREREQUISITES

- Year 10 English - B Grade or Year 10 KEA English – C Grade.
- Year 10 Standard Mathematics - B Grade.

SUBJECT DESCRIPTION

Accounting and Finance is a course which provides students with the opportunity of developing immediate employable skills as well as essential financial life skills. Accountants enjoy a highly regarded career in the business world today with opportunities which have arisen through globalisation, the introduction of the GST and the implementation of new tax laws. The focus of Accounting and Finance is to apply knowledge and understanding of financial principles, systems, and institutions to manage financial information and make decisions in a variety of contexts.

CONTENT

Unit 1 - The focus for this unit is on double entry accounting for 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 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).

Unit 2 - The focus for this unit is on 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 a variety of types of business organisations. Students learn of the role and functions of the professional accounting and financial associations.

ASSESSMENT

Internal assessment throughout the subject is based on the following:

- Examinations (40%)
- Projects (10%)
- Tests (50%)

CAREER POSSIBILITIES

Career possibilities are very diverse and range from dealing with personal finances as a financial planner or advisor, dealing with business tax, investigating fraud as a forensic accountant, to being an analyst on Wall Street! Possible subject exemptions at tertiary level – TAFE and University.

Politics and Law (ATAR) (Course Cost \$60)

PREREQUISITES

- Year 10 HASS – B Grade

RATIONALE

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 Politics and Law contributes to students' intellectual, social and ethical development. The subject aims to support all students in developing a sense of identity, and a sense of political, legal, cultural and social awareness. The subject also challenges students to critically examine the effectiveness of political and legal systems using criteria such as openness, responsiveness and accountability of those systems. At the same time, the skills and values developed in the Politics and Law subject aim to allow students to become informed, active and effective participants in the political and legal decisions that affect their lives and the future of their communities at the school, local, state, national and international levels.

CONTENT

Unit 1 - Democracy and the Rule of Law, this unit examines the principles of liberal democracy: the legislative, executive and judicial structures and processes 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.

Unit 2 - Representations 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 10 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.

ASSESSMENT

Students will be assessed throughout the year in the following forms of assessment:

- Investigation (10%)
- Short Answer (20%)
- Essay (20%)
- Source analysis (20%)
- Examinations (30%)

CAREER POSSIBILITIES

Politics and Law can provide a valuable background for those seeking careers in the law, political advocacy, public administration, teaching, journalism and government. It is also useful for students considering a career in commerce and finance.

Modern History (ATAR) (Course Cost \$60)

PREREQUISITES

- Year 10 HASS - B Grade
- Consideration will also be given to students who have achieved an A or B grade in English.

RATIONALE

History is the study and practice of making meaning of the past by examining the ideas, beliefs and values that have shaped and influenced our lives today. It provides students with a greater appreciation of the world and societies around them, including individuals, movements, events and ideas that have shaped the world in which they live. A study of Modern History enables students to become critical thinkers with the ability to find, analyse and prioritise information. Students of Modern History develop written and verbal expression through research, source analysis and the formulation of extended arguments.

CONTENT

Unit 1 - Understanding the modern world – “Capitalism – the American experience (1907 – 1941)”. This unit examines developments of significance in the modern era, including the ideas that inspired them and their far-reaching consequences. Students examine developments or turning points that have helped to define the modern world. This unit explores crucial changes to American society in the early 20th Century. These include economic change such as the development of capitalism and mass production, economic growth of the “Roaring 20s” and the Great Depression of the 1930s in America. Social changes studied include women’s rights, treatment of social minorities, prohibition and the rise in crime and intolerance as reflected through people such as Al Capone and groups such as the Ku Klux Klan. Political change is examined through the growth of different ideologies and their impacts on society during the period.

Unit 2 - Movements for change in the 20th Century – “Nazism in Germany”. This unit examines significant movements for change in the 20th Century that led to change in society, including people’s attitudes and circumstances. These are movements that have shaped the world in which we live and have had a lasting impact on modern societies. It focuses on the ways in which individuals, groups and institutions challenge authority and transform society. Students study the impacts of World War One on Germany, the failure of democracy which led to the rise of Hitler and the Nazi Party, and the implementation of Hitler’s economic, social and political policies which ultimately led to World War Two and the Holocaust. These are movements that have shaped the world in which we live and have had a lasting impact on modern societies.

ASSESSMENTS

There are four assessment types:

- Historical Inquiry (20%)
- Explanation: in-class essays (20 - 30%)
- Source Analysis (20 - 30%)
- Examinations (30%)

CAREER POSSIBILITIES

The study of Modern History can lead to a wide variety of careers, not just limited to history. Students of history are sought after by many employers in a large number of industries and businesses for their analysis, research and writing skills, critical thinking and ability to prioritise information.

Chemistry (ATAR) (Course Cost \$73)

PREREQUISITES

- Year 10 Standard Science - B Grade .
- Year 10 KEA Science – B Grade

RATIONALE

Chemistry is the study of materials and substances and the transformations they undergo through interactions and the transfer of energy.

The ATAR Chemistry course equips students with the knowledge, understanding and opportunity to investigate properties and reactions of materials. Theories and models are used to describe, explain and make predictions about chemical systems, structures and properties.

Investigations and laboratory activities develop an appreciation of the need for precision, critical analysis and informed decision making. Students design and conduct qualitative and quantitative investigations both individually and collaboratively. They investigate questions and hypotheses, manipulate variables, analyse data, evaluate claims, solve problems and develop and communicate evidence-based arguments and models.

Students recognise hazards and make informed, balanced decisions about chemical use and sustainable resource management. Issues of sustainability will be tackled by the application of chemical knowledge using a range of technologies.

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

CONTENT

Unit 1 – Chemical fundamentals: structure, properties and reactions - In this unit, students use models of atomic structure and bonding to explain the macroscopic properties of materials. Students develop their understanding of the energy changes associated with chemical reactions and the use of chemical equations to calculate the masses of substances involved in chemical reactions.

Unit 2– Molecular interactions and reactions - In this unit, 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.

ASSESSMENT

- Inquiry: Practical & Investigation (25%)
- Extended response (10%)
- Test (15%)
- Examination (50%)

CAREER POSSIBILITIES

An understanding of chemistry is relevant to a range of careers, including those in forensic science, environmental science, engineering, medicine, dentistry, pharmacy and sports science. Additionally, chemistry knowledge is valuable in occupations that rely on an understanding of materials and their interactions, such as art, winemaking, agriculture and food technology.

Human Biology (ATAR) (Course Cost \$73)

PREREQUISITES

- Year 10 Standard Science – B Grade
- Year 10 KEA Science – B Grade

RATIONALE

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

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

CONTENT

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.

ASSESSMENT

- Inquiry – practical & investigation (20%)
- Extended response (15%)
- Test (25%)
- Examination (40%)

CAREER POSSIBILITIES

An understanding of human biology is valuable for a variety of career paths. The subject content deals directly and indirectly with many different occupations in fields such as science education, medical and paramedical fields, food and hospitality, childcare, sport and social work.

Physics (ATAR) (Course Cost \$73)

PREREQUISITES

- Year 10 KEA Science - B Grade
- Year 10 Standard Science – B grade

RATIONALE

Physics is a fundamental science that endeavours to explain all the natural phenomena that occur in the universe.

In the ATAR Physics course students will learn how energy and energy transformations can shape the environment from the small scale, in quantum leaps inside an atom's electron cloud, through the human scale, in vehicles and the human body, to the large scale, in interactions between galaxies.

The ATAR Physics course uses qualitative and quantitative models and theories based on physical laws to visualise, explain and predict physical phenomena. Models, laws and theories are developed from, and their predictions are tested by, making observations and quantitative measurements.

In this subject, students gather, analyse and interpret primary and secondary data to investigate a range of phenomena and technologies using some of the most important models, laws and theories of physics, including the kinetic particle model, the atomic model, electromagnetic theory, and the laws of classical mechanics. Students 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 have opportunities to develop their investigative skills and use analytical thinking to explain and predict physical phenomena. Students plan and conduct investigations to answer a range of questions, collect and interpret data and observations, and communicate their findings in an appropriate format. Problem-solving and using evidence to make and justify conclusions are transferable skills that are developed in this subject.

CONTENT

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.

ASSESSMENT

- Inquiry: practical & investigation (30%)
- Test (30%)
- Examination (40%)

CAREER POSSIBILITIES

The ATAR Physics subject will also provide a foundation in physics knowledge, understanding and skills for those students who wish to pursue tertiary study in science, engineering, medicine and technology.

Biology (ATAR) (Course Cost \$73)

PREREQUISITES

- Year 10 KEA Science – B Grade
- or Year 10 Standard Science - A Grade

RATIONALE

Biology is the study of the fascinating diversity of life as it has evolved and as it interacts and functions. Investigation of biological systems and their interactions, from cellular processes to ecosystem dynamics, has led to biological knowledge and understanding that enable us to explore and explain everyday observations, find solutions to biological issues, and understand the processes of biological continuity and change over time. Living systems are all interconnected and interact at a variety of spatial and temporal scales, from the molecular level to the ecosystem level. A unique appreciation of life and a better understanding of the living world are gained through studying the ATAR Biology course.

This course encourages students to be analytical, to participate in problem-solving and to systematically explore fascinating and intriguing aspects of living systems, from the microscopic level through to ecosystems. Students develop a range of practical skills and techniques through investigations and fieldwork in authentic contexts, such as marine reefs, endangered species, urban ecology, or biotechnology. Scientific evidence is used to make informed decisions about controversial issues.

CONTENT

Unit 1 – Ecosystems and biodiversity. In this unit, 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. In this unit, students investigate the interdependent components of the cell system and the multiple interacting systems in multicellular organisms.

ASSESSMENT

- Inquiry: Practical & Investigation (30%)
- Extended response (10%)
- Test (20%)
- Examination (40%)

CAREER POSSIBILITIES

Studying the ATAR Biology course provides students with a suite of skills and understandings that are valuable to a wide range of further study pathways and careers. Understanding of biological concepts, as well as general science knowledge and skills, is relevant to a range of careers, including those in medical, veterinary, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation and eco-tourism.

Psychology (ATAR) (Course Cost \$73)

PREREQUISITES

- Year 10 KEA Science - C Grade
- or Year 10 General Science - B Grade

RATIONALE

Psychology is the scientific study of how people think, feel and act. It aims to answer important questions such as what factors influence human development. Psychology's main aim is to understand humans, through the rigorous use of scientific method. This allows for systematic exploration into the complexities of human behaviour based on evidence gathered through planned investigations.

Psychological knowledge helps us understand factors relating to individuals, such as: cognition, or the way we think; biological bases of behaviour; and personality, the enduring traits that distinguish individuals. Psychological knowledge also helps us understand the way that individuals function within groups. This consists of knowledge associated with socialisation, moral development, the formation of attitudes and how people relate and communicate.

On a larger scale, psychological knowledge can help us to understand how individuals function within wider contexts and how this is influenced by culture, shaping people's values, attitudes and beliefs. Psychology is very useful, both to individuals assisting us to improve ourselves and our relationships, and to society. Students also develop important research skills as they engage in the exploration and evaluation of data to illustrate how empirical procedures are used to examine phenomena such as intelligence and personality.

CONTENT

Unit 1 - In this unit students learn about the nervous system and the impact of external factors on behaviour, such as physical activity and psychoactive drugs. Cognition, intelligence and states of consciousness are investigated. Students study pro-social and antisocial relationships and the role of communication in initiating, maintaining and regulating these.

Unit 2 - This unit focuses on developmental psychology. Students explore the nature/nurture debate and look at the role of play in assisting development. Students explore components of personality and behaviour and causes of prejudice. Psychological research methods studied in Unit 1 are further developed.

ASSESSMENT

- Investigation (20%)
- Response (30%)
- Project (20%)
- Examination (30%)

CAREER POSSIBILITIES

The study of psychology is highly relevant to further studies in the health professions; education, human resources, social sciences, sales, media and marketing and management.

Music (ATAR) (Course Cost \$200)

PREREQUISITES

Students must have achieved satisfactory results in both class and instrumental music or have approval from their Music Teacher.

Students should be receiving regular weekly instrumental or vocal lessons, either through the school or privately, and attend choir and ensemble rehearsals as appropriate for their instrument or voice to remain eligible for enrolment in the music courses.

Evidence of private lessons are required each semester.

RATIONALE

Music is an expression of human experience and has an important place in the history and culture of all civilisations. Studying music ensures lifelong appreciation and engagement in the arts, and fosters understanding and respect for all music and performance mediums across different times and places. The Music course enables students to develop their musical abilities in performance, aural and composition, and to appreciate major contributions of other musicians in history.

CONTENT

The subject is divided into Performance, Composition, Music literacy, and Music analysis.

ASSESSMENT

- Practical (50%) Includes: Prepared Repertoire, Technical work, ensemble and Examination
- Written (50%) Includes: Music Literacy, Composition, Analysis and Examination

CAREER POSSIBILITIES

Musician, Composer, Music Teacher, Music Therapist, Music Journalism & Sound Engineer.

ADDITIONAL COSTS

Students may have the opportunity to attend performances by professional groups relevant to their studies. Typical ticket prices may be around \$25.00 per performance. While students are strongly encouraged to attend, it is not compulsory.

Physical Education Studies (ATAR) (Course Cost \$100)

PREREQUISITES

- Year 10 Standard Science - B Grade
- Or Year 10 KEA Science – C Grade
- AND Year 10 Physical Education - B+ Grade and/or Year 10 Sports Science - B+ Grade.

Playing competitive sport at State or club level is vital for success in this subject as 30% of the marks are from practical aspects.

RATIONALE

Physical Education Studies is a sport science-based course. It focuses on the complex interrelationships between learning motor skills, biomechanics, physiology, psychology and functional anatomy. This course will suit students who have an interest in sports science and who participate in sport at a high level. The course breakdown is 70% theory and 30% practical.

The course appeals to students with varying backgrounds, physical activity knowledge and dispositions. Students analyse the performance of themselves and others, apply theoretical principles and plan programs to enhance performance.

Practical components will be based on Volleyball and Touch Football but will remain dependent on teacher and resource availability.

CONTENT

The subject content is divided into six interrelated content areas:

- Developing physical skills and tactics
- Motor learning and coaching
- Functional anatomy
- Biomechanics
- Exercise physiology
- Sport psychology

ASSESSMENT

- Practical (30%)
- Investigation (15%)
- Response (15%)
- Examination (40%)

CAREER POSSIBILITIES

The course prepares students for a variety of post-school pathways, including immediate employment or tertiary studies. It provides students with an increasingly diverse range of opportunities in the sport, leisure and recreation industries, education, sport development, youth work, and health related and medical fields linked to physical activity and sport. The course also equips students to take on volunteer and leadership roles in community, such as coaching.

Drama (ATAR) (Course Cost \$130)

PREREQUISITES

Students need to have had previous Drama experience and achieved a minimum B grade in either Drama or English. Essay and/or Extended Answer writing skills are essential.

RATIONALE

The Drama ATAR course focuses on aesthetic understanding and drama in practice as students integrate their knowledge and skills. They use the elements and conventions of drama to develop and present ideas and explore personal and cultural issues. They engage in drama processes such as improvisation, play building, text interpretation and playwriting which allow them to create original drama and interpret a range of texts written or devised by others. Their work in this course includes production and design aspects involving sets, costumes, makeup, props, promotional materials and sound and lighting. In this course, students engage in both Australian and world drama practice, understanding the experience of other times, places and cultures in an accessible, meaningful and enjoyable way. The Drama course covers the following roles: actor, dramaturge, costume designer, lighting designer, set designer and sound designer:

CONTENT

Students are expected to develop skills and abilities in multiple drama-based forms of communication. Students are to address appropriate aspects of written and oral communication through drama in performance and associated learning activities. This includes short and extended answer forms, graphic organisers, diagrams and illustrations with appropriate annotations and use of colour, interviews and other oral presentations, structuring of ideas and responses. • Unit 1 – Representational, realist drama • Unit 2 – Presentational, non-realist drama Students explore techniques of characterisation in Unit 1 Representational, realist drama, through different approaches to group based text interpretation, particularly those based on the work of Stanislavski and others. In this unit, students have the opportunity to research and collaboratively workshop, interpret, perform and produce texts in forms and styles related to representational, realistic drama that educate and present perspectives. In Unit 2 Presentational, non-realist drama, students explore techniques of role and/or character through different approaches to group based text interpretation, particularly those based on the work of Brecht and others. In this unit, students have the opportunity to research and collaboratively workshop, interpret and perform drama texts that challenge and question perspectives.

ASSESSMENT

- Performance/Production (40%)
- Response (40%)
- Written exam (10%)
- Practical exam (10%)

CAREER POSSIBILITIES

Possible career pathways: lawyer, management and personnel services, actor, director, arts and event management, production designer (sound, lighting, costume, set), stage management, front of house management, radio presenter, drama therapist, public relations, occupational therapist, writing, journalist, marketing and promotions, drama teacher, university lecturer, theatre critic, arts education, politician, diplomat.

GENERAL COURSES

English (General) (Course Cost \$80)

PREREQUISITES

Nil

RATIONALE

The General English course focuses on consolidating and refining skills and knowledge needed to become competent, confident and engaged users of English in everyday, community, social, further education, training and workplace contexts. The subject is designed to provide students with the skills to succeed in a wide range of post-secondary pathways by developing their language, literacy and literary skills. Students comprehend, analyse, interpret, evaluate and create analytical, imaginative, interpretive and persuasive texts in a range of written, oral, multimodal and digital forms. There is an emphasis on contemporary texts to engage students.

CONTENT

Unit 1: The unit focuses on students comprehending and responding to the ideas and information presented in texts. Students learn to interact with others in a range of contexts including every day, community, social and vocational contexts. They apply their understanding of language through the creation of texts for different purposes.

Unit 2: The focuses on interpreting ideas and arguments in a range of texts and contexts. Students integrate relevant information and ideas from texts to develop their own interpretations. They engage effectively in a range of contexts and create texts using persuasive, visual and literary techniques to engage audiences in a range of media.

ASSESSMENT

- Responding (40-60%)
- Creating (40-60%)

CAREER POSSIBILITIES

The ability to communicate fluently and competently, whether it is in written or spoken forms is essential in all careers. Careers where sound communication skills are necessary include teaching assistant, enrolled nurse, receptionist, trade-person, game designer, tour guide, events coordinator, chef and retail/hospitality manager.

Mathematics Essential (General) (Course Cost \$69)

PREREQUISITE

A satisfactory performance (C Grade or higher) in Year 10 Maths.

RATIONALE

The General Mathematics Essential course focuses on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives. It provides students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning and community settings. This course offers students the opportunity to prepare for post-school options of employment and further training.

CONTENT

By the end of this course, students will understand the concepts and techniques in calculations, algebra, measurement, graphs, representing and comparing data, percentages, rates and ratios, and time and motion. Apply reasoning skills and solve problems in calculations, algebra, measurement, graphs, representing and comparing data, percentages, rates and ratios, and time and motion. Communicate their arguments and strategies when solving mathematical and statistical problems using appropriate mathematical or statistical language. Interpret mathematical information and ascertain the reasonableness of their solutions to problems.

Unit 1 - Contains the four topics:

- Basic calculations, percentages and rates
- Using formulas for practical purposes
- Measurement
- Graphs

Unit 2 - Contains the four topics:

- Representing and comparing data
- Percentages
- Rates and ratios
- Time and motion

ASSESSMENT

Teachers design school-based assessment tasks to meet the needs of students. The details of the assessment types for the General Mathematics Essential Year 11 syllabus and the weighting for each assessment type are:

- Response (50%)
- Investigation (50%)

CAREER POSSIBILITIES

This subject provides students with useful tools and skills to use and apply in the post-school environment. It has been designed to cater for students who require preparation for a wide range of occupations within the community.

Human Biology (General) (Course Cost \$73)

PREREQUISITES

Satisfactory performance (C Grade or higher) in Year 10 Science.

RATIONALE

The General Human Biology course gives students a chance to explore how the human body works. Students focus on bones, muscles, nerves and hormones, and how they maintain and coordinate the body. The causes and spread of disease and how humans respond to invading pathogens are studied, as well as the role of males and females in the process of reproduction. Students investigate the body systems through real or virtual dissections and practical examination of cells, organs and systems. They research contemporary treatments for dysfunctions of the body systems and are encouraged to use ICT to interpret and communicate their findings in a variety of ways. Second-hand data is used to investigate transmission of diseases from a historical perspective and recent global incidences.

CONTENT

Unit 1- This unit explores how the systems of the human body are interrelated to help sustain functioning to maintain a healthy body. Cells are the basic structural and functional units of the human body. Materials are exchanged in a variety of ways within and between the internal and external environment to supply inputs and remove outputs for life processes. The respiratory, circulatory, digestive and urinary systems control the exchange and transport around the body of materials required for efficient functioning. The lifestyle choices we make can have consequences for the optimal functioning of these systems. Humans can intervene to treat dysfunction and influence the quality of life of the individual.

Unit 2 - This unit explores the role that males and females have in reproduction, including contraception, and the issues of sexually transmitted infections. Students learn about the reproductive systems of males and females and how they are specialised to produce differentiated gametes (eggs and sperm) and ensure the chances of fertilisation and implantation are more likely. The healthy development of the embryo and foetus can be monitored, and technologies available will be presented. Where there are instances of infertility, options available for couples, along with associated risks, will be considered, in addition to lifestyle choices that can affect fertility. Sexually transmitted infections will be researched, and effects, treatments and ways to minimise infection will be examined. Students apply their knowledge to construct a deoxyribonucleic acid (DNA) model and demonstrate cell division processes.

ASSESSMENT

- Science Inquiry (40%)
- Extended Response (20%)
- Test (40%)

CAREER POSSIBILITIES

The course content deals directly and indirectly with occupations in areas such as, social work, medical and paramedical fields, food and hospitality, childcare, sport, science and health education. The course helps to prepare all students, regardless of their background or career aspirations, to take their place as responsible citizens in society.

Psychology (General) (Course Cost \$73)

PREREQUISITES

Satisfactory performance (C Grade or higher) in Year 10 Science.

RATIONALE

Psychology is the scientific study of how people think, feel and act. Psychological knowledge helps us understand factors relating to individuals, such as: the way we think; biological bases of behaviour; and personality traits. Psychological knowledge also helps us understand the way that individuals function within groups with regards to socialisation, moral development, the formation of attitudes and how people relate and communicate. Psychological knowledge can help us to understand how culture can shape people's values, attitudes and beliefs.

CONTENT

Unit 1 - This unit provides an introduction to personality and intelligence. Students explore Freud's psychodynamic approach, Eysenck's trait theory and Spearman's theory of general intelligence. Beyond the individual, the impact of culture and others on behaviour is a key focus. Students examine agents of socialisation and the role of verbal and non-verbal communication in initiating, maintaining and regulating relationships. Students are introduced to qualitative and quantitative methods of data collection and explore fundamental ethical considerations pertinent to psychological research.

Unit 2 - This unit introduces students to the human brain and the impact of factors influencing behaviour, emotion and thought. Students review the role of nature and nurture in human development. Students learn about stages of development and the impact of external factors on personality development. The impact of group size on behaviour and the influence of culture in shaping attitudes is explored. Students interpret descriptive data and apply it to create tables, graphs and diagrams, distinguish patterns and draw conclusions.

ASSESSMENT

- Investigation (30%)
- Response (40%)
- Project (30%)

CAREER POSSIBILITIES

Students will learn techniques to enhance their personal communication skills. Students also develop important research skills as they engage in the exploration and evaluation of psychological research data. The study of psychology is highly relevant to further studies in the health professions, education, human resources, social sciences, sales, media and marketing and management.

Science in Practice (General) (Course Cost \$73)

PREREQUISITES

Satisfactory performance (C Grade or higher) in Year 10 Science.

RATIONALE

The General Science course enables students to investigate science issues in the context of the world around them.

It encourages students to develop their scientific skills of curiosity, observation, collection and analysis of evidence, in a range of contexts.

The multidisciplinary approach, including aspects of biology, chemistry, geology and physics, further encourages students to be curious about the world around them and assume a balanced view of the benefits and challenges presented by science and technology.

Students conduct practical investigations that encourage them to apply what they have learnt in class to real-world situations and systems.

CONTENT

Unit 1 - 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 - 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

ASSESSMENT

- Inquiry – practical & investigation (50%)
- Extended response (30%)
- Test (20%)

CAREER POSSIBILITIES

The General Integrated Science course is inclusive and aims to be attractive to students with a wide variety of backgrounds, interests and career aspirations. It is a desired subject in a number of TAFE pathway.

Business Management and Enterprise (General) (Course Cost \$60)

PREREQUISITES

- Year 10 English and HASS – Minimum C Grade.

RATIONALE

The Business Management and Enterprise General course gives students the opportunity to understand how vital business is to individuals and society, and how it impacts on many aspects of our lives. Business has a complex and dynamic organisational structure that requires a combination of skills, aptitude, creativity, initiative and enterprise to operate effectively. In a constantly changing world, individuals, businesses and nations must adapt their position in an increasingly global economy and generate the wealth to sustain economic growth. To do this, business requires people with strategic vision who are enterprising, innovative and creative. This course focuses on the development of these skills within the business cycle, day-to-day running, continuing viability and expansion of a business. Exposure to a wide range of business activities, management strategies and an understanding of enterprise, helps students to appreciate the significance of their role as both participants and consumers in the business world.

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

The course equips students to proactively participate in the dynamic world of business, behave responsibly and demonstrate integrity in business activities.

CONTENT

Unit 1 - 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, encouraging students to generate ideas and proposals that may be suitable for business ventures.

Unit 2 - The focus of this unit is developing and implementing daily operational activities of a business. The concepts of innovation, marketing, competitive advantage and legal aspects of running a business are investigated and applied.

ASSESSMENT

- Business Research (40%)
- Response (60%)

CAREER POSSIBILITIES

This course is especially useful for students who are considering running their own small business such as plumbers, electricians, hairdressers, beauticians and entrepreneurial start-ups.

Ancient History (General) (Course Cost \$60)

PREREQUISITE

There is no minimum entry requirement for this program.

RATIONALE

The study of ancient history is the process of making meaning of the distant past in order to understand our present. It provides an opportunity for students to study people from cultures and communities that no longer exist, and to investigate how these communities responded to the problems and challenges of their time. Ancient history allows students to explore the ancient historical narrative and to seek out evidence for this.

CONTENT

Unit 1 – Ancient civilisations and cultures This unit enables students to investigate life in early civilisations, including the social, cultural, political, economic, religious, and military structures, and the significant values, beliefs, and traditions that existed. They discover how the world and its people have changed, as well as the significant legacies that exist into the present.

Unit 2 – Power in the ancient world In this unit, students learn that in ancient societies key individuals have acted as agents of change, interacting with groups and institutions, and using their power to shape their society. They investigate key individuals' motives, the methods they used to achieve power, the ways they used their power, the responses of others to their use of power, and their impact and influence on society.

ASSESSMENT

- Historical Inquiry (20- 30%)
- Explanation (20 -30%)
- Source Analysis (20 -30%)
- Test (20 - 30%)

CAREER POSSIBILITIES

For students considering law, politics, journalism, public service, foreign affairs, diplomatic service, academic, teacher, tourism, archaeology, museum and conservation work.

Modern History (General) (Course Cost \$60)

PREREQUISITE

There is no minimum entry requirement for this program.

RATIONALE

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. This assists in the development of critical thinking skills, as it encourages students to compare and contrast information, detect inconsistencies in details, recognise the manipulation of evidence, identify perspective in the presentation of graphic and textual material, and evaluate the accuracy and reliability of sources.

CONTENT

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. Students may investigate one or two electives (e.g. Napoleon, the Revolution and the Empire; George Washington and the American Revolution; Charles Perkins and others: Aboriginal advancement since the 1950s to the Apology; Nelson Mandela and the fight to end apartheid in South Africa or Local WA History), where historical skills will be taught.

Unit 2 - Power and authority. This unit involves studying one or two electives chosen from; Imperial power and authority (e.g. the Dutch in the East Indies), International authority (e.g. The UN and League of Nations) and/or Authoritarian state (e.g. Tokugawa Japan). Students learn that societies consist of individuals and institutions that have various types of power and authority and that these interact with each other. The course investigates 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.

ASSESSMENT

- Historical Inquiry (20%)
- Explanation (25%)
- Source Analysis (30%)
- Test (25%)

CAREER POSSIBILITIES

Career possibilities are very diverse and range from conservation consultant, journalist, cultural heritage specialist, museum education officer, researcher, or government adviser.

Career and Enterprise (General) (Course Cost \$60)

PREREQUISITES

There is no minimum entry requirement for this program

RATIONALE

The Career & Enterprise Unit prepares students for their work placements and future career decisions by studying the following topics:

- personal attributes and suitability for jobs
- learning / education and career success
- people support in career management
- career information sources
- responding to job opportunities
- promoting yourself to an employer
- differences in work environments
- changing features of work environments
- job satisfaction

CONTENT

Unit 1 - The focus of this unit is exploring work and networks. You will develop an understanding of aspects of work and workplaces. You will learn the basic organisation and roles associated with different workplace structures and develop awareness that employment is connected with responsibility for yourself and others. You will learn that positive self-esteem and self-management are required to access work opportunities and acquire skills to build careers. It enables you to increase your knowledge of work and career choices.

Unit 2 - The focus of this unit is entry-level work readiness. You will explore the attributes and skills necessary for employment and identify your personal strengths and interests and the impact these have on career development opportunities and decisions. You will develop a career profile which is used, together with simple work search tools and techniques, to commence planning career development options. An exploration is made of workplaces, organisation and systems and also employment as a contractual agreement. The roles, rights and responsibilities of individuals are defined and assessed according to legal, ethical and financial considerations. The unit investigates how these influences and trends impact on personal career development opportunities.

ASSESSMENT

- Investigation (30%)
- Production (30%)
- Career Portfolio (20%)
- Response (20%)

CAREER POSSIBILITIES

Career and Enterprise is tailored for students who are unsure of what the world of work looks like for them, and provides opportunities to explore countless possibilities.

Health Studies (General) (Course Cost \$75)

PREREQUISITES

- Year 10 Health – Minimum C Grade, Year 10 English – Minimum C Grade.

RATIONALE

The General Health Studies course focuses on the study of health as an important factor of human life. Students undertaking this course develop the knowledge and skills necessary to promote an understanding of the importance of personal and community action in promoting health.

Students explore factors which influence their health in positive and negative ways, and devise action plans which focus on achieving identified goals designed to improve health. Key consumer health skills and concepts are introduced, including the role and features of components of the Australian healthcare system.

CONTENT

Health Studies is all about how healthy we are as individuals, communities and population groups.

The course will investigate the answers to questions such as:

- How do we make sure individuals engage in activities that promote or look after their health?
- What skills do individuals need to be able to experience good health?
- How do we promote or teach these skills?

We also consider developing countries:

- Why do they suffer from poorer health and how can we improve this?
- How do we ensure that everyone around the world has equal access to strategies and services that promote good health?

Students who choose this course, should have a keen interest in Health, either looking after their own or working with others to improve the health of the population (Health Promotion). Curiosity for events happening around the world is important. You will consider world events such as the spread of a pandemic, poverty and war as well as current affairs, sexual, mental and physical health.

This course is not the same type of course as Health Education in Years 7 – 10, but rather Health on a global scale.

The Year 11 course is composed of two units which are delivered as a concurrent course during the year.

Unit 1 - This unit focuses on personal health and wellbeing and what it means to be healthy.

Unit 2 - This unit focuses on personal health and introduces the many factors which influence health.

ASSESSMENT

- Inquiry (20%)
- Response (30%)
- Project (50%)

CAREER POSSIBILITIES

This course will prepare students for career and employment pathways in a range of health and community service industries. Students will have the opportunity to develop key employability and life skills, including communication, leadership, initiative and enterprise. Inquiry skills will equip students to adapt to current and future studies and work environments.

Outdoor Education (General) (Course Cost \$320)

PREREQUISITES

Due to the large surf and water activity component of this course, students must be able to swim 200m in less than 5 minutes and support themselves for 15 minutes unassisted in deep water. A swim test is conducted in the first week of the unit. Due to safety and risk management protocols, a student who does not pass the swim test will be counselled to select another course

RATIONALE

This course aims to develop an understanding of students' relationships with the environment, others and themselves, and ultimately contribute towards a sustainable world. It provides students with an opportunity to develop essential life and physical activity skills, an understanding of the environment and a positive relationship with nature. The course aims to develop skills that will enable students to pursue personal interests and careers in the outdoors.

CONTENT

Unit 1 – Experiencing the outdoors In this unit is students are introduced to outdoor adventure activities where they can develop and improve technical skills and apply appropriate practices to ensure safe participation. They understand basic planning and organisational requirements necessary for them to participate in safe, short duration excursions/expeditions in selected outdoor activities. They begin developing skills in roping and navigation. Students are introduced to personal and interpersonal skills, including self-awareness, communication and leadership.

Unit 2 – Facing challenges in the outdoors Students consider planning and resource requirements related to extended excursions/short duration expeditions in this unit. They are introduced to simple risk assessment models to assist decision-making and apply safe practices to cope with challenging situations and environments. They develop time management and goal setting skills to work with others and explore strategies for building group relationships. They understand the main styles of leadership and how to use strategies to promote effective groups. Features of natural environments and components of weather are introduced.

Unit Learning Context (Activities **may** include, but are not limited to):

- camping
- canoeing
- roping, climbing, abseiling
- bushwalking
- orienteering
- community surf rescue certificate

At various times throughout the year students will be required to participate in classes outside of the normal schooling times (one hour before or after school). This time is always paid back in the form of early finishes or late starts.

ASSESSMENT

- Practical Performances (50%)
- Investigation and Response (50%)

Additional information about this course

An expedition is defined as at least two days and one night with a non-motorised mode of travel used to move from one campsite to the next. Self-sufficiency refers to the students' ability to meet their own needs as required, without aid, support or interaction with others outside of their expedition group.

Physical Education Studies (General) (Course Cost \$75)

PREREQUISITES

Year 10 Physical Education - Minimum C Grade.

RATIONALE

Physical activity plays a significant role in many people's lives, positively contributing to the development of an individual's physical, social and emotional growth. This subject assists students to make choices that benefit their health now and in the future. Throughout the subject, physical activity and sport are used to develop skills and performance, along with an understanding of physiological, anatomical, psychological, biomechanical and skill learning applications.

CONTENT

The General Physical Education Studies course is a very practical unit and focuses on student participation in a range of sports and activities. The course enables students to perform as active sporting participants, leaders, coaches, analysts and planners of physical activity which in turn facilitates their development of personal and social skills that can be utilised in leisure, education, sport development, health and medical fields. Sporting contexts include body boarding and surf activities, volleyball, golf and beach volleyball.

ASSESSMENT

School-managed assessment will provide evidence of achievement of all the outcomes.

- Practical (50%)
- Theory (50%)

CAREER POSSIBILITIES

Although Physical Education Studies is not a pre-requisite for some tertiary studies, it would be an advantage for students interested in nursing, physiotherapy, occupational therapy, physical education teaching and any recreational or sports management subjects.

Marine and Maritime Studies (General) (Course Cost \$320)

PREREQUISITES

Year 10 Physical Education - Minimum C Grade.

RATIONALE

A significant relationship between the marine environment and humans has existed throughout history. Australia is an island nation, with Western Australia's mainland and islands having approximately twenty-one thousand kilometres of coastline. It is therefore relevant to Western Australians to study the sea and how people interact with it. The Marine and Maritime Studies General course provides students with the opportunity to understand and explore this relationship, and the importance of developing and maintaining a sustainable future.

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

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

CONTENT

The Year 11 syllabus is divided into two units, each of one semester duration.

Unit 1- Ecosystems & Biodiversity

Unit 2- From single cells to multicellular organisms

In these units, students investigate and describe several diverse ecosystems, exploring the range of biotic and abiotic components to understand the dynamics, diversity, and underlying unity of these systems. They also investigate how measurements of population numbers; species diversity and descriptions of species interactions can form the basis for comparisons between ecosystems and development of conservation strategies. Fieldwork is an important part of this unit. Students also examine the components of the cell system and the multiple interacting systems in multicellular organisms. They will develop an understanding of the ways in which matter moves and energy is transformed and transferred in cellular systems and examine the structure and function of plant and animal systems to describe the interactions which aid organisms' survival.

ASSESSMENT

- Science inquiry (25%)
- Extended responses (5%)
- Tests (20%)
- Practical (50%)

ACTIVITIES

Students in this course will be given the opportunity to experience a behind the scenes tour of AQWA, and snorkel with the Marine Life to expose them to the work done by the Marine Biologists working there.

Students will also be able to achieve their Scuba Diving Certification while completing this course in Year 11, and their Recreational Skippers Ticket in Year 12.

Music (General) (Course Cost \$140)

PREREQUISITIES

Year 10 Music or Music Creator - Minimum C Grade.

RATIONALE

The Music General course encourages students to explore a range of musical experiences, developing their musical skills and understanding, and creative and expressive potential, through a selected musical context. The course consists of a written component incorporating Aural and Theory, Composing and arranging, Investigation and analysis, in addition to a practical component.

The practical component consists of three different options and can be delivered in a different context, independent of the written component. Students select only one option and can choose to perform on an instrument or voice, submit a composition portfolio, or complete a production/practical project.

The Music General course provides opportunities for creative expression, the development of aesthetic appreciation, and understanding and respect for music and music practices across different times, places, cultures, and contexts. Students listen, compose, perform, and analyse music, developing skills to confidently engage with a diverse array of musical experiences both independently and collaboratively. Studying music may also provide a pathway for further training and employment in a range of professions within the music industry.

CONTENT

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

Outcome 1 – Performing

Students apply musicianship skills, techniques and conventions when performing.

In achieving this outcome, students participate in practical activities in instrumental, vocal and ensemble music in a range of settings through formal and informal learning processes. This can involve playing from notation, from memory, improvising, playing by ear and the use of technology.

Outcome 2 – Composing/arranging

Students apply music language, stylistic awareness and knowledge of instrumental and performance techniques when composing or arranging. In achieving this outcome, students engage in the creative process of improvising, composing, arranging, and transcribing music using notation and/or technology. Students can perform their own works or hear them performed by others.

Outcome 3 – Listening and responding

Students respond to, reflect on, and evaluate music. In achieving this outcome, students engage with music literature, scores, and recordings through activities, including aural and score/visual analysis to recognise, reflect on and critically evaluate music.

Outcome 4 – Culture and society

Students understand how social, cultural, and historical factors shape music in society.

In achieving this outcome, students engage with the wider social and cultural contexts within which music is created and experienced through the study of specific repertoire.

ASSESSMENT

School-managed assessment will provide evidence of achievement of all the outcomes.

- Practical (40%)
- Theory (60%)

Visual Arts (General) (Course Cost \$150)

PREREQUISITES

Minimum C Grade of a Visual Arts course in Year 9 or 10.

RATIONALE

In the General Visual Arts course, you will engage in traditional, modern and contemporary media and techniques within the broad areas of art forms and across various studio disciplines such as drawing, painting, printmaking, mixed media and ceramics. This subject promotes innovative practice and sees students working independently in a project-based manner with skills workshops designed to support and develop skills across multiple mediums.

CONTENT

The Year 11 syllabus is divided into two units which are delivered as a pair.

Unit 1 – Experiences. This unit focuses on your personal experiences and observations.

Unit 2 – Explorations. This unit focuses on ways to generate and develop ideas using a variety of stimulus materials and explorations.

In both Unit 1 and Unit 2, when exploring ideas and approaches to art making you will also be engaging in the Visual Analysis of international, national, and local artists connected with each unit theme through investigation of research and written art theory work. You are required to make a body of work that develops your ideas, techniques and develops your skills, including a sketchbook that explores media testing and design development which will lead to resolved artworks.

ASSESSMENT

Students will be required to complete a variety of activities in Production (practical) and Art Analysis (written).

- Subject Assessment (practical) (70%)
- Written (research and written art theory) (30%)

Due to the nature of the course, and practical tasks being time consuming, there is an expectation that students put in some extra time whilst working on their production task (resolved artwork). Work maybe expected to be undertaken outside of the classroom. Students will need to manage their time effectively to ensure success.

CAREER POSSIBILITIES

Completing this course at Year 11 would not exclude the student from later selecting a university bound subject. Many visual art qualifications lead to a variety of art-related career paths within the creative industries such as arts management and administration, fine arts or contemporary arts in a variety of studio areas, graphic design, industrial design, architecture, fashion design and photography or digital media.

Media Production Analysis (General) (Course Cost \$130)

PREREQUISITES

There are no prerequisites for this course however experience in Media or Design in Year 9 or 10 is beneficial.

RATIONALE

The General Media Production and Analysis course aims to prepare students for a future in a digital world by providing the skills, knowledge and understandings to construct their own visual stories and interpret the visual stories of others. Students learn the languages of media communication and how a story is constructed using representations. Students as users and creators of media products, consider the important role of audiences in the interpretation process. Students will consolidate their understanding of media within the contexts of Television Print and Film, focusing on the genres of mood videos, Crime Drama, TV Advertising, Lifestyle Magazines and Television Current Affairs.

CONTENT

Unit 1 – Mass media, 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.

Unit 2 – Point of view, 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.

As part of this course, students will be introduced to the option of Portfolio entrance to a variety of tertiary institutions after successful completion of the Year 12 course. A series of Portfolio workshops will support students in the exploration of their options for tertiary education using a body of work from this subject.

ASSESSMENT

- Response (30%)
- Production (70%)

CAREER POSSIBILITIES

General Media Production and Analysis is a very useful course for students wishing to undertake one of the many media-related subjects offered at TAFE. Students who wish to work in Media related fields such as television, broadcasting, advertising and marketing could also find this course most useful.

Dance (General) (Course Cost \$170)

PREREQUISITES

No prerequisites required, just a genuine interest in dance and performing.

RATIONALE

The General Dance course has both practical and theoretical aspects of dance; the making and performing of movement and the appreciation of its meaning. Through group work the students use a wide range of creative processes, such as the use of choreographic elements and devices to create dance works.

They also learn how dance styles and forms are historically derived and culturally valued. Through dance, students experience an intrinsic sense of enjoyment and have an opportunity to achieve a high level of movement skills.

They will learn dance skills in different genres as well as choreography. There will be opportunities for creating and performing with a large focus on the practical aspects of dance.

CONTENT

The subject is divided into two main content areas; Performance and Contextual Knowledge.

Unit 1 – Exploring the components of dance In this unit, students explore the elements of dance and processes of choreography, and solve structured choreographic tasks to produce dance works for performance.

Unit 2 – Dance as entertainment In this unit, students explore the entertainment potential of dance and choreography.

ASSESSMENT

- Performance/Production (70%)
- Response (30%)

CAREER POSSIBILITIES

Participation may lead to opportunities for future study in dance or related arts fields

Drama (General) (Course Cost \$100)

PREREQUISITES

A genuine interest in drama and performing.

RATIONALE

The Drama General course focuses on aesthetic understanding and drama in practice as students integrate their knowledge and skills. They use the elements and conventions of drama to develop and present ideas and explore personal and cultural issues. They engage in drama processes, such as improvisation, play building, text interpretation, playwriting and dramaturgy which allow them to create original drama and interpret a range of texts written or devised by others. Their work in this course includes production and design aspects involving sets, costumes, makeup, props, promotional materials, stage management, front- of-house activities and sound and lighting. Increasingly, students use technologies, such as digital sound and multimedia. They present drama to a range of audiences and work in different performance settings.

Through the Drama General course, they can understand the experience of other times, places and cultures in an accessible, meaningful and enjoyable way. Students are required to engage with the role of actor and designer – costume, lighting, sound and scenographer.

CONTENT

Students will develop skills and abilities in multiple drama-based forms of communication. Students are to address appropriate aspects of written and oral communication through drama in performance and associated learning activities. This includes short and extended answer forms, graphic organisers, diagrams and illustrations with appropriate use of annotations and use of colour, interviews and other oral presentations, structuring of ideas and responses.

- Unit 1 – Dramatic Story Telling
- Unit 2 – Drama Performance Events

In Unit 1 – Dramatic Story Telling, 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.

In Unit 2 – Drama Performance Events, the focus is on performance events for an audience other than their class members. In participating in a drama performance event, students work independently and in teams to apply the creative process of devising and of interpreting Australian and/or world sources to produce drama that is collaborative and makes meaning.

ASSESSMENT

- Response (30%)
- Production (70%)

CAREER POSSIBILITIES

Possible career pathways: lawyer, management and personnel services, actor, director, arts and event management, production designer (sound, lighting, costume, set), stage management, front of house management, radio presenter, drama therapist, public relations, occupational therapist, writing, journalist, marketing and promotions, drama teacher, university lecturer, theatre critic, arts education, politician, diplomat.

Materials Design and Technology - Wood (General)

(Course Cost \$180)

PREREQUISITES

A minimum of a C grade in Woodwork in Year 9 or 10.

RATIONALE

The General Materials Design and Technology (Wood) course is a practical course. This course allows students to design and manufacture timber products as the major focus. There is also the flexibility to incorporate additional materials from outside the designated contexts such as metal and/or acrylic. 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.

CONTENT

Unit 1 - Students interact with a variety of items that have been specifically designed to meet certain needs. Students are introduced to the fundamentals of design. They learn to communicate various aspects of the technology process by constructing what they design.

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

Unit 2 - Students interact with products designed for a specific market. They use a range of techniques to gather information about existing products and apply the fundamentals of design. Students learn to conceptualise and communicate their ideas and various aspects of the design process within the context of constructing what they design.

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

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

ASSESSMENT

- Design (25%)
- Production (60%)
- Response (exams, essays, oral responses and evaluations) (15%)

CAREER POSSIBILITIES

Many Trades involving hand tools, design briefs or construction including: Cabinet maker, furniture finisher, wood machinist, carpentry, woodwork artist.

Materials Design and Technology - Metals (General)

(Course Cost \$180)

PREREQUISITES

A minimum of a C grade in Metalwork or Construction Workshop in Year 9 or 10.

RATIONALE

The General Materials Design and Technology course is a practical course. The course allows students to design and manufacture metal products as the major focus. There is also the flexibility to incorporate additional materials from outside the designated contexts such as acrylic or wood. 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.

CONTENT

Unit 1- Students interact with a variety of items that have been specifically designed to meet certain needs. Students are introduced to the fundamentals of design. They learn to communicate various aspects of the technology process by constructing what they design.

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

Unit 2- Students interact with products designed for a specific market. They use a range of techniques to gather information about existing products and apply the fundamentals of design. Students learn to conceptualise and communicate their ideas and various aspects of the design process within the context of constructing what they design.

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

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

ASSESSMENT

Assessment will be based on various tasks including both practical and theoretical work.

- Design - Investigate products and devise solutions (25%)
- Production - Project work (60%)
- Response - (Theory) (15%)

CAREER POSSIBILITIES

A very rewarding subject that would benefit anyone wishing to follow a career in the manufacturing, engineering, construction, fabrication, mechanical and electrical industries.

Materials Design and Technology – Fashion and Textiles

(General) (Course Cost \$160)

PREREQUISITES

No prerequisites necessary although sewing units completed in lower school is an advantage.

RATIONALE

The General Materials Design and Technology (Textiles) course is a practical course. Textiles are used extensively throughout society to provide a means of expression, provide comfort and protection as well as a sense of identity. Students are given the opportunity to design and construct a range of textile projects tailored to their needs and ability levels. The ability to use practical skills to create individualised items can be beneficial for mental health and can allow those on a large study load a creative outlet.

CONTENT

This course is suitable for students interested in working with textiles who have either basic or more advanced sewing skills. Practical projects will involve the use of embellishment techniques and specialised sewing equipment will be used including overlockers and embroidery machines. Students will examine new textiles and the use of technology in the design process to produce various items e.g. duffle bags, casual clothing items, fashion accessories and wearable art. Students will look at recycling/fast fashion and the role of textiles in the future as we look to make the fashion industry more accountable towards sustainability.

ASSESSMENT

This includes a portfolio of textile techniques, practical work and research.

- Design (25%)
- Production (60%)
- Response (15%)

CAREER POSSIBILITIES

Students could consider a career in costume design, fashion design, interior design, textiles artist, textile researcher, fashion co-ordinator, fashion writer, pattern maker, textiles teacher, wardrobe assistant, tailor, textile stylist, textile designer, multimedia artist and clothing, textile and fashion and footwear sales and marketing.

ADDITIONAL COSTS

The fees charged cover material costs for minor projects including fabrics, patterns, dyes and embellishment materials. There could be an additional on-going cost for fabrics and haberdashery as needed for practical work in the range of \$50 - \$100 depending on individual's choice of materials.

Design - Photography (General) (Course Cost \$180)

PREREQUISITES

No formal prerequisites required. It is recommended that students have successfully studied Year 10 Photography, Visual Arts, Graphics or Media.

RATIONALE

The goal of the Design – General course is to facilitate a deeper understanding of how design works by exposing students to a variety of communication forms and a thorough exploration of design.

Design projects allow students to demonstrate their skills, techniques and application of design principles and processes; to analyse problems and possibilities; and to devise innovative strategies within design contexts. There is potential for students to develop transferable skills and vocational competencies while devising innovative designs.

This course will be delivered in the context of Photography. In this context, design may use analogue, and/or digital photographic systems and/or digital media. The course will have a strong Photography base, looking towards practical application of these skills.

First semester will focus on commercial Photography and involves students working on their own magazine.

Second semester will look at Photography in terms of Graphic Design and Media Arts, focusing on Photo manipulation.

ASSESSMENT

- Production (70%)
- Response (30%)

ADDITIONAL INFORMATION

This course will give students a strong understanding of practical Photography and Digital Design. Students will learn time management skills, lateral thinking and problem-solving skills in the quest to create design solutions. Skills gained will be relevant to the fields of Advertising, Graphic Design, Photography, Media Arts, Marketing and mass media.

Food Science and Technology (General) (Course Cost \$190)

PREREQUISITES

An interest in food preparation and the food industry.

RATIONALE

In the General Food Science and Technology course, students develop their interests and skills through design, production and management of food related tasks. They develop knowledge of the sensory, physical, chemical and functional properties of food and apply these in practical situations. Students will practice and enhance their problem-solving, decision making and practical food-related skills.

CONTENT

This subject covers the following areas:

- Evaluation of nutrient content of various foods and needs of the individual
- Investigate the impact of nutrition on health related issues e.g. obesity
- Food habits and traditions
- Safe work practices in the hospitality industry
- Safe food handling
- Producing food for selves and family
- Adapting recipes to suit design briefs
- Developing industry standard food preparation skills
- Investigate and evaluate food trends
- Properties and performance of foods and how we can use these to produce food products
- Food styling, marketing and advertising

ASSESSMENT

Assessment will be based on various tasks including both practical and theoretical work.

- Investigation (30%)
- Production (60%)
- Response (10%)

CAREER POSSIBILITIES

Food and Allied Health sectors represent a robust and expanding area of the Australian and global employment markets. A very rewarding course that would benefit anyone wishing to follow a career in areas such as nutrition, food and beverage manufacturing, food processing, community services, hospitality and retail.

Children, Family and Communities (General) (Course Cost \$125)

PREREQUISITES

There are no prerequisites for this subject.

RATIONALE

The General Children, Family and the Community course focuses on factors that influence human development and the wellbeing of individuals, families and communities. Students explore the health of individuals and communities and the protective and preventative strategies that impact on growth and development. They engage in shared research, examine goal setting, self- management, decision-making, communication and cooperation skills when creating products, services or systems that will assist individuals, families and communities to achieve their needs and wants. Contemporary Australian issues or trends relating to families and communities at the state and national level are examined in practical ways.

CONTENT

- Virtual baby program
- Nutrition
- Family Structure
- Communication
- Community resources
- Family law
- Influence of advertising and media
- Fundraising
- Social issues and trends
- Caring for others
- Range of practical skills e.g. Food preparation and craft/textiles

ASSESSMENT

Assessment will incorporate a variety of forms including practical and written throughout the subject.

- Investigation (30%)
- Production (55%)
- Response (15%)

CAREER POSSIBILITIES

This course provides valuable background for students wishing to enter such fields as teaching, nursing, midwifery and community-based work. It also provides many valuable life skills for everyday living.

Engineering Studies – Mechatronics (General) (Course Cost \$160)

PREREQUISITES

There are no prerequisites for this subject.

RATIONALE

The Engineering Studies course is in the context of Mechatronics: a combination of mechanics, electronics, and computer programming. Students will develop skills in all three areas and use them to create self-regulating systems and autonomous robots. Students will learn how to combine electronic components (such as LEDs, resistors, potentiometers, servo motors and speakers) and how to program integrated circuits using Arduino circuit boards.

Students apply a design process to research and present information about materials, engineering principles, concepts and ideas, and design proposals. They develop engineering technology skills in planning and implementing a process to manipulate tools and machines to produce a prototype of their designed solution.

This course links to future career options covering a range of possible pathways. Electronics and programming are fast becoming the standard for modern machinery and factories and the need for qualified and competent workers is essential.

CONTENT

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

Outcome 1 – Engineering process

Students apply and communicate a process to design, make, and evaluate engineered products.

Outcome 2 – Engineering understandings

Students demonstrate understanding of materials, components, and scientific and mathematical concepts used in the engineering context.

Outcome 3 – Engineering technology skills

Students use materials, skills and technologies when undertaking an engineering challenge.

Outcome 4 – Engineering in society

Students investigate, analyse, and understand the interrelationships between engineering projects and society.

ASSESSMENT

Assessment will incorporate a variety of forms including practical and written throughout the subject.

- Design (20%)
- Production (70%)
- Response (10%)

CAREER POSSIBILITIES

Mechatronics professionals can work in diverse environments, from laboratories to field-testing prototypes. The interdisciplinary nature of mechatronics opens doors to careers in advanced manufacturing, automation, robotics, aerospace, and more.

Computer Science (General) (Course Cost \$150)

PREREQUISITES

There are no prerequisites for this subject.

RATIONALE

From search engines to smart phones, computing science involves the theory and design behind the intelligent systems and computers that transform the way we all live, work and communicate. The General Computer Science course focuses on the fundamental principles, concepts and skills within the field of computing and provides students with opportunities to develop flexibility and adaptability in the roles of developers and users. Students will learn the theoretical, algorithmic, implementation and systems principles that underpin data management, system and software design, computer language and networking and discover how to develop new technological solutions. The impact of technological developments on the personal, social and professional lives of individuals, businesses and communities and the consequences of ethical, moral and legal factors from the use of technology are explored.

CONTENT

Unit 1 – Personal use of computer systems

This unit provides students with the knowledge and skills required to use and maintain a personal computer. It introduces a formal method for developing simple information systems and databases. While considering personal needs, students examine the social, ethical and legal implications of personal computer use.

Unit 1 is divided into two content areas:

- Systems analysis and development
- Managing data

Unit 2 – Personal use of communication and information systems

This unit introduces a formal method for developing networks and internet technologies and writing a sequence of simple instructions. Students examine the social, ethical and legal implications associated with software development.

Unit 2 is divided into three content areas:

- Developing software
- Programming
- Networks and communications

ASSESSMENT

Assessment will incorporate a variety of forms including practical and written throughout the subject.

- Design (20%)
- Production (70%)
- Response (10%)

CAREER POSSIBILITIES

This course is designed for students wishing to become an Information Technology professional or those who may be advantaged by having developed skills in programming, problem solving and planning or understanding of networks and data. The skills developed are suitable and advantageous for many professions in the modern world.

VOCATIONAL EDUCATION AND TRAINING

Certificate III Aviation – Remote Pilot – Visual Line of Sight

(Course Cost \$360)

PREREQUISITES

No formal prerequisites exist for this course.

Not too long ago, remote piloted aircraft were rather uncommon. The new technology was viewed as more of a toy which could be utilised to collect a Bunning's snag without having to leave the house. These days, the uses for remote piloted aircraft have grown exponentially, with new applications ranging from agriculture to emergency services and anything in between.

This is an exciting opportunity for our students as there is currently only one other secondary school in the state offering this course to their students.

Drone operator skills are quite technical and yield a high income when employed in different fields. Although you might not need a degree to become a drone operator, you are required to have certain certifications and licenses which this course will provide.

In Australia, the use of drones has become increasingly popular for a wide range of applications such as aerial photography, videography, inspection, surveying, and mapping.

With this increasing growing demand for drone services, becoming a skilled drone operator has the potential to become a high-income skill.

The mining and construction industries, agriculture and emergency and armed services are other sectors that rely heavily on the usage of drones for several activities, thus providing a vast number of job opportunities for drone operators.

By completing this Certificate III, you will meet the official requirements set by the Civil Aviation Safety Authority (CASA) to become an official drone pilot.

PROGRAM OVERVIEW

The Certificate III – Visual Line of Sight Aviation qualification is relevant to individuals operating remotely piloted aircraft systems (RPAS) within visual line of sight (VLOS), below 400 feet above ground level (AGL), in day visual meteorological conditions (VMC), outside of controlled airspace, greater than 3 nautical miles from an aerodrome, outside of populous areas. When completing the Certificate III – VLOS qualification, students can enjoy both practical and theoretical lessons.

Theory lessons cover a variety of topics, ranging from the workings and components of drones to rules and regulations surrounding their operation. Practical lessons will see students challenge their airmanship, working through a range of drills designed to build flying skill. This qualification forms some of the requirements needed to achieve a Remote Pilots License (Reply), as certified by the Civil Aviation Safety Authority (CASA).

On the completion of their Cert III – VLOS, students may opt to undertake further study to obtain their Reply Whether your interest in drone operating stems from racing, videography, or photography, enrolling in the Certificate III – VLOS qualification will offer a unique experience. It can take you down a plethora of different pathways, and as this technology becomes more prevalent, who knows where it could take you.

Certificate II – Workplace Skills (BSB20120) (Course Cost \$250)

can also be carried over into a Certificate III in Business (BSB30120)

PREREQUISITE

There are no prerequisites for this subject however an interest in business and commerce would be an advantage.

CONTENT

The Certificate II level program prepares students for entry-level positions across a diverse range of business services settings and can help to open the door to a vast array of non-technical employment opportunities. It can also lead to further study in either technical or non-technical vocations and aims to develop the most common and transferable skills and knowledge required of almost any workplace

Students who complete the required units in Year 11 can progress on to the Certificate III in Business in Year 12. This qualification reflects the varied roles of individuals across different industry sectors who apply a broad range of competencies using some discretion, judgement and relevant theoretical knowledge. Students will develop and build teamwork, interpersonal skills and organisational capabilities which can be used to further strengthen their employability skills post- secondary schooling. The importance of digital literacy in the workforce will be addressed, and students will gain a deeper understanding of its importance to their work lives.

CERTIFICATE OUTLINE – COMPETENCIES

This Qualification is made up of 10 Competencies (5 Core and 5 Electives).

Unit Code	Unit Title
BSBWHS211	Contribute to the health and safety of others (C)
BSBCMM211	Apply communication skills (C)
BSBTEC202	Use digital technologies to communicate in a work environment (E)
BSBTEC201	Use business software applications (E)
BSBOPS203	Deliver a service to customers (E)
BSBSUS211	Participate in sustainable work practices (C)
BSBTWK201	Work effectively with others (E)
BSBOPS201	Work effectively in a business environment (C)
BSBCRT201	Develop and apply thinking and problem solving skills (E)
BSBPEF202	Plan and apply time management (C)

ASSESSMENT

Students will be assessed to industry standards in order to receive certification. Students will be assessed on all competencies and marked either 'competent' or 'not-competent'. Students must achieve 'competent' in each of the competencies in order to be awarded this certificate.

CAREER POSSIBILITIES

This Qualification will allow students to be 'employable' as soon as they graduate. It is a nationally recognised qualification. There are many advantages in obtaining Certificate II in Workplace Skills including improved job prospects, extra recognition for TAFE entry and advanced standing for further certificates/qualifications in this field.

Certificate IV in Business (BSB40120) (Course Cost \$240)

PREREQUISITE

Year 10 English - C Grade or Year 10 AEP English - D Grade. Mathematics Pathway 2 - C Grade.

CONTENT

This qualification may provide students with an alternative entry to university along with well-developed skills and knowledge in a wide variety of contexts. They will be required to find solutions to unpredictable problems, to analyse and/or evaluate information from a variety of sources and may be asked to provide guidance to others with some limited responsibility for the output they produce. It provides students with the opportunity to achieve a national vocational qualification under the Australian Qualifications Framework [AQF]. Any units of competency attained during the program will be recognised on the student's WACE.

CERTIFICATE OUTLINE – COMPETENCIES

This Qualification is made up of 12 Competencies (six Core and six Electives).

Unit Code	Unit Title
BSBCRT411	Apply critical thinking to work practices (C)
BSBTEC404	Use digital technologies to collaborate in a work environment (C)
BSBTWK401	Build and maintain business relationships (C)
BSBWHS411	Implement and monitor WHS policies, procedures and programs (C)
BSBWRT411	Write complex documents (C)
BSBXCM401	Apply communication strategies in the workplace (C)
BSBCMM411	Make presentations (E)
BSBITU312	Create electronic presentations (E)
BSBPEF401	Manage personal health and wellbeing (E)
BSBPEF402	Develop personal work priorities (E)
BSBTEC401	Design and develop complex text documents (E)
BSBTEC402	Design and produce complex spreadsheets (E)

ASSESSMENT

Students will be assessed to industry standards in order to receive certification. Students will be assessed on all competencies and marked either 'competent' or 'not-competent'. Students must achieve 'competent' in each of the competencies in order to be awarded this certificate.

CAREER POSSIBILITIES

Students who successfully complete the full qualification (as well as university literacy requirements) may meet entry requirements for a range of courses at Curtin, Murdoch and Edith Cowan universities. Students will need to investigate with the individual universities which courses would be available to them.

This course offers opportunities for students to access both long and short-term employment. Students develop relevant technical, vocational and interpersonal competencies suitable to employment and further training in business as well as skills, knowledge and experiences that are transferable to other industries.

Certificate II in Health Support Services (HLT23221) (no cost)

This is an exciting partnership between the Australian Medical Association (AMA) and Kinross College. Enrolled students will have the opportunity to commence their study in this course in Term 4 this year. This will give them the added benefit of additional time to complete their certificates.

Commencement: Term **4 Year 10** or Term **1 Year 11**:

- Students will attend the AMA's training campus in Joondalup one day per week over 3 terms
- Nine units of competence will allow the students to obtain the foundation skills of the healthcare sector before transitioning to paid employment
- \$0 cost

Students will get a holistic approach to healthcare and see the many opportunities that exist in a healthcare environment and gain exposure to professional multidisciplinary teams working together to provide valuable care and support that make a difference to the lives of many.

This qualification is designed to prepare workers to provide support for the effective functioning of health services. Individuals at this level are typically required to complete tasks under supervision, which involve known schedules and techniques. Additionally, they may be responsible for completing routine and variable tasks in collaboration with others in a team environment.

Workers with this qualification are expected to contribute to the provision of high-quality healthcare services, and are often employed in hospitals, medical clinics, and other healthcare settings. The tasks they complete may include maintaining patient records, using administration software and technology to process information, and applying infection control measures in daily work.

The role of these workers is vital to the smooth operation of healthcare facilities, and their contributions help to ensure that patients receive the care and attention they need. As such, individuals in this field are expected to possess strong teamwork skills, excellent communication abilities, and a commitment to maintaining the highest standards of patient care.

Course Content

- Communication in health or community services
- Infection control
- Occupational safety and health
- Basic food services and cleaning

Learning Outcomes

On completion of this course participants will be able to:

- Recognise and address hazards in the workplace
- Assist clients in a professional manner
- Undertake a range of varied tasks requiring discretion and judgement in a Health Support Services

Certificate III in Events (Course Cost \$210)

How would you like to be responsible for managing events such as weddings, conferences, expos, festivals and fashion parades... to name just a few? Events management is an exciting career where no two days are ever the same, and this is the qualification you'll need to get started.

You'll gain the knowledge and skills to provide vital support to ensure successful events, including facilitating reservations; organising and supplying food and beverages; ticketing, entry and seating advice; working effectively in a team; and workplace health and safety.

Once you complete this qualification you can work as an assistant events/conference organiser, or functions assistant, in the business, community, cultural, entertainment, hospitality, sporting, or travel and tourism sectors.

Unit Code	Unit Title
SITEEVT025	Select Event venues & sites (B)
SITEEVT020	Source and use information on the events industry
BSBTEC303	Create electronic presentations (B)
SITXWHS005	Participate in safe work practices
BSBTEC301	Design and produce business documents (B)
SITEEVT024	Develop conference and event programs (A)
SITEEVT023	Plan in-house events (A)
SITEEVT022	Provide event production support
SIRXOSM003	Use social media and online tools
SIRXOSM002	Maintain ethical and professional standards when using social media and online platforms
BSBTWK201	Work effectively with others
SITXCOM007	Show social and cultural sensitivity
SITXCCS014	Provide service to customers

Certificate II in Applied Digital Technology (Course Cost \$100)

The Certificate II in Applied Digital Technologies qualification provides the foundation skills and knowledge to use basic applied digital technologies in varied contexts.

The qualification is designed for those developing the necessary digital and technology skills in preparation for work in a variety of fields.

While studying this qualification, you will learn to carry out a range of basic procedural and operational tasks that require digital and technology skills. Students perform a range of mainly routine tasks using limited practical skills and knowledge in a defined context. This course covers fundamental digital skills, including using computer operating systems, identifying online security threats, creating spreadsheets, and designing digital presentations. By completing 6 Core and 6 Elective units, the learning outcomes include:

- Use computer operating systems and hardware.
- Design spreadsheets.
- Create digital presentations.
- Identify cyber security threats.
- Install and use software.

The qualification is suitable for someone generally performing under direct supervision. This qualification provides a solid foundation for those preparing to enter the workforce with basic applied digital technology skills.

Whether you're interested in IT support or want to explore further study, the Certificate II in Applied Digital Technologies sets you on the right path!

Certificate III in Makeup (Course Cost \$395)

Ready to transform your passion for makeup into an exhilarating career? Picture yourself mastering the art of creating breathtaking looks that accentuate your clients' natural beauty. If the idea of becoming a certified makeup artist and leaving your mark in the dynamic beauty industry ignites your excitement, you're in the right place!

The comprehensive program is meticulously crafted with core and elective modules, ensuring a holistic dive into the world of makeup artistry. You'll gain hands-on experiences, from honing fundamental skills to exploring cutting-edge techniques. Uncover the secrets of colour theory, delve into facial anatomy, and master diverse skin types. Whether it's bridal, special occasions, creative flair, or airbrush mastery, this course is your passport to meeting every client's unique needs. The elective units empower you to specialize further, whether in airbrush, hairstyling or photographic makeup. Blend practical expertise with artistic finesse, equipping yourself to conquer any makeup challenge that comes your way.

Upon completing this Nationally Recognised course, an array of fulfilling career paths in the beauty industry unfolds before you. Whether your dream is to flourish as a freelance makeup artist, make waves in the entertainment world, collaborate with fashion houses, or specialize in bridal perfection, this course lays the groundwork for your triumphant career journey. You might even explore avenues in retail cosmetics, carve your niche as a trusted makeup consultant, or venture into sharing your makeup mastery through teaching others.

More than just a course, the SHB30221 Certificate III in Makeup is your gateway to a universe of opportunities in the vibrant and creative realm of makeup artistry.

In this qualification you will learn how to provide a broad range of make-up services including:

- Design and apply day and evening make-up
- Make-up for bridal
- Make-up for photography
- Remedial camouflage to disguise skin imperfections on the face & body, including blemishes, birthmarks, tattoos and scars
- Airbrush make-up, highlighting, contouring & blush application
- Creative make-up designs
- Make-up for fashion, editorial and runway
- Highlighting & contouring
- Advanced eye & lip techniques
- Colour Theory
- Client consultation
- Face chart development for client briefs
- Responding to & developing creative briefs
- Creating & marketing your business through social media platforms

This qualification provides a pathway to work as a freelance make-up artist or retail sales consultant in any business that sells beauty or cosmetic products and services. This can include retail outlets such as cosmetic counters, department stores, pharmacies

Certificate III in Fitness (Course Cost \$195)

The Certificate III in Fitness provides you with the skills and knowledge to begin your career as a **Personal Trainer**. Learn how to develop safe and effective programs for a range of clients, including older adults, disabilities, teens, sports performance and general populations. You could find yourself working for independent gyms, council run recreation centres, sporting clubs, private companies, or as a self-employed sole trader.

This qualification reflects the role of personal trainers who have specialist skills to train individual clients, or groups of clients, on a one-on-one or group basis, to improve health-related components of fitness in relatively low risk situations. This may include training of older clients and children.

They have a substantial depth of knowledge to plan, conduct and evaluate exercise training; provide leadership and guidance to clients and other staff; and deal with unpredictable situations applying defined guidelines and procedures from the fitness industry and the organisation.

They work independently or with limited guidance from others and use discretion to solve non-routine problems, including monitoring and managing business activities to operate efficiently and profitably. The qualification does not provide the skills and knowledge for an individual to provide advice or exercise instruction to high risk clients, other than to refer the client to an appropriate medical or allied health professional.

This qualification provides a pathway to work in a diversity of fitness industry businesses including fitness centres, gyms, aquatic facilities, community facilities and in open spaces, where risk management (through risk assessment and hazard control processes) does not already exist.

ENDORSED PROGRAMS

PIMS Instrumental Program

COURSE OUTLINE

The PIMS instrumental program is designed for students who are not studying general, ATAR or Certificate music in the classroom, however, are involved in extra curriculum activities such as school productions and ensembles. Students must be involved in at least one music extra curriculum activity outside of the classroom to meet the requirements of this program and maintain regular attendance to PIMS instrumental lessons.

- Bass Guitar
- Brass
- Clarinet
- Classical Guitar
- Contemporary Guitar
- Flute
- Percussion/Drumkit
- Voice

At the completion of this course students are awarded with credit points that go towards graduation.

<https://www.education.wa.edu.au/instrumental-music/instruments-and-equipment>

Students can be credited with two units towards achieving their WACE.

Police Rangers

COURSE OUTLINE

The Police Ranger program offered at Kinross College, in conjunction with Cadets WA, offers students in Years 8-12 amazing opportunities to develop an array of self-management, interpersonal and outdoor skills, along with knowledge of the WA Police Force.

The program has a strong focus on leadership development and allows students to forge friendships and build confidence and resiliency, while maintaining respect and discipline within a ranking system. Our partnerships with Cadets WA and the Department of Communities allows us to offer this program at a heavily subsidised cost.

A wide range of programs are offered within Parade times that not only provide opportunity for Rangers to demonstrate the required competencies, but also engage in fun / active learning experiences relevant to their local community and available facilities.

As a pre-requisite of entrance into the Kinross Police Ranger Cadets program, students need to attend Kinross College. Once in the program, students will have the option to continue in the program when attending Upper School.

All camps foster team building and leadership.

Rangers also have access to apply formal drill and ceremonial procedures through their involvement in ANZAC assemblies and parades, along with the annual Police Ranger Open Day and the State Ranger Rally.

All Rangers participate in formal training such as Essential and Senior First Aid courses, Bronze Medallion and Surf Rescue qualifications, to build their capacity to identify and manage risks and become actively contributing members of the broader community.

Kinross Police Rangers also have access to international programs such as World Challenge, a month-long expedition to a less developed country designed to challenge students physically, personally, and socially.

Rangers are recognised for their achievement of competencies, and for demonstrating excellence in leadership, through a formal Graduation Ceremony at the end of the year where many Rangers achieve promotion to the next rank. All instructors and students within the unit abide by the Ranger Oath and Code of Conduct demonstrating respect and service to others. Students in the Ranger program consistently develop and model skills, attitudes and values that have a positive impact on their schooling as well as their social interactions.

As a pre-requisite of entrance into the Kinross Police Ranger Cadets program, students need to attend Kinross College. Once in the program, students will have the option to continue in the program when attending Upper School.

Rangers meet every Wednesday at 3:30 pm to 5:00 pm from Week 5 in Term 1 of each year and continues until the Rangers graduation ceremony at the end of year.

Students can be credited with two units towards achieving their WACE.

Keys4Life+

Keys4Life Plus is a theoretical driver education program that targets Year 10-12 students and their parents/carers, preparing students to become positive and safer road users/drivers.

Learning outcomes are practical and relevant and focus on a 40-lesson program about safer driving, the licensing system, driving practice, positive road-user attitudes and informed decision-making, and culminate in students undertaking the legitimate Learner's Permit Theory Test (test) at school.

To be eligible to sit the test at school students must participate in at least 80% of lessons; submit both a completed student journal and student workbook; and be 15 years of age on the day they sit the test at school.

Underpinned by research and a whole-school approach, Keys4Life centres on helping students understand: the benefits of extensive and varied supervised driving practice, risk reduction strategies and protective factors, safer socialising strategies, positive road user attitudes, as well as the importance of the graduated licensing system, choosing a driving supervisor, car maintenance, tolerance and courtesy, making informed decisions, common crash types for new drivers, keeping a safe distance from the vehicle in front, complying with the road rules, sharing the road safely and patiently, safer cars, safer road use, emotional regulation, trip planning, first aid and insurance.

Students can be credited with one unit towards achieving their WACE.

School Production

Participants in the School Musical Theatre production can be recognised for the significant learning gained through their demonstrated involvement, dedication and commitment. Students can be recognised for both performance and production and design aspects of a production including backstage support, front of house activities, marketing and promotion, technical support, property management, set production, costume design, music, lighting, choreography and performance.

Completion requirements

To successfully complete this program, a student must:

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

Unit equivalence

Completion of one School Production program contributes the equivalent of one (1) unit towards the Western Australian Certificate of Education (WACE) unit completion requirement. A maximum of four School Production programs can be completed over years 10, 11 and 12.

All endorsed programs successfully completed and reported to the Authority are recorded on the student's Western Australian Statement of Student Achievement. See the WACE Manual for details.

Authority Developed Workplace Learning

RATIONALE

The Workplace Learning endorsed program provides an opportunity for a student to demonstrate and develop increasing competence in the core skills for work, often referred to as generic, transferable or employability skills. A student learns to apply and adapt the workplace skills that are necessary for different types of work and that play a key role in lifelong learning. The endorsed program is based on the skills, knowledge and understandings that underpin successful participation in work. These skills are documented in the Core Skills for Work Developmental Framework, developed collaboratively by the Department of Industry and the Department of Education. The Core Skills for Work encompass the Employability Skills outlined in the National Employability Skills Framework.

CONTENT

Students will participate in a Work Readiness program that will confirm their suitability for the Work Placement. They will also learn about Occupational Health and Safety, rights and responsibilities of employees and employers and develop greater understanding of the industry they are hoping to enter. Once these have been successfully completed the students will undertake two block placements during the Semester 1 and 2 Exam Periods.

ASSESSMENT

In the Workplace Learning program, students undertake training in a real workplace during exam periods. Students are expected to complete a detailed School Curriculum and Standards Authority (SCSA) Workplace Learning Journal as a written record of tasks accomplished and skills achieved based on the Core Skills for Work Developmental Framework.

The Workplace Learning Journal details the requirements of the endorsed program and the expectations, rights and responsibilities of the student in the workplace. It includes:

- An attendance record which must be completed progressively by the student.
- A task schedule which must be completed progressively by the student.
- Written assessment addressing the 10 Core Skills for Work.
- A workplace supervisor's evaluation of student performance.

The Workplace Learning Journal provides a framework for the student to provide specific examples that demonstrate his/her application of work skills, knowledge and understandings. The Workplace Learning Journal must be completed by the student and validated by the Workplace Learning Coordinator after every 55 hours in the workplace.

Unit equivalence

Unit equivalence is allocated on the basis of one unit equivalent for each 55 hours completed in the workplace, to a maximum of four units

IMPORTANT

Students who work on construction sites or in workshops may be required by employers to wear safety equipment e.g. steel capped boots (approx. \$80.00), long pants (approx. \$40.00). Parents will be notified of any additional costs on the Parent Information sheet sent out prior to placement. The cost of such items is to be met by parents. Students who work on construction sites will also be required to complete Safety and Awareness Training (White Card) which will cost approximately \$100. This training is a requirement for anyone who works on a construction site and will therefore be used by students post school.