



**KINROSS
COLLEGE**

Respect – Inspire – Support – Excel

2025

*Kinross College Year 12
Course Selections*

Year 12

Kinross College Vision:

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

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At Kinross College - Its personal...

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. Our staff provide the support, guidance and mentoring to ensure that all students are prepared for life beyond school. Year 12 is the final step of the High School journey for our students, and one that sees them rewarded for their years of commitment and focus in their studies.

It is a rigorous 3 terms for both General and Australian Tertiary Admission Rank (ATAR) students, as they make the most of their opportunities to demonstrate their understanding and skills for the final time as Kinross College Students. We encourage and work with all students to further develop their self-regulation, organisational and time management skills as they create personal study schedules, balancing the demands of school, work and other factors.

This is an exciting time as our students refine their future career aspirations and continue 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, and support them beyond the final walk across the stage.

Our Futures Hub and Student Services teams 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.

Details are provided on various post school alternatives and provides explanations of the Year 12 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 life beyond Kinross College

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 Year 12 students as they begin their journey into the future. In many ways the final year of schooling is the most important 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 11 to Year 12 is a major step in a student's secondary education. Students typically continue with the courses they studied in Year 11, and build upon their understandings in preparation for their future career pathways. 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. There is a strong connection between the courses students choose in Year 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 will maximize university entry, for example, but 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.

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:
 - 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.
- Completion of:
 - at least four Year 12 ATAR courses, **or**
 - at least five Year 12 General courses (or a combination of General and up to three Year 12 ATAR courses or equivalent, **or**
 - a Certificate II (or higher) VET qualification in combination with ATAR, General or Foundation courses.

Literacy and numeracy standard

- Demonstration of the minimum standard of literacy and numeracy.

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.

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/>

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>

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>

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.

- o CURTIN UNIVERSITY
<http://www.curtin.edu.au> Ph. 1300 222 888
- o MURDOCH UNIVERSITY
<https://www.murdoch.edu.au> Ph.9360 6000
- o UNIVERSITY OF WESTERN AUSTRALIA
<https://www.uwa.edu.au> Ph. 6488 6000
- o EDITH COWAN UNIVERSITY
<http://www.ecu.edu.au> Ph. 134 328
- o NOTRE DAME UNIVERSITY
<https://www.notredame.edu.au> Ph. 9433 0555

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 Examinations 2025

Each ATAR course has an ATAR examination. Year 12 students who are enrolled in Year 12 ATAR course units will be required to sit the examination in that course.

Each enrolled examination candidate receives a personalised ATAR written examination timetable. This timetable provides information about the time, date and location of each written examination in which they are enrolled. The timetable is used by candidates as proof of identification when they sit examinations. Students are responsible for locating their timetable for WACE exams under the Student Portal. Students need to be able to sign in as this is where SCSA communicates with students.

UNIVERSITY ADMISSION 2025

In order to be considered for university admission a school leaver applicant must normally satisfy the following conditions:

Western Australian Certificate of Education (WACE). Complete all of the WACE requirements as prescribed by SCSA (see the SCSA website for more detail www.scsa.wa.edu.au).

1. Competence in English.

Achieve a minimum scaled score of 50% in either ATAR English, Literature or English as another Language/Dialect. (Note: there are some concessions available from the Universities, check with TISC from their website www.tisc.edu.au or from the link below).

2. ATAR.

Achieve a sufficiently high ATAR/Selection Rank for entry to a particular university and course. Minimum ATAR requirements for each University are: UWA – 75, Curtin, ECU and Murdoch – 70. Actual ATAR's needed may be higher for some courses.

3. Prerequisites.

Satisfy any prerequisites or special requirements necessary to be considered for entry to particular courses. If a subject is a prerequisite, then the student must obtain a minimum scaled score of 50%.

For further information around applying for University courses, course prerequisites and other information, please click on the link provided: <https://www.tisc.edu.au/static-fixed/guide/slar-2026.pdf>

UNIVERSITY APPLICATION PROCEDURES

Information about applying to the universities and admission to undergraduate courses will be sent to students at their schools in August of the year they are completing Year 12. Application will be via TISC's website (TISOnline). Applications usually open in the first half of the year, for admission the following February.

The closing date for applications is usually shortly after the release of Year 12 results. Offers of admission are made in the weeks following – there are usually two major TISC offer rounds.

Any further information about application procedures may be obtained from TISC. Enquiries about mid-year entry, external studies, postgraduate studies, timetables and particular course requirements should be directed to the university concerned.

You can apply for admission through TISC if you:

- are an Australian citizen,
- are a New Zealand citizen,
- have been approved/granted Australian permanent resident status.

If you are not one of the above, you are an international student and you need to apply direct to the relevant university.

REQUIREMENTS FOR UNIVERSITY ADMISSION

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

- meet the requirements for the Western Australian Certificate of Education (WACE) prescribed by the School Curriculum and Standards Authority, and
- achieve competence in English as prescribed by the individual universities, and
- obtain a sufficiently high ATAR/Selection Rank for entry to a particular course, and
- satisfy any prerequisites or special requirements for entry to particular courses.

CALCULATING AN ATAR

A minimum of four Year 12 ATAR subjects must be completed in order to generate an ATAR. Following the WACE exams, each of these subjects will result in a “scaled score”. The first step in the calculation of an ATAR is to calculate the Tertiary Entrance Aggregate (TEA). The TEA is made up of the total of the best four of these scores together with 10% of the best Language score (if studied) as well as 10% of the score in Mathematics Methods and/or Mathematics Specialist (if studied) giving a possible total of 430. The mathematics or language do not need to be in the best four scores. Likewise, English, EALD or Literature do not need to be included in the best four scores, but to be eligible for university, the appropriate scaled score must be 50% or higher in any of these three ATAR subjects.

The TEA for every student is ranked from highest to lowest and then an ATAR is assigned. An ATAR of 90 means the student is equal to, or better than, 90% of the students in the State - i.e. they are in the top 10% of students in the State. It doesn't mean an average of 90% in their scaled scores.

Average top 4 scaled marks	Approximate ATAR
50	60
55	70.35
60	79.1
65	85.8
70	90.85
75	94.6
80	97.05
85	98.5
90	99.3
95	99.7

Entry to public universities

The University of Western Australia, Curtin University, ECU and Murdoch University

There are basic criteria for students to satisfy in order to obtain entry into the public universities:

1) **Secondary Graduation** for which a Western Australian Certificate of Education (WACE) is awarded. See individual Universities for requirements or www.tisc.edu.au .

2) **Competency in English** for which students are required to achieve a scaled score of at least 50 in Year 12 English with at least a 'C' grade in ATAR English or ATAR Literature or English as an Additional Language or Dialect. Some universities have alternative tests and other conditions which apply to eligible overseas students. Enrolment in either ATAR English or ATAR Literature or English as an Additional Language or Dialect at Year 12 level is compulsory. Those students who do not achieve this may still be considered for tertiary entry; see individual university for details.

3) **Preferred or Prerequisite courses** may be required in different university courses. In considering a university course, students should be aware of such preferred or prerequisite courses. (This information is available in the specific university handbooks and in the TISC handbook online at TISC).

4) **Entry Requirements for Medicine and Dentistry** at the University of Western Australia include the University Clinical Aptitude Test (UCAT) which students attempt in July-Mid August. Results will be released to the University in early September. The final criteria will be that students achieve an Australian Tertiary Admissions Rank (ATAR) of approximately 96 or higher.

5) **Attainment of the Australian Tertiary Admissions Rank (ATAR)** Access to study at public universities in WA is decided by a student's Australian Tertiary Admissions Rank (ATAR). The Tertiary Entrance Aggregate (TEA) will be calculated and will form the basis for the determination of the ATAR. Students will be informed of their ATAR as well as their TEA. Information relating to cut-offs for various university courses provided by universities, and reported in the newspapers, will refer to the ATAR.

The ATAR is a number out of 100 which indicates a student's relative position compared with all other students who graduated from Year 12. The student cohort includes students aiming for university entrance as well as those who are not. An ATAR of 89.50, for example, would mean that this student was in the top 10.50% of all Year 12 students. For more information about ATARs, access the TISC website on www.tisc.edu.au.

Calculation of the TEA will occur using the best sum of four WACE courses plus 10% of the student's best Language Other Than English (LOTE) course, Mathematics Methods and Mathematics Specialist. All of these courses must be studied at Year 12 level.

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 points –189 points
- Certificates of Distinction 190 points –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 ENTRANCE REQUIREMENTS

Subjects at TAFE are deemed either competitive or non-competitive. Applicants for noncompetitive subjects need to demonstrate minimum literacy and numeracy skills or AQF (Australian Qualifications Framework) qualification levels. Applicants for competitive subjects need to demonstrate minimum literacy and numeracy skills or AQF qualification levels and respond to selection criteria.

For specific details on TAFE Entrance requirements please see <http://www.fulltimecourses.tafe.wa.edu.au>

TAFE PATHWAYS TO UNIVERSITY

TAFE training is designed to provide students with a variety of pathway options including further study at university. Graduating from TAFE or another Australian Qualification Framework (AQF) provider can qualify students for entry to certain Universities and Subjects. Many students who didn't successfully complete Year 12 or generate an ATAR, use it as a stepping stone to university.

For further information see <http://www.northmetrotafe.wa.edu.au/futurestudents/unipathways>

OR <http://www.southmetrotafe.wa.edu.au/futurestudents/unipathways>

OR visit University Websites.

PRE-APPRENTICESHIP COURSES

A pre-apprenticeship is a course that prepares you for entry into an apprenticeship by providing you with the basic skills in that particular trade. Pre-apprenticeship courses usually take six months and can lead to an apprenticeship offer. Industry and businesses often contact State Training Providers towards the end of the course to offer apprenticeships to those students who have shown ability. Entry into a pre-apprenticeship course is by the same method as enrolling for any other course offered by a State Training Provider. There are often more applicants than places in courses and interviews are often conducted. Applicants are informed if they have been successful by the end of January (first semester) or end of June (second semester).

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>

Terms you should be familiar with

Accredited courses

These are courses which contribute towards Secondary Graduation. They include ATAR and General and Foundation courses.

ATAR courses

These are School Curriculum and Standards Authority Accredited courses which contribute towards Secondary graduation and towards the calculation of the ATAR.

Australian Tertiary Admissions Rank (ATAR)

An ATAR will be calculated using a Tertiary Entrance Score (TES) which is calculated using the best average (mean) mark of four ATAR courses. The ATAR is a number between 99.5 and zero and is derived from a student's Tertiary Entrance Aggregate (TEA that reports a student's ranked position relative to all other students. The TEA is calculated by adding the student's best four scaled scores, plus bonuses where applicable.

General courses

These are School Curriculum and Standards Authority Accredited courses which contribute towards Secondary Graduation.

School Curriculum and Standards Authority

This body sets the requirements for Secondary Graduation and issues the Western Australian Statement of Student Achievement (WASSA) and the Western Australian Certificate of Education (WACE).

Secondary Graduation (Certification)

Successfully completing the School Curriculum and Standards Authority requirements for study in Year 11 and Year 12, results in Secondary Graduation and the award of the WACE – Western Australian Certificate of Education.

Tertiary Entrance Aggregate (TEA)

Sum of four best scaled marks – TEA out of 400.

Tertiary Institutions in Western Australia

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

Western Australian students are also eligible to apply for University admission in other States. For other Australian Universities, see guides 'Universities in Australia' or 'Good Universities Guide', Technical and Further Education (TAFE), Colleges in the Business and Government Telephone Directory.

Tertiary Institutions Service Centre (TISC)

Level 1, 100 Royal Street, EAST PERTH 6004

Telephone 9318 8000

Facsimile 9225 7050

TISC On-Line www.tisc.edu.au

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)
ECU Uni Prep	A minimum of 4 ATAR or General courses in school	ATAR English and / or 1 other ATAR course and / or 1 other Certificate course	University

*** Must include:**

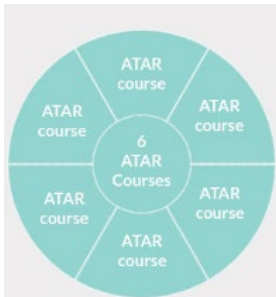
At least one List A Course (Arts / Languages / Humanities & Social Sciences) and

At least one List B Course (Mathematics / Science / Technology)

Pathway 1: Australian Tertiary Admission Rank (ATAR) Courses

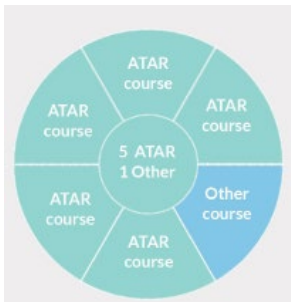
ATAR subject units for students who are aiming to enrol in a university course direct from school. These subjects will be examined by SCSA and contribute to the achievement of an Australian Tertiary Admission Rank (ATAR). There is a compulsory WACE exam at the end of Year 12 that students will need to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

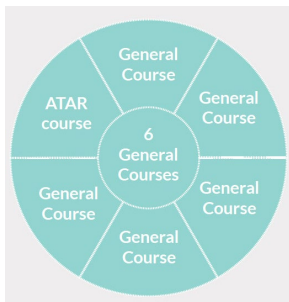
Students should note that selecting 1, 2 or 3 ATAR courses is possible, but will not generate an ATAR score. Students in this position will find it difficult to complete their work placements for any VET qualifications they are studying, as these take place during the ATAR exam blocks, and they may have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

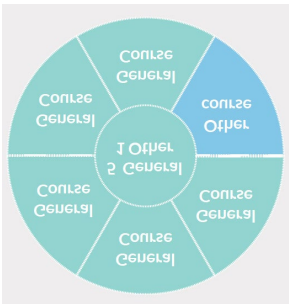
General course for students who are aiming to enter further training or the workforce directly from school. These subjects will not be examined by SCSA but will include an Externally Set Task (EST) in the Year 12 subject to ensure comparability of standards across the State.

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.



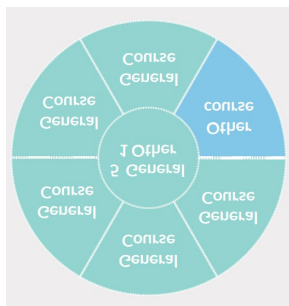
4 General Courses & 2 VET courses

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. Students can receive up to 4 WACE credits for successful completion of the course.

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.

ECU Uni Prep

Uni Prep will be timetabled as one of the student's courses across the week, and they will have a staff member assigned to mentor and facilitate their learning. Students will have the 2 options for studying the ECU Uni Prep course:

- Option A – 4 units across Year 11 and 12
- Option B – 4 units across Year 12 (with a kickstart week in Term 4 Year 11)

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.

Year 12 Senior School Courses offered

	List A (Arts, Languages, Humanities)	List B (Maths, Science, Technologies)
ATAR COURSES	Music	Physical Education Studies
	English	Mathematics Applications
	Accounting and Finance	Mathematics Methods
	<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 Year 12. Please refer to the Course descriptions for any pre-requisites.</i></p>	Mathematics Specialist
		Chemistry
		Human Biology
		Physics
		Psychology
GENERAL COURSES	Music	Physical Education Studies
	Media Production and Analysis	Outdoor Education
	Visual Arts	Marine and Maritime Studies
	English	Mathematics Essential
	Health Studies	Human Biology
	Career and Enterprise	Psychology
	Business Management and Enterprise	Materials Design & Technology: Wood
	Children, Family and Communities	Materials Design & Technology: Metal
		Design – Photography
		Food Science and Technology
	Engineering Studies – Mechatronics	
Vocational Education and Training (VET) Courses delivered at Kinross College <i>*pending an arrangement with an RTO being established*</i>		
<ul style="list-style-type: none"> • Certificate II in Workplace Skills • Certificate III in Remote Piloting – Drone (Line of Sight) • ECU Uni Prep 		

VETDSS (VET Delivered to Secondary Schools) TAFE courses

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
- 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.



**Year 12
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 3: Students explore representations of themes, issues, ideas and concepts through a comparison of texts. They analyse and compare the relationships between language, genre and contexts, comparing texts within and/or across different genres and modes. Students recognise and analyse the conventions of genre in texts and consider how those conventions may assist interpretation. Students compare and evaluate the effect of different media, forms and modes on the structure of texts and how audiences respond to them. Understanding of these concepts is demonstrated through the creation of imaginative, interpretive, persuasive and analytical responses.

Unit 4: Students examine different interpretations and perspectives to develop further their knowledge and analysis of purpose and style. They challenge perspectives, values and attitudes in texts, developing and testing their own interpretations through debate and argument. Through close study of texts, students explore relationships between content and structure, voice and perspectives and the text and context. This provides the opportunity for students to extend their experience of language and of texts and explore their ideas through their own reading and viewing. Students demonstrate understanding of the texts studied through creation of imaginative, interpretive, persuasive and analytical responses.

ASSESSMENT

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.

Mathematics Specialist (ATAR) (Course Cost \$95)

Course description

Mathematics Specialist is an ATAR course which provides opportunities, beyond those presented in the Mathematics Methods ATAR course, to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. The Mathematics Specialist ATAR course contains topics in functions and calculus that build on and deepen the ideas presented in the Mathematics Methods ATAR course, as well as demonstrate their application in many areas. This course also extends understanding and knowledge of statistics and develops the topics of vectors, complex numbers and matrices further.

The Mathematics Specialist ATAR course is the only ATAR Mathematics course that should not be taken as a stand-alone course but studied alongside the Mathematics Methods ATAR course.

Unit 3 – Contains the three topics:

- Complex numbers
- Functions and sketching graphs
- Vectors in three dimensions

The Cartesian form of complex numbers was introduced in Year 11 in Unit 2, and in Unit 3, the study of Complex Numbers is extended to the Polar form. The study of functions and techniques of calculus begun in the Mathematics Methods ATAR course in Year 11 is now extended and utilised in the sketching of graphs and the solution of problems involving Integration. The study of vectors begun in Unit 1, which focused on vectors in one- and two-dimensional space, is extended to three-dimensional vectors, vector equations and vector calculus, with the latter building on students' knowledge of calculus. Cartesian and Vector equations, together with equations of planes, enable students to solve geometric problems and to solve problems involving motion in three-dimensional space.

Unit 4 – Contains the three topics:

- Integration and applications of integration
- Rates of change and differential equations
- Statistical inference

In this unit, the study of Differentiation and Integration of Functions is continued, and the techniques developed from this and previous topics in Calculus are applied to the area of simple differential equations, in particular in Biology and Kinematics. These topics serve to demonstrate the applicability of the mathematics learnt throughout the course. Also in this unit, the students' previous experience in statistics is drawn together in the study of the distribution of sample means. This is a topic that demonstrates the unity and power of statistics.

Assessment

Investigation	20%
Response	40%
Examinations	40%

Prerequisite

Minimum 60% in the Year 11 Mathematics Specialist ATAR course.

Mathematics Methods ATAR course must be taken in conjunction with this course.

CAREER POSSIBILITIES Year 12 Mathematics Specialist ATAR course. Possible career pathways: mathematics, engineering (chemical and process, civil, computer, electrical and electronic, environmental, materials, mechanical, mechatronic, mining, petroleum, process instrumentation and control, software), geophysics, actuary.

Mathematics Methods (ATAR) (Course Cost \$104)

Course description

Mathematics Methods is an ATAR course which 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.

Unit 3 – Contains the three topics:

- Further differentiation and applications
- Integrals
- Discrete Random Variables

In Unit 3, the study of calculus continues by introducing the derivatives of exponential and trigonometric functions and their applications, as well as some basic differentiation techniques and the concept of a second derivative, its meaning and applications. The aim is to demonstrate to the students the beauty and power of calculus and the breadth of its applications. The unit includes Integration, both as a process that reverses differentiation and as a way of calculating areas. The fundamental theorem of calculus as a link between differentiation and integration is emphasised. Discrete random variables are introduced, together with their uses in modelling random processes involving chance and variation. The purpose here is to develop a framework for statistical inference.

Unit 4 – Contains the three topics:

- The logarithmic function
- Continuous random variables and the normal distribution
- Interval estimates for proportions

In Unit 4, the Logarithmic Function and its derivatives are studied. In Probability, continuous random variables are introduced and their applications examined, including the normal distribution. Probabilities associated with continuous distributions are calculated using definite integrals. In this unit, students are introduced to one of the most important parts of Statistics, namely, Statistical Inference, where the goal is to estimate an unknown parameter associated with a population using a sample of that population. In this unit, inference is restricted to estimating proportions in two-outcome populations.

Assessment

Investigation	20%
Response	40%
Examinations	40%

Special requirement

Students will require a Casio CAS Calculator.

Prerequisite

Minimum 60% in the Year 11 Mathematics Methods ATAR course.

CAREER POSSIBILITIES

Possible career pathways: mathematics, commerce/business, computing, engineering (Mathematics: Specialist may be required), metallurgy, informatics, biophysical science, physics, nanotechnology, geophysics, dentistry, podiatry, medicine and surgery, animal science, mine technology, geology, agriculture, biomedical science, health science, economics, chiropractic science.

Mathematics Applications (ATAR) (Course Cost \$95)

Course description

Mathematics Applications is an ATAR course which focuses on the use of mathematics to solve problems in contexts that involve financial modelling, geometric and trigonometric analysis, graphical and network analysis, and growth and decay in sequences. It also provides opportunities for students to develop systematic strategies based on the statistical investigation process for answering questions that involve analysing univariate and bivariate data, including time series data.

Unit 3

Contains the three topics:

- Bivariate data analysis
- Growth and decay in sequences
- Graphs and networks

'Bivariate data analysis' introduces students to methods of identifying, analysing and describing associations between pairs of variables, including using the least squares regression method as a tool for modelling and analysing linear associations. The content is taught within the framework of the statistical investigation formula.

'Growth and decay in sequences' employs recursion to generate sequences that can be used to model and investigate patterns of growth and decay in discrete situations. These sequences are applied to a wide range of practical situations, including modelling growth of a compound interest investment, the growth of a bacterial population or the depreciation of a car over time. Sequences are also essential to understanding the patterns of growth and decay in loans and investments that are studied in detail in Unit 4.

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

Unit 4

Contains the three topics:

- Time series analysis
- Loans, investments and annuities
- Networks and decision mathematics

'Time series analysis' continues the study of Statistics by introducing the concepts and techniques of time series analysis which will be taught within the framework of the statistical investigation process.

'Loans, investments and annuities' aims to provide students with sufficient knowledge of Financial Mathematics to solve practical problems associated with taking out or refinancing a mortgage and making investments.

'Networks and decision mathematics' use networks to model and aid decision making in practical situations.

Assessment

Investigation	20%
Response	40%
Examinations	40%

CAREER POSSIBILITIES

Possible career pathways: biotechnology, biological science, agricultural science, psychology, computer science, forensic biology, commerce, earth science, business, climate science.

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

Course description

Financial matters affect every member of our society. Interest rates, youth bankruptcy, easily available finance and high banking costs are daily issues. Everyone has to make numerous financial decisions on a personal or business level, many of them with far reaching consequences. The Accounting and Finance ATAR course aims to make students financially literate by creating an understanding of the systems and processes through which financial practices and decision making are carried out, as well as the ethical, social and environmental issues involved. It helps students to analyse and make informed decisions about their finances, both personal and business.

In a rapidly changing world, the impact of technology on financial and accounting practices has been vast, as seen in the globalisation of markets. The use of computer systems for record keeping, monetary transfers, tax calculations and the communication of financial data is already vital, and will continue to shape future careers. Many of these careers have not yet evolved, but when they do, they will involve technology and financial practices at some level.

Unit 3

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

Unit 4

The focus for this unit is on Australian reporting entities and how they are regulated by the Corporations Act 2001. The Framework for the Preparation and Presentation of General Purpose Financial Reports and the Accounting Standards are used in the preparation of the financial statements for a reporting entity. The financing options of larger entities are identified and evaluated, particularly in relation to conformity with basic principles, including profitability and stability. The unit addresses corporate social disclosure issues and ethical behaviour within corporations.

Assessment

Test	50%
Project	10%
Exam	40%

Recommendation

Minimum 'C' grade in the Year 11 Accounting and Finance ATAR course.

Career possibilities

A good platform for accounting and/or business courses at university.

Chemistry (ATAR) (Course Cost \$73)

Course description

Chemistry is the study of materials and substances and the transformations they undergo through interactions and the transfer of energy. Chemists can use an understanding of chemical structures and processes to adapt, control and manipulate systems to meet particular economic, environmental and social needs. This includes addressing the global challenges of climate change and security of water, food and energy supplies, and designing processes to maximise the efficient use of Earth's finite resources.

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

Studying the Chemistry ATAR course provides students with a suite of skills and understandings that are valuable to a wide range of further study pathways and careers. Some students will use this course as a foundation to pursue further studies in chemistry, and all students will become more informed citizens, able to use chemical knowledge to inform evidence-based decision making and engage critically with contemporary scientific issues.

Unit 3 – A3CHE

In this unit, students investigate the concept of reversibility of reactions and the dynamic nature of equilibrium in chemical systems; contemporary models of acid-base behaviour that explain their properties and uses; and the principles of oxidation and reduction reactions, including the generation of electricity from electrochemical cells.

Unit 4 – A4CHE

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

Assessment

Practical assessment/Investigations	20%
Extended Response	10%
Tests	20%
Examination	50%

CAREER POSSIBILITIES

University pathways: chemical engineering, metallurgy, medicine, pharmacy, agriculture, veterinary science, biomedical sciences, forensic science, environmental science, dentistry.

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

Course description

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

An understanding of human biology is valuable for a variety of career paths. The course content helps to prepare all students, regardless of their background or career aspirations, to take their place as responsible citizens in society.

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

Unit 4 – This unit explores the variations in humans, their changing environment and evolutionary trends in hominids.

Assessment

Assessment types for both units:

Practical/Investigations	10%
Extended Response	15%
Tests	25%
Examination	50%

Prerequisite

Minimum 60% in the Year 11 Human Biology ATAR course.

CAREER POSSIBILITIES University pathways: sports medicine, biomedical science, physiotherapy, nursing, educational psychology and other paramedical fields.

Physics (ATAR) (Course Cost \$73)

Course description

The Physics ATAR course uses qualitative and quantitative models and theories based on physical laws to visualise, explain and predict physical phenomena. Models, laws and theories are developed from, and their predictions are tested by, making observations and quantitative measurements. In this course, students gather, analyse and interpret primary and secondary data to investigate a range of phenomena and technologies using some of the most important models, laws and theories of physics, including the kinetic particle model, the atomic model, electromagnetic theory, and the laws of classical mechanics.

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

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

Unit 3 – A3PHY

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

Unit 4 – A4PHY

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

Assessments

Experiments/Investigations/Evaluation and Analysis	20%
Tests	30%
Examination	50%

Prerequisite

Minimum 60% in the Year 11 Physics ATAR course.

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.

Psychology (ATAR) (Course Cost \$73)

Course description

Psychology is an evidence-based discipline that follows the principles of scientific inquiry to explore human cognition, behaviour and thought.

Psychological knowledge can help us understand how individuals function within different contexts and how culture shapes people's values, attitudes and beliefs. Students will also develop an understanding of ethical guidelines and their importance to psychological practice.

Unit 3 – Memory and learning

In this unit, students learn the roles of sensation, perception and attention in memory. They further develop understanding of memory by applying models, understanding how specific structures of the brain affect memory, and learning about some of the processes associated with memory and forgetting.

The unit explores theories of learning, including classical conditioning, operant conditioning and social learning theory, in the context of key studies. Students apply learning theories in behaviour modification to real-world contexts.

Unit 4 – Psychology of motivation, wellbeing and health

A key concern in psychology is developing the understanding of human cognition, emotion and behaviour to inform improvements in the wellbeing of individuals and groups in society. In this unit, students develop a psychological understanding of the relationship between motivation and wellbeing, and apply this to the development of effective strategies related to stress and sleep.

Both units emphasise the role and relevance of Science inquiry, where psychological research is applied to contemporary concerns.

Assessment

Science Inquiry	20%
Response	40%
Examination	40%

Prerequisite

Minimum 60% in the Year 11 Psychology ATAR course.

CAREER POSSIBILITIES

University pathways: health professions, education, human resources, social sciences, sales, media and marketing and management.

Music (ATAR) (Course Cost \$200)

Course description

Music has the capacity to engage, inspire and enrich students, stimulating imaginative and innovative responses and fostering critical thinking and aesthetic understanding. Students listen, perform, improvise, compose and analyse music, developing skills to confidently engage with a diverse array of musical experiences both independently and collaboratively. Through continuous sequential music learning, students develop music knowledge, skills and understanding to create, communicate and evaluate music ideas with increasing depth and complexity. Students are encouraged to reach their creative and expressive potential, communicating ideas with current and emerging technologies.

Studying music provides the basis for significant lifelong engagement and enjoyment, and fosters understanding and respect for all music and music practices across different times, places, cultures and contexts. This course will give students a solid grounding in both practical and theoretical components required for industry, or further study at tertiary level.

The music analysis theme for Unit 3 is **Identities** and the music analysis theme for Unit 4 is

- **Innovations**

Structure of the syllabus

- Paired unit combination – ATMUS
- Unit 3 and Unit 4 delivered as a pair

Assessment

Assessment types for both units:

Practical	50%
Written:	
Music Literacy	10%
Composition	10%
Music Analysis	10%
Written Examination	20%

Homework and study expectations

A self-motivated study program/practice routine of approximately 5-6 hours per week in this course will include listening to set repertoires as well as keeping up-to-date with set tasks and homework. Personal practice time of half an hour a day on your instrument is required in order to succeed in this course.

Recommendation

Minimum 'C' grade in the Year 11 Music ATAR Course.

CAREER POSSIBILITIES

Professional musician (jazz, rock, alternative, classical), music teacher, specialist instrument tutor, TAFE or university lecturer, specialist recording artist, session musician, composer, jingle writing, movie soundtrack composer, music event coordinator, sound engineer, booking agent or artist/band manager.

Physical Education Studies (ATAR) (Course Cost \$130)

Course description

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

Physical Education Studies focuses on the complex interrelationships between motor learning and psychological, biomechanical and physiological factors that influence individual and team performance. Students engage as performers, leaders, coaches, analysts and planners of physical activity. Physical activity serves both as a source of content and data and as a medium for learning. Learning in Physical Education Studies cannot be separated from active participation in physical activities and involves students in closely integrated written, oral and physical learning experiences based upon the study of selected physical activities.

Unit 3 – A3PES

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

Unit 4 – A4PES

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

Assessment

Practical Component	30%
Theoretical Component:	70%
Investigation	20%
Response	25%
Examination	55%

Recommendation

Minimum 'C' grade in the Year 11 Physical Education Studies ATAR course.

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 employment opportunities in the sport, leisure and recreation industries, education, sport development, youth work and health and medical fields linked to physical activity and sport. The course also equips students to take on volunteer and leadership roles in activities within the community.

GENERAL COURSES

English (General) (Course Cost \$75)

Course description

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

The course develops students' language, literacy and literary skills to enable them to communicate successfully both orally and in writing and to enjoy and value using language for both imaginative and practical purposes.

Students comprehend, analyse, interpret and evaluate the content, structure and style of a wide variety of oral, written, multimodal, digital and media texts. Students learn how the interaction of structure, language, audience and context helps to shape how the audience makes meaning. Both independently and collaboratively, they apply their knowledge to create analytical, imaginative, interpretive and persuasive texts in different modes and media.

Unit 3 – focuses on exploring different perspectives presented in a range of texts and contexts. Students explore attitudes, text structures and language features to understand a text's meaning and purpose. They examine relationships between context, purpose and audience in different language modes and types of texts, and their impact on meaning. They also consider how perspectives and values are presented in texts to influence specific audiences and develop and justify their own interpretations when responding to texts. Students will learn how to communicate logically, persuasively and imaginatively in different contexts, for different purposes, using a variety of types of texts.

Unit 4 – focuses on community, local or global issues and ideas presented in texts and on developing students' reasoned responses to them. Students will explore how ideas, attitudes and values are presented by synthesising information from a range of sources to develop independent perspectives. They will learn to analyse the ways in which authors influence and position audiences. Students will investigate differing perspectives and develop reasoned responses to these in a range of text forms for a variety of audiences. They are expected to construct and clearly express coherent, logical and sustained arguments and demonstrate an understanding of purpose, audience and context. Students will consider intended purpose and audience response when creating their own persuasive, analytical, imaginative, and interpretive texts.

Assessment

Assessment types for both units:

Responding	40%
Creating	45%
Externally Set Task	15%

CAREER POSSIBILITIES

Possible career pathways: TAFE, apprenticeship, University - ECU will sometimes consider a General English 'A' grade for some undergraduate or university preparation courses. Please make an appointment with a representative in the Curriculum Office for more specific detail.

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

Course description

Mathematics Essential is a General course which focuses on using mathematics effectively, efficiently and critically to make informed decisions. 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 provides the opportunity for students to prepare for post-school options of employment and further training.

Unit 3 – Contains the topics:

- Measurement
- Scales, plans and models
- Graphs in practical situations
- Data collection

Unit 4 – Contains the topics:

- Probability and relative frequencies
- Earth geometry and time zones
- Loans and compound interest

Throughout each unit, students apply the mathematical thinking process to real-world problems

- Interpret the task and gather key information
- Identify the mathematics which could help to complete the task
- Analyse information and data from a variety of sources
- Apply existing mathematical knowledge and strategies to obtain a solution
- Verify the reasonableness of the solution
- Communicate findings in a systematic and concise manner

Students apply the statistical investigation process to real-world tasks

- Clarify the problem and pose one or more questions that can be answered with data
- Design and implement a plan to collect or obtain appropriate data
- Select and apply appropriate graphical or numerical techniques to analyse the data
- Interpret the results of this analysis and relate the interpretation to the original question
- Communicate findings in a systematic and concise manner

Assessment

Practical Applications	45%
Response	40%
Externally set task	15%

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)

Course description

In the Human Biology General course, students learn about themselves, relating the structure of the different body systems to their function and understanding the interdependence of these systems in maintaining life. Reproduction, growth and development of the unborn baby are studied to develop an understanding of the effects of lifestyle choices. Students will engage in activities exploring the coordination of the musculoskeletal, nervous and endocrine systems. They explore the various methods of transmission of diseases and the responses of the human immune system. Students research new discoveries that help increase our understanding of the causes and spread of disease in a modern world.

As a science, the subject matter of this course is founded on systematic inquiry; knowledge and understanding of human biology has been gained by 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.

Unit 3 – Coordination

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

Unit 4 – Infectious Disease

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

Assessment

Science Inquiry	30%
Extended Response	20%
Tests	35%
Externally Set Task	15%

CAREER POSSIBILITIES

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

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 3 - This unit expands on personality theories studies in Unit 1. Students apply knowledge and understandings to explore how personality can shape motivation and performance and how personality testing is used in vocational contexts. Students are introduced to different states of consciousness and the role of sensation, perception and attention in organising and interpreting information. Relational influences, including factors which determine friendships and conflict resolution, are explored. Students expand on their vocabulary of psychological terminology as they apply research methods and ethical principles.

Unit 4 - This unit explores brain function and scanning techniques to illustrate the link between the brain and behaviour. Students learn about Piaget's theory of cognitive development, Kohlberg's theory of moral development and the role of nature and nurture. The impact of the environment on individuals is examined through the study of behaviours observed in groups, causes of prejudice and ways of reducing prejudice. Students continue to develop and apply their understanding of psychological research and data collection methods.

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.

Business Management and Enterprise (General)

(Course Cost \$60)

Course description

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. Business requires people who are enterprising, innovative and creative, and this course focuses on the development of these skills within the business cycle of establishment, day-to-day running and continuing viability.

This course uses businesses scenarios to develop financial and business literacy, whilst at the same time enhancing interpersonal and intrapersonal skills. Students will be prepared for a future where they will need to identify possibilities and create opportunities in the business world.

Unit 3 – The focus of this unit is on success in business at a national level. It explores 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. The unit explores how the marketing plan contributes to the overall business plan.

Unit 4 – The focus of this unit is on business growth and the challenges faced by businesses expanding at a national level. The unit explores 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

Assessment types for both Units:

Business Research	40%
Response	45%
Externally set task	15%

Recommendation

Minimum 'C' Grade in the Year 11 Business Management and Enterprise General course.

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.

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 3 - This unit is about adopting a proactive approach to securing and maintaining work and it involves self-management, using work search tools and techniques, developing career competencies and accessing learning opportunities.

Unit 4 - This unit explores issues associated with career management, workplaces and influences and trends in times of change. Change can be analysed and the information used to inform strategies associated with self-management, career building and personal and professional learning experiences.

Work, training and learning experiences provide opportunities to extend students' knowledge and skills in anticipation of responding to change and maintaining an edge. These experiences are documented in career portfolios, using an increasing range of information technology skills.

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)

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?

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.

Unit 3 - This unit focuses on building students' knowledge and understandings of health determinants and their interaction and contribution to personal and community health. Students define and consolidate understandings of health promotion and are introduced to key health literacy skills. Students expand on their understanding of the impact of beliefs on health behaviour and continue to develop personal and interpersonal skills which support health. Inquiry skills are consolidated and applied, including the ability to identify trends and patterns in data.

Unit 4 - This unit focuses on the impact of health determinants on personal and community health. The concept of community development and the importance of participation and empowerment is introduced. Students learn about how chronic conditions are defined in the National Strategic Framework. The use of social marketing in health is explored and students are introduced to emotional intelligence as a mechanism for perceiving, controlling and evaluating emotions. Students continue to refine inquiry skills as they address relevant issues and produce insightful and well-researched reports.

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 \$400)

Course description

Through interaction with the natural world, the Outdoor Education General course aims to develop an understanding of relationships with the environment, others and ourselves. The ultimate goal of the course is to contribute towards a sustainable world. The Outdoor Education General course is based on the experiential learning cycle. Students plan for outdoor experiences, participate in these experiences and reflect on their involvement.

Unit 3 – G3OED

In this unit students learn planning and organisational requirements necessary for them to participate in safe, short-duration excursions/expeditions. Students participate in outdoor adventure activities where they develop and improve their technical skills, apply appropriate practices to ensure safe participation, and begin to develop survival skills.

Unit 4 – G4OED

In this unit student consider planning and organisational requirements necessary for them to participate in positive and safe, short-duration excursions/expeditions in selected outdoor activities. Students engage in outdoor activities where they develop and improve their technical skills and apply appropriate practices to ensure safe participation. They continue to develop navigational skills and respond to an emergency in the outdoors whilst developing commitment, tolerance, resilience and conflict resolution skills.

Paired unit combination – GTOED

Two semester units running concurrently.

Assessment

Assessment types for both units:

Practical	50%
Investigation	15%
Response	20%
Externally set task	15%

Prerequisite

Excellent standards of behaviour are necessary for a safe practical environment.

Recommendation

Minimum 'C' grade in Year 11 Outdoor Education Studies General course.

**Note: this is a high fee course due to the costs associated with equipment, specialised instructors and transport associated with day trips, expeditions and course instruction; this is included in the course levy. Students are expected to supply individual foodstuffs and basic personal equipment for the expeditions.*

Pathways

Outdoor Recreation and Tourism Industries: activity instructors, managers, program coordinators, tour operators, guides. Environmental Sciences, Conservation and Land Management: various government departments, environmental rehabilitation officers, rangers, native marine and terrestrial biologists, sustainable resource management. Business and Education: human resource management, corporate training, outdoor education teaching, and adventure therapy.

Physical Education Studies (General) (Course Cost \$90)

Course description

Physical Education Studies contributes to the development of student's physical, social and emotional growth. Students learn about physiological, psychological, and biomechanical principles and apply these to analyse and improve personal and group performances in physical activities. Throughout the course, students learn through integrated written, oral and active learning experiences. The course also provides students with opportunities to develop skills that will enable them to pursue personal interests and potential in physical activity as athletes, coaches, officials, administrators and/or volunteers.

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

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

Assessment

Practical	50%
Investigation	15%
Response	20%
Externally set task	15%

Recommendation

Minimum 'C' grade in Year 11 Physical Education Studies General course.

CAREER POSSIBILITIES

In addition to its relevant application to active students, this course will lead to further studies and training in areas such as health and fitness, massage, sport and recreation, physiotherapy, coaching, personal training, sport science, human movement and other health related fields.

Marine and Maritime Studies (General) (Course Cost \$500)

Course description

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

Students gain an understanding of maritime studies, including the characteristics of construction materials, design and construction of water craft. The basic parts of the outboard motor, including features of two stroke and four stroke motors, will be studied, as well as Through a practical approach, students gain an understanding of the concepts and safe practices of power boating. Science inquiry skills will be developed through the design process in relation to construction materials used, and variations in design of water craft. Students will also be involved in practical activities to collect and analyse data related to trip planning, such as weather maps and aquaculture systems.

Content

Unit 3- This unit investigates Western Australian marine ecosystems, with a focus on estuaries, mangroves, coral reefs and seagrass meadows. Students identify the key species and food webs for each of these ecosystems, as well as examine adaptations of organisms living in mangrove ecosystems. Environmental and resource management will focus on aquaculture as a solution to declining fish stocks.

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

Unit 4 - This unit examines global surface ocean currents, atmospheric circulation systems and the impact of climate change on global sea levels, thermohaline circulation and marine ecosystems. The process of coastal erosion and coastal engineering structures is studied. Students study types of marine tourism activities with a focus on the importance and impacts of ecotourism.

Students gain an understanding of maritime studies, including common forms of construction material protection, and the possible side effects of using these materials. Aspects of small craft maintenance, including the use of a maintenance log, fuel and ignition, cooling system and engine diagnostics, are studied.

Assessment

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

ACTIVITIES

Students in this course will be given the opportunity to complete the theory and practical components of the Recreational Skippers Ticket as part of the Assessment program.

Music (General) (Course Cost \$140)

Prerequisites

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 \$140)

Course description

Students have opportunities to express their imagination and develop personal imagery, skills and engage in the making and presentation of artworks in a variety of media, including drawing, painting, textiles, sculpture and printmaking. This course assists students to value and develop confidence in their own creative abilities and to develop a greater understanding of their environment, community and culture.

The Visual Arts General course engages students in a process that helps them develop motivation, self-esteem, discipline, collaborative practice and resilience, all of which are essential life skills. Enterprise and initiative are recognised and encouraged.

Within contemporary society, there is increasing demand for visual literacy; the ability to understand, interpret and evaluate visual information. The Visual Arts General course encourages students to develop problem-solving skills together with creative and analytical ways of thinking. Innovation is encouraged through a process of inquiry, exploration and experimentation.

The course is designed specifically for students who enjoy hands-on practical art making projects such as drawing, painting, textiles, sculpture, printmaking and who want to develop their knowledge and skills through creating a series of artworks. There is no external examination so is suitable for students considering a TAFE pathway or who wish to complement their other WACE courses with studies in Visual Arts.

The course offers students opportunity to think creatively; design and create not only artworks, but also useful, decorative items for the home. It fosters a positive transition from school to the commercial world of both arts and art and crafts.

Unit 3 – The focus for Unit 3 is inspirations. Students become aware that artists gain inspiration and generate ideas from diverse sources, including what is experienced, learned about, believed in, valued, imagined or invented.

Unit 4 – The focus for Unit 4 is investigations. Students explore and develop ideas for art making and interpretation through the investigation of different artists, art forms, processes and technologies.

Assessment

Production	65%
Analysis	10%
Investigation	10%
Externally set task	15%

CAREER POSSIBILITIES

Leads to TAFE entry. Possible career pathways: advertising, web/graphic designer, fashion designer, animator, cartoonist, draftsperson, illustrator, make-up artist, visual merchandiser, film and television, stage/set designer, photographer, sculptor, interior designer, theatrical costume maker and designer, sign writer, jeweller.

Media Production Analysis (General) (Course Cost \$140)

Course description

Students will study reality TV, analyse trailers and popular films. With a big emphasis on practical, hands-on media production, students will also complete projects such as making a title sequence, a music video and a mockumentary. The written work is to assist student understanding of the media types they are producing and involves watching and analysing TV documentaries and Hollywood films.

Creative challenges, problem-solving, using technology and working in teams are major components of the course, assisting students in developing as twenty-first century learners, with skills valued by employers. The course will enhance the student's study of English and help improve critical and creative thinking, emotional intelligence and confidence, whether working individually or as a team. There is no external examination so is suitable for students considering a TAFE pathway or who wish to complement their other WACE courses with studies in Media.

The Media Production and Analysis General course aims to prepare all students for a future in a digital and interconnected world by providing the skills, knowledge and understandings to tell their own stories and interpret others' stories. Digital technologies have had an impact on and extended the capacity that the media play in all Australian lives. Through new technologies, the role of the audience has shifted from a passive consumer to a more active participant, shaping the media through interaction and more accessible modes of production and dissemination of media work. Students' interaction and opportunity to use technologies enables them to engage with current media and adapt to evolving media platforms.

The production of media work enables students to demonstrate their understanding of the key concepts of media as well as express their creativity and originality. When producing media work, students learn to make decisions about all aspects of production, including creative choices across pre-production, production and post-production phases. Within this process, skills are developed enabling students to manipulate technologies which simulate industry experiences.

Unit 3 – Students analyse, view, listen to and interact with interesting and relevant entertainment media work. They also generate ideas and learn production skills and processes as they apply their knowledge and creativity in their productions. Students will be able to work in a range of media, including film, TV, music video, digital media and podcasts.

Unit 4 – Within this broad focus, students have the opportunity to choose from a range of media genres and styles and examine ways in which codes, conventions and techniques are used to dramatise and re-present reality while at the same time engaging and informing audiences. They learn about production controls, constraints and responsibilities. Students continue to develop strategies and production skills when creating their own media work.

Assessment

Response	25%
Production	60%
Externally set task	15%

CAREER POSSIBILITIES

Leads to TAFE entry. TAFE courses: creative industries, media, mass communication, animation and games design, film and TV, radio, games development, animation, broadcast television, screen and media, radio broadcasting, digital cinema, photo imaging, photography, desktop publishing. Career pathways: marketing and promotions, multimedia designer, game designer, photographer, IT support, animator, webmaster, visual effects technician, documentary filmmaker, TV camera operator, camera assistant, lighting assistant, sound recordist, editor, TV program producer, television presenter, radio producer, public relations, advertising, actor, videographer, event coordinator.

Materials Design and Technology - Wood (General)

(Course Cost \$180)

Course description

The Materials Design and Technology General course is a practical course with the design and manufacture of wood products as the major focus. The course focuses on the use of wood as the main material, with some flexibility to incorporate additional materials from outside this specific context. This course is designed to enhance and complement the knowledge and skills developed within the Year 11 wood course, as modern-day products are manufactured using a range of different techniques and tools.

Students examine social and cultural values and the short-term and long-term impacts of the use and misuse of materials and associated technologies. Through this inquiry, experimentation and research, students develop their creativity and understanding of the society in which they live.

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

Unit 3 - Students develop an understanding of the elements and fundamentals of design and consider human factors involved in the design, production and use of their projects. They develop creative thinking strategies and work on design projects within specified constraints. Students learn about the classification and properties of a variety of wood and make appropriate materials selections for design needs.

Students learn about manufacturing and production skills and techniques. They develop the skills and techniques appropriate to the materials being used and gain practice in planning and managing processes through the production of design projects. They learn about risk management and ongoing evaluation processes.

Unit 4 - Students learn about the nature of designing for a client, target audience or market. Students apply an understanding of the elements and fundamentals of design and consider human factors involved in their design projects. Students learn about the nature, properties and environmental impacts related to wood and a range of production techniques. They develop creative thinking strategies, work on design projects within specified constraints and consider the environmental impacts of recycling of materials.

Students extend their understanding of safe working practices and contemporary manufacturing techniques and develop the knowledge, understanding and skills required to manage the processes of designing and manufacturing with wood.

Assessment

Assessment types for both units:

Design	25%
Production	50%
Response	10%
Externally Set Task	15%

Recommendation

Minimum 'C' grade in Year 11 Materials Design and Technology – Wood General course.

CAREER POSSIBILITIES

TAFE pathway or Apprenticeship in most skill-based occupations such as wood, metal, welding, electrical and automotive, engineering and design work, building and construction

Materials Design and Technology - Metals (General)

(Course Cost \$180)

Course description

The Materials Design and Technology General course is a practical course with the design and manufacture of metal products as the major focus. The main material used in the course is metal, with some flexibility to incorporate additional materials from outside of this designated context. This course will enhance and complement the knowledge and skills developed within the metals course in Year 11, as many modern-day products are manufactured using a range of different techniques. Students examine social and cultural values and the short-term and long-term impacts of the use and misuse of materials and associated technologies. Through this inquiry, experimentation and research, students develop their creativity and understanding of the society in which they live.

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

Unit G3MDTM

Students develop an understanding of the elements and fundamentals of design and consider human factors involved in the design, production and use of their projects. They develop creative thinking strategies and work on design projects within specified constraints. Students learn about the classification and properties of a variety of materials and make appropriate materials selection for design needs.

Students learn about manufacturing and production skills and techniques. They develop the skills and techniques appropriate to the materials being used and gain practice in planning and managing processes through the production of design projects. They learn about risk management and ongoing evaluation processes.

Unit G4MDTM

Students learn about the nature of designing for a client, target audience or market. Students apply an understanding of the elements and fundamentals of design and consider human factors involved in their design projects. Students learn about the nature, properties and environmental impacts related to a variety of materials and production techniques. They develop creative thinking strategies, work on design projects within specified constraints and consider the environmental impacts of recycling materials.

Students extend their understanding of safe working practices and contemporary manufacturing techniques and develop the knowledge, understanding and skills required to manage the processes of designing and manufacturing.

Assessment

Assessment types for both units:

Design	25%
Production	50%
Response	10%
Externally Set Task	15%

Recommendation

Minimum 'C' grade in Year 11 Materials Design and Technology – Metal General course.

CAREER POSSIBILITIES

TAFE pathway or Apprenticeship in most skill-based occupations such as wood, metal, welding, electrical and automotive, engineering and design work, building and construction

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

Course description

Unit 3 - The focus for this unit is product design. Students will study and analyse the use of images in the modern world and learn to interpret visual clues and conventions. They will follow a design process and will have opportunities to develop their own visual messages addressing the need of the wider community in the context of promotion and advertising. They will respond to a design brief and produce work suited to a specific target audience. Design principles and skills will be further developed and applied to solve design problems. These courses are mainly practical with some theory assignments to enhance understanding of the techniques used.

Unit 4 - The focus for this unit is cultural design. Students will be working through a design process and a series of activities that will allow them to learn the necessary skills and proficiency to use appropriate equipment and design approaches to express themselves about their own world and experiences. They will analyse and explore the visual conventions and techniques used to convey meaning and ideas through image. On successful completion of this course, students will have a body of work that can be used in an application for Portfolio pathways to a variety of tertiary institutions. A series of Portfolio application workshops will be provided during the year. These workshops will support students in the exploration of relevant courses and the portfolio application process.

Prerequisites

There are no prerequisites for this course. Previous experience in lower school photography and/or Year 11 Design Photography Unit 1 and Unit 2 would be an advantage.

Assessment

External Set Task	15%
Production	65%
Response	20%

CAREER POSSIBILITIES

For most students the Design Photography course will provide future leisure time activity that is interesting and challenging. The association of photography with art and journalism and other general media areas is also well known. Others will use their design/photographic skills at tertiary institutions or TAFE. It provides the students with collaborative, interpersonal and problem-solving skills that are required in most workplaces.

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)

Course description

The Children, Family and the Community General course focuses on factors that influence human development and the wellbeing of individuals, families and communities. Students develop an understanding of the factors which have an impact on the ability of individuals and families to develop skills and lead healthy lives. They recognise how promoting inclusion and diversity among individuals, families and groups in society contributes to the creation of safe, cohesive and sustainable communities.

Through the study of developmental theories, students develop an understanding of human growth and the domains of development. Students investigate, support services and review laws and regulations that govern the provision of such support.

Students explore products, services or systems that address issues, opportunities or challenges to meet the needs of individuals, families and communities. They use a range of skills to make informed decisions and consider actions at personal, family and community levels.

Students communicate and interact with children in practical ways. They demonstrate initiative when advocating for others about issues of inequity and injustice. Students understand that beliefs, values and ethics influence decisions made by individuals, families, and communities.

As part of this course, students will visit the primary school on a fortnightly basis.

Unit 3 – Building on relationships

In this unit, students investigate the principles of development and how these relate to the domains and theories of development. They also examine and evaluate the features of products, services and systems for individuals and families, including the diverse and dynamic nature of families in Australia. Students recognise and acknowledge cultural diversity, and inequity and injustice issues. Students develop effective self-management and interpersonal skills to recognise and enhance personal relationships, enabling them to take active roles in society.

Unit 4 – My place in the community

In this unit, students examine the effect on an individual's development and wellbeing in a society characterised by rapid change. They explore contemporary Australian issues or trends relating to families and communities at the state and national level and are introduced to a range of advocacy types. Students examine developmental theories and their influence on cognitive development. Students use effective self-management and interpersonal skills when developing or assessing products, processes, services, systems or environments.

Assessment

Production	50%
Investigation	25%
Response	10%
Externally Set Task	15%

Recommendation

Minimum 'C' grade in the General Year 11 Children, Family and the Community course.

CAREER POSSIBILITIES

This course caters for students seeking career pathways in areas such as education, nursing, community services and childcare.

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.

VOCATIONAL EDUCATION AND TRAINING

Certificate III Aviation – Remote Pilot – Visual Line of Sight

(Course Cost \$200)

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) *can also be carried over into a Certificate III in Business (BSB30120) (Course Cost \$165)*

Prerequisites

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.

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 (Course Cost \$50)

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.