



JOHN CURTIN
College of the Arts
COLLEGE OF THE ARTS

YEAR 12 HANDBOOK 2009



Department of
Education and Training

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This publication is an information document for prospective students of John Curtin College of the Arts. Every effort has been made to ensure that the information in this document is correct at the date of printing.

INTRODUCTION

YEAR 11 STUDENTS/PARENTS

SUBJECT SELECTIONS FOR YEAR 12 - 2009

This booklet has been prepared to assist parents and students in making educational decisions for 2009 and beyond. Whenever you seek Course Adviser's advice, please have your most recent report with you.

Students, it is important that you follow these procedures:

1. Read all the information.
2. See your Course Adviser or the Careers Coordinator to consider a course involving subjects within your capacity.
3. The Tertiary Entrance requirements are complex and students with tertiary ambitions should read these requirements very carefully and choose subjects appropriate for their goals and record of academic achievement.
4. All information and counselling should be carefully considered before the completion and submission of the subject selection sheet.

**CONSULT YOUR COURSE ADVISER
(CHECK BELOW)**

or

**THE CAREERS COORDINATOR
- Ms ALICE SOUNNESS
Phone: 9433-7266**

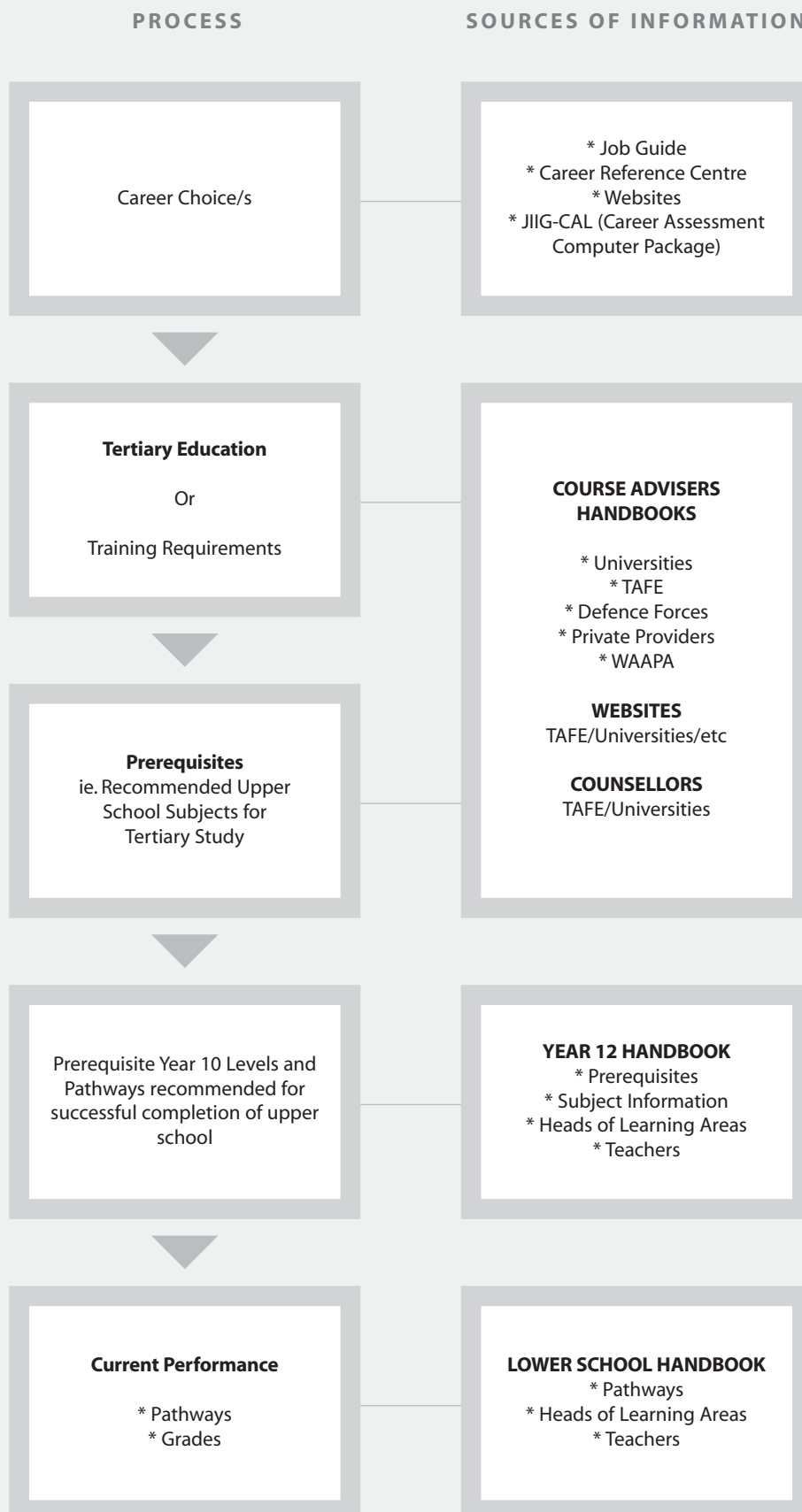
or

**MANAGER OF STUDENT SERVICES
- Mr GAVIN BRADSHAW
Phone: 9433-7243**

COURSE ADVISORY TEAM

COURSE ADVISERS	SURNAME	ROOM	TELEPHONE NO.
Mrs Jo Corbett	A - C	Tech & Ent - Rm 11	9433-7245
Mrs Lina Forlano	D - G	English Office - Rm 29	9433-7536
Ms Maria Keely	H - L	English Office - Rm 29	9433-7535
Ms Carolyn Moule	M - Q	Phys. Education Office	9433-7528
Mr Steve Cox	R - S	Soc. & Env. - Rm 42	9433-7579
Mr Craig Owens	T - Z	Soc. & Env. - Rm 42	9433-7279

COURSE ADVISING PROCESS & SOURCES OF INFORMATION



SOME TERMS YOU WILL NEED TO KNOW

ACCREDITED SUBJECTS

These are subjects which contribute towards Secondary Graduation. They include Tertiary Entrance Rank (TER) and wholly school assessed subjects, but not registered subjects.

CURRICULUM COUNCIL

This body sets the requirement for Secondary Graduation and issues the Statement of Results and the Western Australian Certificate of Education (WACE).

SECONDARY GRADUATION

Successfully completing the Curriculum Council requirements for study in Year 11 and Year 12 results in Secondary Graduation.

GIFTED AND TALENTED EDUCATION (GATE)

Students are specially selected for these programs.

TERTIARY ENTRANCE EXAMINATION (TEE)

TEE results are used only to determine eligibility for tertiary admission.

TERTIARY ENTRANCE RANK (TER)

A TER will be calculated using the best average (mean) mark of four or five TEE subjects (see TISC Booklet).

TERTIARY INSTITUTIONS IN WESTERN AUSTRALIA

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

Technical and Further Education (TAFE)

For other Australian Universities, see guides "Universities in Australia" or "Good Universities Guide" in the Library Careers Resource Centre.

UNIVERSITY ADMISSION

Details of conditions that a Year 12 student must satisfy, in order to qualify for Secondary Graduation and achieve a satisfactory performance, may be found in the Tertiary Institutions Service Centre (TISC) booklet.

TERTIARY INSTITUTIONS SERVICE CENTRE (TISC)

100 Royal Street

EAST PERTH 6004

Phone: 9318 8000

Facsimile: 9225 7050

Phone-line times 9.00am - 4.30pm
(Mon-Fri)

Counter times 9.00am - 4.00pm

Email: info@tisc.edu.au

YOUR CHOICE OF COURSES

Many students will, on completion of their secondary studies, be intending to apply for a position in a tertiary education institution at either a

- university, or
- TAFE Campus

(both of which have a wide range of courses leading to different possible career paths)

or alternatively, seek employment.

The different directions will have a strong influence on your choice of subjects for Year 12. The subjects which lead to university entrance are generally of a higher academic level than other subjects being offered. It is possible for some students to choose subjects which will leave their options open for both university and TAFE.

Students are advised to request subjects from a group that subject teachers can recommend based on past and current performance.

The following pages outline:

- * the subjects that lead to university entrance and those subjects that are recommended for TAFE.
- * the West Australian Certificate of Education.
- * university entrance requirements.
- * TAFE entrance requirements.

If you are intending to study at a **university** (UWA, Curtin, Murdoch, Edith Cowan or Notre Dame University) in 2009 or beyond, you must refer to the relevant University Handbooks to become aware of likely prerequisite Year 12 subjects for certain courses. You should also consult the Summary of Undergraduate Admission Requirements for School Leavers published each year by Tertiary Institutions Service Centre (TISC). You may also wish to become familiar with TAFE options.

NB: If you are currently enrolled in Year 11 (2007) you must read the University Admissions book for 2009.

Please Note:

- Students enrolled in a Specialist or Gifted and Talented (GATE) program are expected to remain enrolled in that subject.
- Subjects/Courses will only proceed if there are sufficient student numbers for classes to be viable.
- It is important that you choose subjects in which you will be able to achieve a 'C' grade or better.
- Year 12 students studying four or more University Entrance subjects **may** elect to drop one subject in order to concentrate their efforts on the other five.
Note: Students studying only four University entrance subjects cannot drop a University entrance subject.
- Approval for course changes will only be given on written request from student and parent and after an interview with the Dean or Careers Coordinator.

NB: An interview with the Dean is a prerequisite for all new students enrolling at John Curtin College of the Arts.

CHOOSING SUBJECTS

Whether you meet the requirements for the WA Certificate of Education, or for entrance to TAFE or university will depend upon your ambitions and abilities.

There are many factors to be considered when choosing your course. Even if you haven't yet decided on a career area it is important to look at a number of possibilities and check pre-requisites so that you don't restrict future options.

When choosing subjects consider:

1. Interests
2. Abilities
3. Future goals

1. Interests

If possible, choose subjects that you enjoy as you will spend a considerable amount of time studying them in upper school.

2. Abilities

As it is possible to fail any subject, it is important to check the recommended prerequisite levels for different subjects, and choose subjects which you have the prerequisites. Check with your teachers.

3. Future Goals

Ensure that subjects chosen meet criteria for future employment or studies. If career goals aren't clear, select a course that offers flexibility, interest and a realistic chance of success.

TRANSFER FROM ONE SUBJECT TO ANOTHER

Students wishing to change subjects after enrolment may do so providing:

- no transfer out of Specialist or GATE program
- it is possible on the timetable
- it does not interfere with maximum class numbers
- it does not interfere with future goals.

Anyone wishing to change subjects must realise that work missed up to that time has to be completed.

Students who wish to change subjects must do so by the College deadline set in first Term. Any subject change must be discussed with the appropriate Course Adviser, who may refer you to the Careers Coordinator. Final approval must be obtained from either the Careers Coordinator or the Manager of Student Services responsible for Upperschool Students. If it is a late change, then approval is needed from the Curriculum Council.

YOUTH ALLOWANCE

If your child is 16 years and over and you want to find out the eligibility required for Youth Allowance ring Centrelink on 132490.

ABSTUDY

This allowance is for eligible Aboriginal students 16 years and over. Ring 132317 for more information.

WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION

The Western Australian Certificate of Education (WACE) is awarded to students who meet all of the Secondary Graduation requirements which are:

- An average grade of 'C' or better in 8 full year (or equivalent) Curriculum Council subjects provided that (a) the student concerned has completed the equivalent of at least 10 full year (or equivalent) Curriculum Council subjects, and (b) the equivalent of at least 4 full year courses at Year 12 level (E code) have been used in the calculation of the 'average grade of C'.
- Up to three subject equivalents can be endorsed programs.
- Completion of two units, studied in the final year of schooling from an English course and meet the English language competence standard as defined by work samples, or an average of C grade or better in E005 English Literature or other E code English subjects or pass the English language competence test.
- Complete 20 hours of community service.
- Include all 13 overarching learning outcomes in their overall program of study.
- Sit for WACE examinations in each WACE course when enrolled in a pair of stage 2 or 3 units, unless exempt.

Subjects are graded according to the following ratings:

- A - Excellent Achievement
- B - High Achievement
- C - Sound Achievement
- D - Limited Achievement
- E - Inadequate Achievement

STATEMENT OF RESULTS

A Statement of Results will be issued to all students who complete at least one Curriculum Council Accredited subject. The Statement of Results will record:

- Grades achieved in Year 11 and/or Year 12 Curriculum Council Accredited Courses/Subjects (A,B,C,D or E).
- Achievement of Curriculum Council English language competence requirement.
- Completion of requirements for Secondary Graduation.
- Achievement of awards associated with Secondary Graduation.
- Units of Competency.
- Results and awards achieved in tertiary entrance subjects.

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 Curriculum Council
- achieve **competence in English** as prescribed by the individual universities
- obtain a sufficiently high **TER** for entry to a particular university and/or course (Edith Cowan University may not require a TER for some pathways)
- satisfy any prerequisites or special requirements for entry to a particular course.

SECONDARY GRADUATION

Detailed information about Secondary Graduation may be obtained from the Curriculum Council, 27 Walters Drive, Herdsman Business Park, Osborne Park, 6017, telephone 9273 6300.

Note: The English language competence requirement for Secondary Graduation is different from the competence in English requirement for university admission.

For university admission purposes the requirement to achieve Secondary Graduation may be met in any year.

COMPETENCE IN ENGLISH

For university admission purposes, usually you demonstrate competence in English by achieving the prescribed standard in a Course from the English Learning Area: English, English as an Additional Language/Dialect (EALD) (for eligible students) or TEE English Literature (E005), or from competence met in the previously offered subjects: TEE English or TEE English as a Second Language (ESL). You can meet the competence in English requirement with Year 12 results obtained in any year.

English; as an additional language/dialect; TEE English Literature (E005)

Curtin University of Technology

You must achieve a scaled mark of at least 50.

Edith Cowan University

You must achieve:

- a scaled mark of at least 50, or
- a letter grade of A, B or C in two English units (2A, 2B, 3A or 3B) studied in Year 12, or
- a letter grade of A, B or C in both 3A and 3B units of English as an Additional Language/Dialect studied in Year 12, or
- a letter grade of A, B or C in TEE English Literature.

Murdoch University

You must achieve a scaled mark of at least 50.

The University of Western Australia

You must achieve a scaled mark of at least 50.

All Universities

English, English as an Additional Language/Dialect (for eligible students) or TEE English Literature sat on a **private basis** (if available) can be used to meet all universities' competency in English requirement. In this case, you must achieve a scaled mark of at least 50.

UNIVERSITY AND TAFE ENROLMENT PROCEDURES

Students will receive:

1. Handbooks from each university and TAFE
 2. A TISC (Tertiary Information Service Centre) Handbook
- Then

3. Enrolments for University can be made by phone or on the internet. Clear instructions are provided in the TISC handbook. Enrolments for TAFE must provide supportive documentation as outlined in the TAFE Handbook.
4. We suggest that students attend University Information Evenings. They are course specific eg UWA – Medicine.

Year 12 English as a Second Language (ESL)

If your first language is not English, an acceptable level of achievement in Year 12 ESL can be used. Each year the universities decide the mark required. As ESL is not available at John Curtin, you should take one of the English subjects and also contact the universities for details about alternative acceptable English tests.

Concessions

Curtin University of Technology

If you have not met the requirement for Curtin University of Technology above, Curtin University of Technology will concede competence in English to you if you have:

1. achieve WACE, **and**
2. achieved a TER above the minimum specified annually by Curtin University of Technology, and
3. achieved a standardised moderated numeric school assessment or standardised numeric examination assessment of at least 60 in English or English as an Additional Language/Dialect (for eligible students) or TEE English Literature.

If you have:

4. satisfied condition 1 and 2 but not 3, **and**
5. achieved a scaled mark less than 50 in English or English as an Additional Language/Dialect (for eligible students) or TEE English Literature, then Curtin University of Technology will invite you to demonstrate your competence in English by sitting the Special Tertiary Admissions Test (STAT), or the International English Language Testing System (IELTS) early in January.

Edith Cowan University

If you have:

1. achieved WACE, and

CALCULATION OF THE TERTIARY ENTRANCE RANK

2. achieved a TER above the minimum specified annually by Edith Cowan University, **and**
3. achieved a scaled mark less than 50 in English or English as an Additional Language/Dialect (for eligible students) or TEE English Literature, then Edith Cowan University will invite you to demonstrate your competence in English by sitting the Special Tertiary Admissions Test (STAT) or the International English Language Testing System (IELTS) early in January.

Murdoch University

If you have not met one of the requirements for Murdoch University **above**, Murdoch University will concede competence in English to you if you have:

1. achieved WACE, and
2. achieved a TER above the minimum specified annually by Murdoch University, and
3. achieved a standardised moderated numeric school assessment or standardised numeric examination assessment of at least 60 in English or English as an Additional Language/Dialect (for eligible students) or TEE English Literature.

If you have:

4. satisfied condition 1 and 2, but not 3 and
5. achieved a scaled mark less than 50 in English or English as an Additional Language/Dialect (for eligible students) or TEE English Literature, then Murdoch University will invite you to demonstrate your competence in English by sitting the Special Tertiary Admissions Test (STAT) or the International English Language Testing System (IELTS) early in January.

The University of Western Australia

If you have:

1. achieved WACE and
2. achieved a TER above the minimum specified annually by UWA, and
3. achieved a scaled mark less than 50 in English or English as an Additional Language/Dialect (for eligible students) or TEE English Literature, then UWA will invite you to demonstrate your competence in English by sitting the Special Tertiary Admissions Test (STAT) or the International English Language Testing System (IELTS) early in January.

TEE English, TEE English Literature or TEE English as a Second Language (ESL) sat previously.

All Universities

You have satisfied a university's current competence in English requirement if you have satisfied that university's competence in English requirement previously via results in TEE English, TEE English Literature or TEE English as a Second Language (ESL).

THE TERTIARY ENTRANCE RANK (TER)

The Tertiary Entrance Rank is the basis of admission to most university courses. You are ranked in order of merit based on your TER.

What is the TER?

The TER ranges between zero and 99.95. It reports your rank relative to all other WA students of Year 12 school leaving age and takes into account the number of students with a Tertiary Entrance Score (TES) as well as the number of people of Year 12 school leaving age in the population of this state. A TER of 75.00 indicates that you have an overall rating equal to or better than 75% of the Year 12 school leaving age population in Western Australia.

The TER is derived from the Tertiary Entrance Aggregate (TEA).

The TEA will be calculated by adding the best four scaled scores in Courses or TEE subjects, as listed below, providing that for school candidates, at least two different units of the Course have been completed. No course can be counted more than once.

NOTE: For each Stage 3 course, an increment of 15 will be added to all Stage 3 combined course results relative to Stage 2 combined course results. The two sets of results will then be merged before scaling. (This increment is not applicable to E code subjects).

In calculating the scaled score for TER courses, equal weight is given to the final school score and the final examination score, except where courses are taken on a **private basis**.

There will be some **unacceptable** course combinations whereby scores in both courses cannot both be used.

For all universities you may accumulate scaled scores which contribute to your TER over five consecutive years. Scaled marks from previous TEE study are on the same scale as scaled scores obtained from study in 2007 and will be used directly in the calculation of a TER, if applicable.

CALCULATION OF THE TERTIARY ENTRANCE RANK

SUBJECTS OFFERED BY JOHN CURTIN COLLEGE OF THE ARTS WHICH CAN BE USED TO FORM THE TER

TEE Subjects

Accounting
 Ancient History
 Applicable Mathematics
 Art
 Biology
 Calculus
 Chemistry
 Discrete Mathematics
 Economics
 English Literature
 Geography
 History
 Human Biology
 Music
 Physics

Courses of Study

Applied Information Technology	2B/3A
Computer Science	2A/2B
Dance	2A/2B, 3A/3B
Drama	2A/2B, 3A/3B
English	2A/2B, 3A/3B
Italian	3A/3B
Materials, Design and Technology (Wood)	2A/2B
Media Production and Analysis	2A/2B, 3A/3B

Unacceptable Subject Combinations

You cannot use the following course combinations in calculating your TER. It may be possible to take both courses but the result in only one may be used to calculate your TER.

Biology (TEE) **with** Human Biology (TEE)
 Chemistry (TEE) **with** Physical Science (TEE)
 Discrete Mathematics (TEE) **with** Applicable Mathematics (TEE)
 English **with** English as an Additional Language/Dialect
 English **with** English Literature (TEE)
 English as an additional Language/Dialect **with** English Literature (TEE)
 Physics (TEE) **with** Physical Science (TEE)

If you have results from past study in TEE English or TEE Geology, you cannot use the following combinations in calculating your TER. If you are repeating Year 12 studies, you may have results from both courses but the results in only one may be used to calculate your TER. Results from study prior to 2004 cannot be used in the TER.

English **with** English (TEE)
 English Literature (TEE) **with** English (TEE)

COURSES STUDIED ON A PRIVATE BASIS

If you wish to sit courses on a private basis you must enrol with the Curriculum Council. It is possible that not all courses will be available to private candidates. Your scaled score in courses you sit privately will be based on your Course examination score only.

You will not be able to use such results to meet the WACE requirement.

TEA to TER

TISC will construct a table to convert your TEA to a TER. The table takes into account the number of students with a TEA and the number of people of Year 12 school leaving age in the state. This table is constructed annually.

PREREQUISITES

Make sure that you satisfy the prerequisites for admission to the university course of your choice. Prerequisites are courses or special requirements that must be successfully completed for entry to particular university courses. Generally a scaled mark of 50 or more is required unless otherwise stated. Prerequisites may be satisfied by results from the current year or previous four years.

For some university courses the special requirements may include bridging/special course units, interviews, auditions, folio presentations, manual dexterity tests, aptitude tests, fitness requirements, etc. Detailed information is available from the **individual** universities.

Murdoch University does not require applicants to have undertaken specific prerequisite subjects and instead provides introductory units to enable its students to become skilled in specific areas in which they may be lacking.

TECHNICAL AND FURTHER EDUCATION - TAFE

WHAT DOES TAFE OFFER?

TAFE is WA's largest tertiary institution with some 800 courses covering around 5500 subjects.

TAFE offers Award courses which can be used in related job markets, as entry to higher level award courses, and in many areas TAFE students can continue their training in degree courses offered by universities.

TAFE Awards listed in order of increasing value are:

Certificates II to IV

Diplomas

Advanced Diplomas

Courses are offered at some or each of the Awards mentioned above in many areas including:

Agriculture, Applied Science, Architecture, Building, Computing, Electronics, Art, Design, Fashion, Engineering, Health, General Studies, Horticulture, Community Care, Environmental Studies, Hospitality, Social Services, Tourism, Management, Business, Technology, Commerce, Marine Studies, Mechanics, Outdoor Recreation... and others.

There is a specific list of the entry requirements and related job markets for each of the courses offered. These may be looked at with Course Advisers and TAFE Counsellors.

To get into TAFE students need to meet minimum entrance requirements which are at least C grade passes in particular subjects required for that particular course.

Minimum educational requirements for lower level Certificate courses are usually satisfactory completion of Year 10. Minimum educational requirements for Certificate IV courses are Year 10, 11 or 12. However, actual educational levels are nearly always higher because of the competitive nature of the courses.

Direct entry to Associate Diploma and higher level courses will normally require the completion of Year 12 together with Secondary Graduation and will require certain levels of achievement in specific subjects.

If more students apply for a course than there are places, then Selection Criteria scores are used. Selection Criteria scores are based on school grades and the subjects you have studied. To assess your overall merit, your skills and abilities are scored according to General Academic Merit and Other Merit.

SELECTION CRITERIA

Maximum score = 100

- Qualification pathway
 - o Maximum score = 29 points
- Work experience/employment
 - o Maximum score = 29 points
 - o 0.002 points per hour worked
 - o includes paid/unpaid, full-time/part-time work, work experience, voluntary work, community service
- Secondary education/Skill Development
 - o Maximum score = 42 points
 - o Scoring based on the best three 2-unit combinations. One of these must be English, Literature, or EAL/D.

See the relevant TAFE Handbook for specific information on selection criteria for entry to specific courses.

For further information:

- Contact any TAFE College
- Call the WA Training Information Centre
- Talk to your John Curtin College of the Arts Course Adviser
- Look at the websites of TAFE Colleges.

THE LINKS BETWEEN TAFE AND UNIVERSITY

All universities in Western Australia to a greater or lesser extent accept TAFE qualifications ie. Certificate IV and above, as admission for specific courses. The extent of this acceptance varies between Universities and courses and students should consult with the relevant university.

TAFE QUALIFICATIONS

AUSTRALIAN QUALIFICATIONS FRAMEWORK

TAFE	UNIVERSITY
	Doctorate
	Masters' Degree
	Graduate Diploma
	Bachelor Degree
Advanced Diploma	Advanced Diploma
Diploma	Diploma
Certificate IV	
Certificate III	
Certificate II	
Certificate I	

If you intend to follow this pathway to university admission then you are advised to consult with the counsellors at the relevant university to identify which TAFE courses are recommended.

ANOTHER PATHWAY TO UNIVERSITY

ALTERNATIVE ENTRY OPTIONS

(NB: Alternate Entry Programs are reviewed annually)

GAINING ADMISSION TO UNIVERSITY FROM TAFE

A Tertiary Entrance Rank (TER) is not the only means of entry to university in Western Australia. TAFEWA can be your stepping stone to a university education. A significant number of TAFEWA graduates gain admission to Australian universities each year.

TAFEWA graduates need to apply through the Tertiary Institutions Services Centre (TISC) for admission to the public universities, visit www.tisc.edu.au.

Apply directly for admission to the University of Notre Dame Australia.

UNIVERSITY ACCESS VIA TAFE

This chart shows the minimum entry requirements for each University for students applying after completing a TAFE Course.

University	Minimum Entry Requirement	Contact Information (Universities Admissions Centres)
Curtin University of Technology	Certificate IV English language competence and subject prerequisites in many instances a diploma and subject prerequisites are recommended.	Curtin will assess applicants with diplomas and/or advanced diplomas for advanced standing. The amount of credit given will depend on the relevance of the TAFEWA qualification of the course of study at Curtin. Visit www.propsective.Curtin.edu.au and select the Recognition of Prior Learning link.
Edith Cowan University	Certificate IV	Edith Cowan will assess applicants with diplomas and/or advanced diplomas for advanced standing. The amount of credit given will depend on the relevance of the TAFEWA qualification to the course of study at Edith Cowan. Visit www.edugreatcareers.com
Murdoch University	Certificate IV	Murdoch University will assess students with certificate IV, diploma and/or advanced diploma TAFEWA studies for advanced standing. Advanced standing is not dependent on the overlap, if any, between these studies and the proposed study at Murdoch University. However, the number of exemptions given will depend on the relevance of the TAFEWA qualification to the course of study at Murdoch. Visit: www.choose.murdoch.edu.au
University of Notre Dame Australia	Certificate IV and English language competence.	Notre Dame will assess applicants with diplomas and/or advanced diplomas for advanced standing. The amount of credit given will depend on the relevance of the TAFEWA qualification to the course of study at Notre Dame. Visit: www.nd.edu.au/credit
University of Western Australia	Diploma, English language competence and subject prerequisites.	On gaining a place at UWA, a diploma and/or advanced diploma graduate may be eligible for credit transfer (advanced standing). Applications for credit are assessed on an individual basis. The amount of credit granted will depend on the relevance of elements of the TAFEWA qualification to the degree course and on evidence of academic quality beyond "competent". Visit: admissions.uwa.edu.au

MINIMUM ENTRY REQUIREMENT

The minimum entry requirement is the minimum level of educational achievement necessary to be eligible to apply for a place at a university. Achieving the minimum entry requirement does not guarantee entry to a particular course or that an applicant is competitive enough to be selected for a place at the university.

Entry to courses is very competitive and some university courses have subject prerequisites. Completing a diploma may increase your chance of selection.

ADVANCED STANDING AND CREDIT TRANSFER

Once you have gained admission into university, you may be eligible for advanced standing or credit for your previous studies.

In many cases, the universities have determined which TAFEWA qualification will earn you advanced standing or credit.

EDITH COWAN UNIVERSITY - Alternative Entry Pathways

University Preparation Course

- For students who have not satisfied the traditional requirements for University entry.
- For near-miss students ie TER below 68 and above 64.
- For students who have completed fewer than **four** TEE subjects
- Point system for non-TEE students
 - A = 5 points
 - B = 3 points
 - C = 1 pointMinimum requirement is 8 points.
- *UPC* is a one Semester course. Satisfactory completion will enable students to enrol in a degree program in Semester Two.
- Students must apply through TISC.

Portfolio Pathway to ECU

In addition to the requirements outlined above, Edith Cowan University offers an additional pathway for entry by school leaver students. Students will need to satisfy ECU's competence in English requirement, as outlined below, and achieve a certain number of points determined by their school assessed results for both TEE, Courses and most Year 12 Common Assessment Framework (CAF) subjects (please check www.ecugreatcareers.com for the CAF subjects acceptable for the portfolio pathway). Applications will be partially assessed prior to release of final results based on experience and results achieved to date.

Contact ECU for more information.

TAFE or Business College

ECU accepts applications from students who have completed Certificate IV or above at TAFE, or an equivalent level at a Business College. ECU has standing agreements with PIBT, Alexander, Martin, Beaufort and other colleges.

Indigenous University Orientation Course

The Indigenous University Orientation Course (IUOC) is designed for students who wish to do a pre-tertiary course to access university studies. Admission to the IUOC is normally open to Aboriginal and Torres Strait Islander people who will be at least 18 years in the year of study. Mature-aged persons who may have been away from formal education for some time are particularly encouraged to apply.

Further Enquiries:

Further information may be obtained by contacting the;

Student Recruitment Centre

Building 2

Edith Cowan University

JOONDALUP WA 6027

Tel: (08) 6304 2029

Net address: <http://www.ecugreatcareers.com.au>

Edith Cowan University provides some programs for students who either do not meet the normal TES entry requirements or are not able to decide on the particular course in which they wish to enrol. Details of such courses may be obtained by contacting the Centre for Prospective Students.

MURDOCH UNIVERSITY

Applicants with TAFE Qualifications

Applicants who have recently completed a TAFE Certificate Level IV, Advanced Certificate, Diploma, Associate Diploma, or Advanced Diploma with good grades are eligible to be considered for admission and can apply for advanced standing.

Tertiary Options Project (TOP)

- Aimed at those students studying TEE subjects, who experience disruption to their final year studies in the form of:
 - A family crisis
 - Medical or psychological problems
 - A disability
 - Other demonstrated disruption which may lead to poor results
- Assessment includes:
 - Personal statement from the student including reference to the problems experienced
 - Supporting evidence from school teaching staff outlining the student's academic potential
 - Student's school and TEE results.
- Contact the Equity Office on 9360-6146.

ANOTHER PATHWAY TO UNIVERSITY (CONTINUED)

Access South West

- Programme aimed at high schools in the Rockingham area of the South West corridor.
- Programme encourages applications from all students who enrolled in TEE subjects and who wish to study at Rockingham Campus.
- Assessment is based on evidence from teaching staff which supports the student's academic potential; a letter from the student; and the student's school and TEE results.
- Information - contact the Equity Office on 9360-6146.

CURTIN UNIVERSITY

Applicants with TAFE Qualifications

- All TAFE Advanced Diploma, Associate Diploma, Diploma and Certificate IV awards as well as a number of advanced Certificate awards, satisfy Curtin's general matriculation requirement. The former **two year** certificate courses may also be considered for matriculation.
- Applicants with a Certificate level must separately show that they have attained a satisfactory level of competency in English. A number of TAFE communication units are acceptable for this purpose. A list of qualifications that may be used to meet the English requirement is available from the Admission Office.
- Applicants should note that selection for a particular course may require completion of studies not covered in their TAFE course. Students intending to apply for Engineering courses should consult with the Sub-Dean of the Faculty of Engineering.

Tertiary Bridging Courses

- Curtin University offers bridging programs to selected students who narrowly fail to satisfy normal matriculation requirements for selected courses at Bentley, Muresk Institute of Agriculture and pre-registration nursing at some country centres. The Curtin Business School (08) 92667713 and School of Mathematics and Statistics (08) 92667171 also offer bridging mathematics units.
- The Faculties of Engineering and Science offer a two Semester enabling course in Engineering and Science, for applicants who have had limited educational opportunity in areas of science and mathematics. Successful completion of the course satisfies the University's matriculation requirements to a Bachelor's degree in the Faculties of Engineering and Science.
- Curtin's Centre for International English conducts a special bridging program in English to enable recently arrived, matriculated immigrants to improve their use of English and thus enter Curtin programs in second Semester. Further information may be obtained from the Centre (08) 92662385.

UNIVERSITY OF WESTERN AUSTRALIA

Applicants with TAFE Qualifications

- Applicants with TAFE qualifications are considered for entry to all courses. Those with Associate Diploma awards may be eligible for credit in some courses but all applicants should note that prerequisite subjects may not have been covered in their TAFE course. The TAFE communications units are not strictly comparable to TEE English or English Literature for English competency purposes but may, nonetheless, be acceptable to a Faculty Selection Committee in lieu of a TEE pass. If in doubt on these points, applicants with TAFE qualifications are advised to make an appointment with the Sub-Dean of the relevant faculty to discuss their application. You should also supply a personal statement as outlined above.

Special Entry Scheme: Uway

School leaver applicants who believe their academic achievements have been adversely affected by certain disadvantages.

Factors considered to be disadvantageous:

- Attending a school where very few students aspire to tertiary education
- Education in a rural/remote area
- A lack of supportive study environment at home
- Having to care for family members
- Having to engage in excessive part-time employment to help with family income
- Disruption of education due to frequent family relocation.

THE UNIVERSITY OF NOTRE DAME

Standard Entry - Admission requirements

- Notre Dame considers academic results and records, motivation, willingness to participate along with personal qualities and accomplishments as a true indication of a student's ability to success at University.
- The University believes that the TER, an isolated score, is an insufficient means to determine a student's suitability for University.
- SCHOOL LEAVERS are required to supply the following when applying for admission:
 - A completed Application Form for Undergraduate Studies
 - Full academic records for Years 11 and 12 focussing on TEE subjects
 - A completed School Reference Form submitted by the student's school
 - A personal Statement, in the form of an essay outlining individual qualities, goals and motivation seeking admission
 - Names of two referees

If the information gained from the above data sources indicates the applicants potential for success, then they are invited to an Interview.

A place is offered following consideration of an overall assessment of academic records, applicant's motivation and experience.

NB: Applications may be made at any time of the year by the closing date, end of September. Applications should be made direct to the University.

The Gateway Programme

- For students who have not qualified for University entrance
- A bridging course
- Secondary Graduation and an Interview are both required
- On successful completion students can apply for admission to a degree programme following standard entry procedures ie application and interview
- The Gateway programme is a one-Semester course and is available in Semester One or Semester Two.

If you are planning to enter University via this pathway then you are advised to consult the TAFE Handbook, University Handbooks and Prospective Student Officers at the relevant campuses.

Depending on your TAFE studies you may be granted exemptions on some units in a university degree course.

SAMPLE OF TAFE COURSES LEADING TO UNIVERSITY DEGREES

An articulation agreement has been reached between TAFE and the Universities for several courses; this agreement guarantees a direct pathway to the higher level degree course in the same area of study **and** also provides credit with exemptions for earlier learning at TAFE. In effect some degree courses can then be shortened by up to 18 months.

Following are samples of John Curtin College of the Arts courses which lead directly to TAFE Certificates and Diplomas and then articulate into Degree Courses at University.

Students must study a total of six subjects.

ART & DESIGN (AREA OF STUDY)

JCCA Recommended Course	TAFE Course	Articulation Agreement	University
1. English 2. Career & Enterprise 3. Workplace Learning	Advanced Diploma of Art & Design – Fine Art (3 years).	Entry into 2nd Semester of 2nd Year of Bachelor of Arts (Art), 18 months exemption.	Curtin University
Plus a choice from the following subjects to reflect the student's interest in the Arts: • Applied Information Technology • Art and/or Art & Design* • Media Production & Analysis • Dance • Drama • Music in Society • Photography*	Diploma of Mass Communication (1 year).	Entry into 2nd Year of Bachelor of Arts (Mass Communication) OR Bachelor of Arts (Film & Television) OR Bachelor of Arts (Journalism) OR Bachelor of Arts (Internet Studies).	Curtin University
* Helps meet folio requirements	Diploma of Multimedia (2 years).	Students may get up to 8 units exempt in the following bachelor degrees (depending on what TAFE modules have been completed and their chosen area of study): Bachelor of Communications – Interactive Multimedia OR Film & Video OR Photomedia OR Media Studies OR Advertising OR Journalism OR Public Relations OR Mass Communication OR Bachelor of Computer Technology OR Bachelor of Science (Digital Media).	Edith Cowan University

ANOTHER PATHWAY TO UNIVERSITY (CONTINUED)

BUSINESS (AREA OF STUDY)

JCCA Recommended Course	TAFE Course	Articulation Agreement	University
1. English 2. Discrete Mathematics OR Modelling with Mathematics 3. Accounting 4. Computer Science 5. Career & Enterprise 6. Workplace Learning	C540 Advanced Diploma of Accounting (2 years)	Entry into 2nd Year of Bachelor of Commerce (Accounting) OR Bachelor of Commerce (Finance) – 24 credits.	Notre Dame University
		Entry into 2nd Semester of the 2nd Year of Bachelor of Commerce (Accounting) – 36 credits equivalent to 18 months advanced standing.	Murdoch University
		Entry into 2nd Year of the Bachelor of Commerce (Professional Accounting) – 24 Credits (equivalent to 1 year advanced standing).	Murdoch University
		8 unit exemptions in single majors of Bachelor of Business OR Bachelor of Business (Hospitality, Wine Tourism & Regional Enterprise).	Edith Cowan University
	C333 Diploma of Business Management (1 year)	Entry into 2nd Year of Bachelor of Commerce (Management) – 24 Credits.	Notre Dame University
		Entry into 2nd Year of Bachelor of Commerce (Management) – 24 Credits (equivalent to 1 year advanced standing).	Murdoch University
		6 unit exemptions in the following Bachelors (single majors): Business OR Social Sciences (Leisure Management) OR Social Sciences (Sport Management) OR Tourism Management OR Hospitality Management OR e-Commerce OR e-Business OR Burliness (Hospitality, Wine, Tourism & Regional Enterprise).	Edith Cowan University

ENGINEERING (AREA OF STUDY)

JCCA Recommended Course	TAFE Course	Articulation Agreement	University
1. English 2. Discrete Mathematics 3. Senior Science 4. Career & Enterprise 5. Workplace Learning Plus one other subject	Advanced Diploma of Engineering – Civil (2 Years)	Entry into 2nd Year of Bachelor of Engineering (Civil & Construction Engineering). ** Students must complete 43768 – Advanced Engineering Mathematics & 43302 – Calculus at TAFE.	Curtin University
	Advanced Diploma of Engineering – Structural (2 years)	Entry into 2nd Year of Bachelor of Engineering (Civil & Construction Engineering). ** Students must complete 43768 – Advanced Engineering Mathematics & 43302 – Calculus at TAFE.	Curtin University
	Advanced Diploma of Electrotechnology – Computer Systems Engineering (2 years)	Entry into 2nd Year of Bachelor of Engineering (Computer Systems Engineering). ** Students must complete 43768 Advanced Engineering Mathematics & 43302 Calculus at TAFE.	Curtin University
	Advanced Diploma Engineering – Mechanical Engineering (2 years)	Entry into 2nd Year of the Bachelor of Engineering (Mechanical Engineering). ** Students must complete 43768 Advanced Engineering Mathematics & 43302 – Calculus.	Curtin University
	MS48 Advanced Diploma Electrotechnology (Electrical Engineering)	Entry into 2nd Year of Bachelor of Engineering Instrumentation and Control. Entry into 2nd Year of Bachelor of Power Engineering or Bachelor of Technology.	Murdoch University
	MS49 Advanced Diploma Electrotechnology (Electronic)	Entry into 2nd Year of Bachelor of Power Engineering.	Murdoch University
	8980 – Advanced Diploma of Engineering (Instrumentation and Control)	Entry into 2nd Year of Bachelor of Power Engineering	Murdoch University

ANOTHER PATHWAY TO UNIVERSITY (CONTINUED)

SCIENCE (AREA OF STUDY)

JCCA Recommended Course	TAFE Course	Articulation Agreement	University
1. English 2. Modelling with Mathematics 3. Senior Science 4. Career & Enterprise 5. Workplace Learning Plus one other subject	5318/5319 Diploma of Environmental Science Management	Entry into 2nd Year of the Bachelor of Science (Environmental Management) OR (Environment Biology) – 24 Credits.	Notre Dame University
		Entry into 2nd Year of the Bachelor of Science (Environmental Science) OR (Environmental Restoration) OR (Environmental Technology) OR (Conservation Biology).	Murdoch University

SPORT & RECREATION (AREA OF STUDY)

JCCA Recommended Course	TAFE Course	A Recognised Pathway but no formal agreement yet	University
1. English 2. Modelling with Mathematics 3. Senior Science 4. Career & Enterprise 5. Workplace Learning Plus a choice from the following subjects: • Physical Education Studies OR • Physical Education Studies (Soccer) OR • Outdoor Education OR • Dance OR • Health Studies	Certificate IV in Outdoor Recreation (3 semesters)	Bachelor of Health Science	Edith Cowan University
	Certificate IV in Sport Development (2 semesters)	Bachelor of Sports Management	Edith Cowan University
		Bachelor of Exercise & Sports Science	Edith Cowan University
		Bachelor of Exercise & Sport Science	Notre Dame University
		Bachelor of Health & Physical Education	Notre Dame University

VOCATIONAL EDUCATION AND TRAINING (VET)

John Curtin College of the Arts provides courses of study that include industry standard training and recognition. The major part of such courses remains as general education. As a result students will be able to leave school either well equipped to seek employment or with credits towards a nationally accredited industry qualification that will be of assistance in further study at TAFE or University.

The College provides students with the opportunity to gain skills, experience and recognition in diverse industry sectors. These include:

School Based Traineeships

Artsmedia (Film, Television, Radio, Multimedia)

Hospitality (Food)

Career & Enterprise (Business, Sales, Tourism and others)

The two key principles in VET programs are;

- The use of nationally accredited Training Packages. These are sets of nationally endorsed industry standards that include Units of Competency which describe the skills and knowledge needed to perform effectively in the workplace.
- On-the-job training in some of the skills included in the Training Packages. In the school system this on-the-job training is called Workplace Learning (WL). This learning is integrated with the off-the-job training, that is, the school based learning.

The John Curtin VET programs embody both of these principles.

The inclusion of industry National Competencies into the learning program for students is done in two ways. The first is to 'embed' these competencies into standard school subjects (Curriculum Council accredited subjects) and the second is for students to have a combination of embedded and stand-alone competencies to satisfy the requirements for the achievement of nationally accredited Certificate courses as well as secondary graduation. In this way the successful students achieve credit in both the secondary education system (WACE) and the industry training system for the same learning.

The current Year 12 VET programs at the College are delivered in the following areas:

School Based Traineeships (SBTS)

School Based Traineeships are aimed at vocationally oriented students with dual goals of increasing school retention rates and improving career and employment opportunities. Students in Year 12 will have the opportunity to access SBT's pending on employer availability. For further information contact the VET Coordinator.

Artsmedia

Artsmedia students in Year 12 can select to continue with gaining industry experience through Workplace Learning (WL). Although WL is not compulsory for Year 12 students it is recommended for the ones who want to pursue further studies in Media related courses and industry placements.

Hospitality

Year 12 E709 Food Production

THHBFB10BA Prepare and serve non-alcoholic beverages

THHGH01B Follow Workplace Hygiene

Career & Enterprise

Career and Enterprise students in Year 12 can select from a range of Workplace Learning (WL) Industry Specific related areas of interest. In addition students will complete three Units of Competency from the Certificate II in Business (BSB20101).

Students doing WL for the first time will be completing the following units:

BSBCMN101A Prepare for Work

BSBCMN102A Complete Daily Work Activities

BSBCMN106A Follow Workplace Safety Procedures

Students doing WL for the second year will be completing the following units:

BSBCMN202A Organise and Complete Daily Work

BSBCMN204A Work effectively with others

BSBCMN211A Participate in workplace safety

Parents and applicants should also be aware that the VET programs in upper school may include on-the-job training (WL). Workplace Learning is a Curriculum Council endorsed program and can be taken only as a 7th subject and must be studied in conjunction with Career & Enterprise. This has important implications for the students' time management for school, recreation and part time employment. In Artsmedia WL is optional for Year 12 students.

For further details of the program contact

Mr Pellone; Tel. 9433 7221; Mobile 0419 917 690.

SOURCES OF INFORMATION

You may find the following information helpful in making decisions about your future.

These are relevant sources of information

- The University Tertiary Admission Booklet
- The TAFE Handbook and/or "Smart Move" Booklet and
- The Centrelink Job Guide (also *available online*. Website: www.jobguide.thegoodguides.com.au)

For further information refer to:

John Curtin College of the Arts Library Resource Centre

The Careers section in the School Library Resource Centre has a wide range of up-to-date information in many different formats including video and print, on careers and further study and/or training. Please ask the Library Resource Centre staff for assistance.

Career Development Centre

2nd Floor City Central Building
166 Murray Street Mall
PERTH WA 6000
Phone: 9224 6500

Career Development Centre information can also be accessed through the Centrelink website on www.centrelink.gov.au or www.det.wa.edu.au/training/cdc/

The Career Information Centre has a variety of information on almost every career. Sources of information include handbooks, cassettes, videos and film. Trained staff are on hand to answer queries from 9.00 am to 4.30 pm weekdays. School holidays are a good time to visit the Centre; appointments will be necessary so make them well in advance.

South Metro Youth Link (SMYL)

SMYL provides a Jobs Pathways Program offering Employment and Training at:

29 Queen Victoria Street
FREMANTLE WA 6962
Phone: 9430 4921

Tertiary Institutions and TAFE

School Liaison Officers attached to Curtin, UWA, Murdoch, Edith Cowan and Notre Dame Universities are available for discussion with students concerning various course requirements.

UNIVERSITY CONTACT INFORMATION

Curtin University of Technology

Careers & Prospective
Bentley Campus
BENTLEY WA 6012
Website: www.Curtin.edu.au
Ph: (08) 9266 2662
Fax: (08) 9266 4108

Edith Cowan University

Student Recruitment Centre
Building 2
Edith Cowan University
JOONDALUP WA 6027
Ph: (08) 6304 6304
Website: <http://www.ecugreatcareers.com.au>

Murdoch University

Office of Community Relations
MURDOCH WA 6150
Website: www.murdoch.edu.au
Prospective students:
Website: <http://choose.murdoch.edu.au>
Ph: (08) 9360 6147

University of Notre Dame Australia

Prospective Students
Admissions & Marketing
Mouat Street
FREMANTLE WA 6160
Website: www.nd.edu.au
Ph: (08) 9433 0531

University of Western Australia

Prospective Students Office
NEDLANDS WA 6097
Website: www.uwa.edu.au/prospective
1800 653 050 (Country Callers)
Ph: (08) 6488 3050

TAFE CONTACT INFORMATION

Technical and Further Education (TAFE)

Tafe Online: www.tafe.wa.gov.au

TAFE Colleges, Campuses and Centres are listed in the telephone book.

TAFE provides information about the technical college courses available, including pre-apprenticeships and selection criteria for entry to TAFE. Students can contact a counsellor at the college where a course is conducted or ask the Careers Coordinator, Year Coordinator or Course Adviser for information on TAFE courses.

Fremantle TAFE

Ph: 9239 8200

Website: www.challengertafe.wa.gov.au

15 Grosvenor Street
BEACONSFIELD 6162

Liaison Officers:

Ph: (08) 9239 8189

CENTRELINK

Centrelink is for people actually seeking employment, including those still at school over the age of 15 years. The Centrelink officers provide current information about job availability in your area. Students who require assistance in finding a job should register with Centrelink before the end of the school year. John Curtin students should contact Centrelink at the following address:

7 Pakenham Street
FREMANTLE 6160

OR

PO Box 806
FREMANTLE 6160

Call help information line Ph: 131021

Website: www.centrelink.gov.au

Career Development Centre

The Career Skills Workshop aims to help in the transition from school to employment and with training. Computer programs are available to assist with career decision making and resume writing. A counselling service is also available.

2nd Floor, 166 Murray Street Mall
(above new Woolworths)
PERTH WA

Ph: (08) 9421 1344

WA Department of Training website:

www.training.wa.gov.au

The Western Australian Academy of Performing Arts

Admissions Officer - James Hamilton

2 Bradford Street
MT LAWLEY WA 6050
jhamilton@ecu.edu.au

Yellow Pages

Yellow pages list all the firms and government agencies which are possible providers of positions that you may be interested in.

Additional Websites for online career information:

Getaccess

Website: www.getaccess.wa.gov.au

A fantastic WA site offering salary ranges, job prospects and detailed background material on each job.

Careers Online Australia

Website: www.careersonline.com.au

Future Finder

Website: www.futurefinder.com.au

Provides students with information that is relevant to them, about further study, employment, or transition from one to another.

Job Guide

Website: www.jobguide.detya.gov.au

A wonderful career information resource.

Careers

Website: www.careers.gov.au

Collection of links to help you explore sites which can help with career exploration and decision making, job search preparation, career related education, trainers resources, vacancies and more.

Detya

Website: www.detya.gov.au

Career guidance, occupational information, job search preparation, researching employers and industries, training information, professional resources, overseas people seeking study of work in Australia, job hunting.

Apprenticeships

Website: www.newapprenticeships.gov.au

Information on Apprenticeships and Traineeships for job seekers and employers.

YEAR 12 - 2009

CURRICULUM COUNCIL ACCREDITED SUBJECTS AND COURSES OFFERED AT JOHN CURTIN COLLEGE OF THE ARTS

UNIVERSITY ENTRANCE ACCREDITED SUBJECTS (TEE SUBJECTS)

TEE SUBJECTS

* Accounting	E200
Ancient History	E300
Applicable Mathematics	E504
Art	E630
Biology	E402
Calculus	E506
Chemistry	E403
Discrete Mathematics	E502
Economics	E304
* English Literature	E005
Geography	E305
History	E306
Human Biology	E406
* Music	E632
Physics	E409

COURSES OF STUDY

Applied Information Technology	2AAIT/2BAIT
+Dance (Gifted & Talented)	3ADANS/3BDANS
Dance	3ADAN/3BDAN
+Dance (Gifted & Talented)	2ADANS/2BDANS
Dance	2ADAN/2BDAN
Computer Science	2ACSC/2BCSC
+Drama (Gifted & Talented)	2ADRAS/2BDRAS
Drama	2ADRA/2BDRA
+Drama (Gifted & Talented)	3ADRAS/3BDRAS
Drama	3ADRA/3BDRA
English	2AENG/2BENG 3AENG/3BENG
Italian	3AITA/3BITA
Materials Design & Technology (Wood)	2AMDTW/2BMDTW
+Media Production & Analysis (Spec)	3AMPAS/3BMPAS
Media Production & Analysis	2AMPA/2BMPA 3AMPA/3BMPA

NOTE: Subjects marked (*) are sequential and must be commenced in Year 11 (a pass at Year 11 is a prerequisite to Year 12 studies).

WHOLLY SCHOOL ASSESSED & OTHER COURSES OF STUDY

WHOLLY SCHOOL ASSESSED SUBJECTS WHICH CANNOT BE USED FOR TER

Art & Design	E631
Early Childhood Studies	E656
Food Production	E709
Health Studies	E664
Independent Living	E665
Modelling with Mathematics	E511
Music in Society	E633
Senior Science	E411
Workplace Learning	SWL
Technical Graphics	E282
Visual Communication – Photography	E283

OTHER COURSES OF STUDY OFFERED AT JOHN CURTIN COLLEGE OF THE ARTS

+Ballet Showcase 4 (Gifted & Talented)	PJCB4
Career & Enterprise	1CCAIE/1DCAIE
Materials, Design & Tech (Textiles)	1CMDTT/1DMDTT
Materials, Design & Techn (Wood)	1CMDTW/1DMDTW
Outdoor Education	1COED/1DOED
# Physical Education Studies (Soccer)	1CPESS/1DPESS
Physical Education Studies	2APES/2BPES
English	1CENG/1DENG

NOTE: + For Gifted and Talented Drama and Dance and Media Production & Analysis (Specialist) entry is by selection process only.

Entry to the Physical Education Studies (Specialist Soccer) is by special selection only.

GOOD STANDING POLICY YEARS 8 TO 12

Background

This policy provides a system of rewards and recognition for positive participation in College life. It recognises student achievement and good conduct. The intention of the policy is to reward students who are actively participating in their learning and encourages positive attitudes towards learning and College life. It is also the intention of the policy that students see Good Standing as something to be valued and maintained. Students who have relinquished the right to hold Good Standing status, should work towards regaining the status. Rewards and recognition are available for those students who are of Good Standing.

All students are given Good Standing when they enrol at John Curtin College of the Arts.

Students who lose their Good Standing cannot participate in out of College activities such as camps, excursions, social functions or performances that are not an essential part of the educational program.

Loss Of Good Standing Status

Good Standing status can be removed if a student is:

- Suspended from the College;
- withdrawn from all classes;
- involved in bullying or fighting;
- found to be in possession of, or has used, illegal drugs;
- not following the Student Vehicle Use and Parking Conditions Policy;
- not following the College's Uniform Policy;
- not maintaining a satisfactory attendance record;
- involved in any other serious breach of College rules.

The period of suspension from Good Standing will be determined by the Principal or Deputy Principal. Students who are continually breaching the College rules will be reviewed by the Administration. Each student in this category will be interviewed so that strategies can be implemented which will assist those students to return to Good Standing status.

Rewards and Recognition

Students on Good Standing status can:

- apply for work experience;
- attend College social functions such as the ball, dinner dances and river cruises;
- attend College camps;
- represent the College in student affairs and other activities including carnivals, sporting events, community functions and performances.

Students of Good Standing will be recognised in a variety of ways in formal or informal contexts as determined by the Rewards and Recognition System (RARS). This system provides positive rewards for those students who are (1) maintaining their Good Standing status, (2) have received a blue RARS token, and (3) are excelling in the College community.

LIBRARY

HOURS

8.00am – 3.30 pm (Monday – Wednesday)

8.00am - 2.20pm (Thursday - Friday)

Closed for recess

Closed 1st half of lunch

WHAT IS IN THE LIBRARY FOR YOU

- Books on every subject
- Internet
- Access to online database EBSCO for current information
- Great range of magazines
- Current affairs articles
- CD-Roms and videos
- A/V equipment including cameras, audio recorders and thumb drives
- Careers and course info.
- 2 copies of the West Australian
- Comfortable reading area
- Assistance from the Library staff

As well as all the above, we always **welcome your suggestions** for new resources or changes to the Library.

BORROWING

Up to 4 resources can be borrowed at any one time for 2 weeks.

SENIOR STUDY ROOM

Whenever the Library is open the Senior Study Room is available.

TEE REVISION BOOKS

We have a selection of TEE revision books for loan.

Enjoy the Library but remember:

1. The School Code of Conduct applies equally in the Library. All students can expect to work without being disrupted.
2. Students must adhere to the accepted school policy for computer use.

STUDENT SERVICES

MANAGERS:

YEARS 8 & 9

Ms Jen Fraser

Email

Jen.Fraser@det.wa.edu.au

Phone

9433 7244

YEARS 10, 11 & 12

Mr Gavin Bradshaw

Email

Gavin.Bradshaw@det.wa.edu.au

Phone

9433 7243

The Student Services team works together to enhance every student's chance for success at JCCA and their life beyond the college. The team works collaboratively and cooperatively to foster the intellectual, emotional and social development of all students and their right to learn in a safe, healthy and caring environment.

Our range of services include:

- pastoral care and mentoring;
- behaviour management and attendance monitoring;
- facilitation of communication between parents, students and staff at the college;
- academic support, assessment and monitoring;
- course and career advice;
- psychological assessment and counselling;
- health and wellbeing advice;
- orientation and transition to secondary schooling;
- organisation of student social activities;
- learning support and ESL (refer section on Propel).

Student Services staff

The Student Services team is made up of professional practitioners qualified in education, health care and/or psychological issues. The make up of the team is:

Managers

Two full time managers who oversee and coordinate the activities of the team and work closely with the Principal and Deans.

Year Coordinators

Each year of secondary schooling is headed by a year coordinator. These people are very involved in the pastoral and social care of students and are available to respond to parental enquiries and concerns.

College Nurse

Medical assistance as well as health and wellbeing advice is readily available from the college nurse.

College Psychologist

This person is available to listen to and assist students cope with a range of emotional, social and learning problems. Psychological assessments are also available.

Careers Coordinator

This person is available to offer advice as to possible course and career options. In addition to this person a team of course advisors assist by counselling students in Years 10, 11 and 12 regarding their subject selections.

Chaplain

The chaplain provides pastoral care, relationship and spiritual advice for students, staff and parents in times of need.

Propel Program

A detailed look at the college's learning support program is given in a separate section of this handbook.

ESL Teacher

Students from a non-English background are provided with English language support through their Humanities classes.

Aboriginal and Islander Education Officer

Provides academic and emotional support to indigenous students and facilitates the link between families and the college.

PROPEL: JCCA'S LEARNING SUPPORT PROGRAM

TEACHERS IN CHARGE:

PROPEL

Ms Lynne Ivicovic

Email

Lynne.Ivicovic@det.wa.edu.au

Phone

9433 7248

ESL

Ms Ellen Morrissey

Email

Ellen.Morrissey@det.wa.edu.au

Phone

9433 7505

The Propel (Providing Real Opportunities = Participation, Empowerment and Learning) program at JCCA has grown since its inception in 1999. Propel won the prestigious 2001 *Norm Hyde Award* for best practice in pastoral care in a secondary school in Western Australia and has now been documented through a grant from the Public Education Endowment Trust. This very successful program caters for over 120 students with average to above ability, inclusive of intellectually gifted students from Years 8 to 12 and is unique in Western Australia. Propel is an innovative, successful and research-based model of secondary learning support that aims to provide accommodations and support to teenagers to empower them to achieve their secondary education goals.

Propel uses a variety of approaches to cater for the individual needs of students. These approaches are different to normal remediation processes that may not have worked in the past. Students who have a documented learning disability are automatically able to access this program.

Propel students typically exhibit one or more of the following risk factors:

- a documented learning difficulty/disability;
- inadequate literacy/numeracy skills as evidenced by standardised testing results;
- a culturally and linguistically diverse background (CALD); and
- underachievement even though identified as an intellectually gifted student or has dual exceptionalities, i.e. gifted and learning disabled.

The benefits of Propel have been identified as:

- encouraging students to be in control of their learning;
- selecting outcomes that are relevant to students;
- providing clear and structured expectations;
- empowering students to learn;
- improving a student's academic performance and/or attendance;
- enhancing a student's self-image; and
- fostering self-motivation.

Experience has shown that a further flow-on effect has been witnessed by both classroom teachers and parents.

Propel has a cross-curricular focus enabling students to be supported with all facets of their learning. This program is independent of any one learning area therefore enabling students to get assistance at their point of need which may change weekly. Students are provided with one out-of-class support period per week that involves assisting them with the demands of the curriculum. Propel does not offer an alternate curriculum or intensive remediation due to resourcing limitations.

Another facet of the Propel program is the learning support offered to students who have recently arrived from countries where English is not the spoken language, overseas fee-paying students, and those who come from a non-English speaking background or CALD students. An ESL teacher is in the college three days each week to assist these students.

ACCOUNTING

YEAR 12 E200 (TEE)

Approximate Subject Charge - \$20.00

Pre-requisites: Completion of D200 or equivalent.

Course Description:

This subject provides students with an understanding of the financial operations of different forms of business organisations and non-trading enterprises, and develops skills and knowledge that will enable them to process financial data, produce reports and make decisions based on the information contained in the reports.

Topics include:

- Accounting concepts, principles and practices
- Depreciation and disposal of depreciable assets
- Cash flow statements
- Analysis and interpretation
- Partnerships
- Companies
- Budgets
- Clubs and societies

ANCIENT HISTORY (GREEK)

YEAR 12 E300

Approximate Subject Charge - \$40

The course covers one of the most significant periods in the history of western civilisation. We begin with the invasion of Greece by Xerxes, Great King of the Persian Empire, studying two important battles, Thermopylae and Salamis. The course then covers the rise of Athens to imperial greatness and her defeat by Sparta and her allies. It is during this period that Athens developed ideas that have shaped our civilisation today; democracy, drama, science, education and philosophy.

The course involves reading at a high level, including the main ancient sources, Thucydides and Plutarch. In addition, the examinations both at the college and TEE demand high level writing skill. For this reason enrolment in English 2A/2B or Literature is a prerequisite.

APPLICABLE MATHEMATICS

YEAR 12 E504 (TEE)

Approximate Subject Charge - \$30.00

Pre-requisites: Minimum of 'C' pass in D505.

Course Description:

This Year 12 subject seeks to present mathematics as an organised body of knowledge which will provide students with a sound basis for later work in mathematics and other subjects. It is a prerequisite of a wide selection of tertiary courses.

Topics include:

- Linear equations and Matrices
- Graphs and the solution of equations
- Descriptive Statistics
- Sets, Counting and Probability
- Random Variables and their Distributions

APPLIED INFORMATION TECHNOLOGY

UNITS 2A AND 2B

Pre-requisites: Satisfactory performance in Year 11.

Course Content

The course content need to be the focus of the learning program. It enables students to maximise their achievement of both the overarching learning outcomes from the Curriculum Framework and the Applied Information Technology course outcomes.

The course content is divided into four content areas:

- social implications and trends
- hardware and software
- digital data and information
- workplace, practices and careers

UNIT 2AAIT (Sem 1)

Approximate Unit Charge \$35.00

The focus for this unit is **media information and communication technologies**. The emphasis is on the use of information technology to collect, store and manipulate digital media. Students consider the range of products available to create visual and audio communications. The examine trends in digital media transmissions and the social and legal implications in the use of these technologies.

UNIT 2BAIT (Sem 2)

Approximate Unit Charge \$35.00

The focus for this unit is **information and communication technologies in business**. Skills, principles and practices associated with various types of businesses to enhance students' career prospects are emphasised. Students examine the use of ICT in a range of administrative and business environments. They identify and explain the components and configuration of a computer system to meet the needs of the organisation. Students design information solutions for problems encountered in these contexts and understand the social issues inherent in work practices.

ART

YEAR 12 E630 (TEE)

Approximate Subject Charge \$130.00

Pre-requisites: Recommend Year 11 Art D630 and a competent English level in order to cope with the written research component of the course.

Course Description:

This course combines knowledge, analysis, imagination, appreciation and evaluation. These aspects are necessary for perception, creative thinking and self expression, for critical awareness and the development of practical skills in the visual arts.

Topics include:

- Visual Inquiry. Recording and communicating visual information.
- Studio Practice. Three studio projects in student selected studio area.
- Art History content will include an Australian and an International theme. Image Analysis is the third component of this section.

ART AND DESIGN

YEAR 12 E631 (NON-TEE)

Approximate Subject Charge \$130.00

Pre-requisites: Recommend a competent level of achievement in Year 11 Art and Design.

Course Description:

Art and Design caters for students who wish to be expressive through creative visual imagery. It is a practical course, strongly orientated towards design process and the exploration and mastery of various art and craft techniques.

Topics include:

- Three contracts over the year in various studio areas; printmaking, textiles, sculpture, printing etc.
- Related research and idea generation
- Design development
- Media testing
- Production

BALLET SHOWCASE 4 (GIFTED AND TALENTED)

(Endorsed Course – for vocational ballet students only)

PJCB4 (Terms 1-3)

Approximate Subject Charge - \$125.00.

Pre-requisite: Dance Level 5/6; Ballet Showcase 1, 2, & 3 or previous Gifted and Talented Education ballet experience or other.

Plus Costume Levy: \$50

Performance Levy: \$50

This program will allow students to focus on the experience of being involved in the process of staging a ballet as a **principal dancer** thus encouraging technical development, artistic interpretation, characterisation and leadership. Students will also engage in 'time and place' research relevant to the ballet under production as well as participate in the stage management process. This program aims to provide students with a learning environment reflective of a workplace.

Key areas of study will include:

- Ballet Technique and Presentation Skills

- Historical, Social and Cultural contexts in ballet periods
- Safe Dance Practices
- Production Roles – Stage Management
- Performance – as a principal dancer

Additional requirements for the program include classes, rehearsals and performances outside school hours.

Students completing this course will receive a Certificate of Achievement.

BIOLOGY

YEAR 12 E402 (TEE)

Approximate Subject Charge \$50.00

Pre-requisites: Pass in D402 is recommended.

Course Description:

Biology is a useful course for students who wish to gain some understanding of the living world and the nature of scientific processes. The course is set within a framework of survival and students will explore major concepts related to survival of cells, organisms, species and ecosystems. The course focuses on interaction between living things and their environment and considers environmental aspects related to management of ecosystems. It involves practical work in the laboratory and in the field, both of which are considered essential components of the course.

The Biology course would be valuable for students interested in scientific and related vocations. It also provides a useful background for those interested in current environmental issues. Modules Covered: Scientific Method/The Cell/The Organism/The Species/The Ecosystem.

CALCULUS

YEAR 12 E506 (TEE)

Approximate Subject Charge - \$30.00

Pre-requisites: Minimum of 'C' pass in D503 and D505.

Course Description:

This subject is designed for students desiring a thorough knowledge of calculus and its applications. It is invaluable for those proceeding to tertiary studies in the more mathematical or scientifically oriented courses. Calculus must be studied concurrently with Applicable Mathematics.

Topics include:

- Calculus of Trigonometric Functions
- Functions and Limits
- Theory and Techniques of Calculus
- Applications of Calculus
- Vector Calculus
- Complex Numbers

CAREER AND ENTERPRISE 1C/1D

Approximate unit charge per semester \$20.00

Unit 1CCAE (Semester 1)

The focus of this unit is personal career management. The unit explores career competencies, knowledge, values and attitudes, combining these with work search tools and techniques to start planning career development options. The concepts of lifelong learning and career building are introduced. The organisation of workplaces and systems are discussed. The roles, rights and responsibilities of individuals, with reference to legal, ethical and financial considerations are all investigated. The unit examines environmental influences and trends and how they constantly impact on personal career development opportunities. Work, training and learning experiences are documented for career portfolios.

Unit 1DCAE (Semester 2)

The focus of this unit is personal independent career development. Opportunities are provided to develop career competencies in preparation for becoming employees. This unit facilitates the study of career management, corporate citizenship and environmental trends and influences through a range of alternative scenarios. An investigation is made into corporate and individual rights and responsibilities embedded in contractual employment agreements, exploring the links between teamwork, productivity and satisfying workplaces. Matching personal and work profiles, using career development and work search skills are reflected in career portfolios, which should show evidence of organising work, training and learning experiences to reflect preferred career development options.

CHEMISTRY

YEAR 12 E403 (TEE)

Approximate Subject Charge \$55.00

Pre-requisites: Pass in Year 11 D403.

Course Description:

This course is intended to provide students with a balanced perspective of chemical science which will enable them to understand and interpret the chemistry of their surroundings. Chemistry is an experimental science and laboratory work is an essential part of the syllabus. Students investigate the properties and reactions of substances. Students have the opportunity to learn and test concepts and principles. This course contains material which is relevant to students who intend studying chemistry at tertiary level.

Topics Covered: Rates of Reaction/ Chemical Equilibrium Acids and Bases/Electron Configuration and Bonding/The Periodic Table/ Oxidation and Reduction/Electrochemistry/ Electrolysis/Organic Chemistry/Industrial Applications.

COMPUTER SCIENCE

COURSE UNIT 2ACSC

Approximate Subject Charge - \$50.00

The focus for this unit is **developing systems** solutions. Students are introduced to the internal, interrelating components of computer-based systems in an industry context. They examine hardware and software design concepts and skills to meet a variety of computer-based challenges, using diagrammatic tools. Through the use of algorithms, students develop programming skills. Whilst considering industry requirements, they examine the social, ethical and legal implications of various solutions to industry problems.

COURSE UNIT 2BCSC

Approximate Subject Charge - \$50.00

The focus for this unit is the **design and development of database applications and communication systems**. Students are introduced to networking concepts, as applied to industry. They examine a variety of systems, build on database and intranet skills and gain an appreciation of how databases and internet and communication technologies are used in industry. Students create solutions involving databases and communications, exploring the ethical, legal and societal implications of these industry-based applications.

DANCE STUDIES (GIFTED AND TALENTED)

COURSE 3A / 3B 3ADANS (S1) and 3BDANS (S2)

Approximate subject charge \$125 (per semester)

Costume Levy - \$50 Performance Levy - \$50

Pre Requisite: 2A / 2B DANS

DANCE 3A (3ADANS) – Semester 1

The focus for this unit is **youth voice**.

Students manipulate the language of movement to express personal ideas and values exploring original concepts. Using dance language, they become proficient in reflecting and responding as they document their thinking and working practices.

Through practical lessons, students initiate safe dance practices and refine physical competencies in acquiring genre-specific technique. They adapt to a variety of performance spaces and audiences as they develop their personal style and an individual performance persona.

The students' use of choreographic processes and choices are integral to conveying the concept of the work. They manipulate the elements of dance, creating sophisticated structures which challenge the standard concepts of movement. In presenting their dance, students use innovative formats. They plan and manipulate technologies and design concepts to reflect personal choice.

Students select learning contexts that reflect their own cultural understanding and promote the production of unique work. They research issues and events which may influence dance, and in their responses, examine their own beliefs. They consider how dance is reflected in, and shaped by, society and its values, and develop awareness of the impact of new technologies on dance.

Specifically students have the opportunity to study the Contemporary genre as well as a range of other dance genres, investigate and manipulate the choreographic process and research and evaluate the functions, contexts and social value of dance.

Additional requirements for the program include classes, rehearsals and performances outside of school hours.

DANCE 3B (3BDANS) – Semester 2

The focus for this unit is **extending the boundaries**.

Students use the language of movement in the sophisticated development of choreographic ideas that reflect the evolution of concepts, ideas and skills.

Refined physical competencies and proficient execution of experiential anatomy allow students to demonstrate genre-specific technique with aesthetic quality and personal style.

Students demonstrate choreographic solutions through exploration that includes both analysis and synthesis of concepts, they challenge known ideas of choreography and construct extended dance works. Students also plan and use technologies to extend and enhance the work and collaborate to incorporate new and interesting technologies or designs. Students research issues and events which may influence dance, examine their own beliefs about dance in society and research factors affecting points of view such as time, gender, age, culture, religion and politics. Students reflect on the relationships between dance works, audiences and contexts and how these contribute to the development of different perspectives.

Additional requirements for the program include classes, rehearsals and performances outside of school hours.

DANCE COURSE 3A / 3B 3ADAN and 3BDAN

Approximate subject charge \$50 (per semester)

Costume Levy - \$25

Performance Levy \$50

Pre Requisite: 2A/2B DAN

DANCE 3A (3ADAN) – Semester 1

The focus for this unit is **youth voice**.

Students manipulate the language of movement to express personal ideas and values exploring original concepts. Using dance language, they become proficient in reflecting and responding as they document their thinking and working practices. Through practical lessons, students initiate safe dance practices and refine physical competencies in acquiring genre-specific technique. They adapt to a variety of performance spaces and audiences as they develop their personal style and an individual performance persona. The students' use of choreographic processes and choices are integral to conveying the concept of the work. They manipulate the elements of dance, creating sophisticated structures which challenge the standard concepts of movement. In presenting their dance, students use innovative formats. They plan and manipulate technologies and design concepts to reflect personal choice.

Students select learning contexts that reflect their own cultural understanding and promote the production of unique work. They research issues and events which may influence dance, and in their responses, examine their own beliefs. They consider how dance is reflected in, and shaped by, society and its values, and develop awareness of the impact of new technologies on dance.

Specifically students have the opportunity to study the Contemporary genre as well as a range of other dance genres, investigate and manipulate the choreographic process and research and evaluate the functions, contexts and social value of dance.

Additional requirements for the program include classes, rehearsals and performances outside of school hours.

DANCE 3B (3BDAN) – Semester 2

The focus for this unit is **extending the boundaries**.

Students use the language of movement in the sophisticated development of choreographic ideas that reflect the evolution of concepts, ideas and skills.

Refined physical competencies and proficient execution of experiential anatomy allow students to demonstrate genre-specific technique with aesthetic quality and personal style.

Students demonstrate choreographic solutions through exploration that includes both analysis and synthesis of concepts, they challenge known ideas of choreography and construct extended dance works. Students also plan and use technologies to extend and enhance the work and collaborate to incorporate new and interesting technologies or designs. Students research issues and events which may influence dance, examine their own beliefs about dance in society and research factors affecting points of view such as time, gender, age, culture, religion and politics. Students reflect on the relationships between dance works, audiences and contexts and how these contribute to the development of different perspectives.

Additional requirements for the program include classes, rehearsals and performances outside of school hours.

DANCE (Gifted and Talented)

COURSE 2A/2B 2ADANS (S1) and 2BDANS (S2)

NOTE: This course is only for specialist students who do not wish to study course 3A/3B as a university entrance subject. This course will be covered in a different context to the Year 11 course.

Approximate subject charge \$125 (per semester)

Costume Levy - \$50.00

Performance Levy - \$50.00

Pre Requisite: By selection Level 4/5 Dance/Ballet

DANCE 2A (2ADANS) – Semester 1

The Focus for this unit is Popular Culture with in this broad focus learning contexts are selected that tap into the interests of students and build upon the understandings that they have already acquired.

Students further develop their knowledge and understanding of dance language and examine how the language of movement contributes to the process of conveying concepts. Through practical lessons students use safe dance practices and improve physical competencies to acquire genre specific technique. Performance qualities and etiquette are improved through increased opportunities for performance of popular styles.

Students solve choreographic tasks to produce new dance works incorporating dance elements and choreographic processes using technologies and design concepts that reflect current popular trends.

The exploration of dance in popular culture leads to a wider understanding of the functions of contexts of dance in our society. Students understand and value the way dance works are subject to different interpretations and appreciate that informed responses should take in to account the varying contexts within which dance works are created.

Specifically, with in the broad area of Popular Culture, students have the opportunity to study the contemporary genre as well as a range of other dance genres, investigate the choreographic process, participate in performance processes and research the functions, contexts and social value of dance.

Additional Requirements for the program include classes, rehearsals and performances outside of school hours.

Note: For students pursuing dance/ballet as a vocation, the following courses are recommended:

- Dance Course 2A/2B (Gifted and Talented)
- Ballet Showcase 2 & 3
- Certificate II in Dance

DANCE 2B (2BDANS) – Semester 2

The focus for this unit is Australian dance. Within this broad focus, learning contexts are selected that tap into the interests of students and build upon the understandings they have already acquired.

Specifically, within the context of Australian dance, students have the opportunity to study the contemporary genre as well as a variety of other dance genres, investigate the choreographic process, participate in the performance process and research the historical, social, cultural and economic value of dance in Australia.

Additional Requirements for the program include classes, rehearsals and performances outside of school hours.

Note: For students pursuing dance/ballet as a vocation, the following courses are recommended:

- Dance Course 2A/2B (Gifted and Talented)
- Ballet Showcase 2 & 3
- Certificate II in Dance

DANCE

COURSE 2A/2B 2ADAN (S1) and 2BDAN (S2)

Approximate subject charge \$50 (per semester)

Costume Levy - \$25.00

Performance Levy - \$25.00

Pre Requisite: Previous Dance Experience

DANCE 2A (2ADAN) – Semester 1

The Focus for this unit is Popular Culture with in this broad focus learning contexts are selected that tap into the interests of students and build upon the understandings that they have already acquired.

Students further develop their knowledge and understanding of dance language and examine how the language of movement contributes to the process of conveying concepts. Through practical lessons students use safe dance practices and improve physical competencies to acquire genre specific technique. Performance qualities and etiquette are improved through increased opportunities for performance of popular styles.

Students solve choreographic tasks to produce new dance works incorporating dance elements and choreographic processes using technologies and design concepts that reflect current popular trends.

The exploration of dance in popular culture leads to a wider understanding of the functions of contexts of dance in our society. Students understand and value the way dance works are subject to different interpretations and appreciate that informed responses should take in to account the varying contexts within which dance works are created.

Specifically, within the broad area of Popular Culture, students have the opportunity to study the contemporary genre as well as a range of other dance genres, investigate the choreographic process, participate in performance processes and research the functions, contexts and social value of dance.

DANCE 2B (2BDAN) – Semester 2

The focus for this unit is Australian dance. Within this broad focus, learning contexts are selected that tap into the interests of students and build upon the understandings they have already acquired.

Specifically, within the context of Australian dance, students have the opportunity to study the contemporary genre as well as a variety of other dance genres, investigate the choreographic process, participate in the performance process and research the historical, social, cultural and economic value of dance in Australia.

DISCRETE MATHEMATICS

YEAR 12 E502 (TEE)

Approximate Subject Charge - \$30.00

Pre-requisites: Minimum of 'C' pass in D505 or D501.

Course Description:

Discrete Mathematics aims to equip students with useful applied mathematical tools, and to foster an ability to solve problems and carry out mathematical investigations.

Topics include:

- Projects, Problem Solving and Investigations
- Data Analysis
- Optimisation
- Growth and Decay

DRAMA (Gifted and Talented Program)

COURSE 3A/3B 3ADRAS (S1) 3BDRAS (S2)

Appropriate unit charge \$125.00 per semester unit

Costume levy \$50.00

Performance levy \$50.00

3ADRAS (S1)

Pre-requisites: By Selection – all students should have successfully completed 2A2B.

Course Description:

The recommended focus for this unit is **text** and **style**. This unit provides opportunity for students to perform and produce a published drama work which incorporates an in depth study and interpretation of text, subtext, context and style. Students will refine their skills in voice and movement and develop techniques for control of vocal delivery in performance. They learn about different approaches to dramaturgy, directing and rehearsing a drama text. Funding, production budgets, stage managing and planning are also considered.

Students learn about different theoretical approaches to representational and presentational or non-realist drama and the ways that drama texts can be reworked for contemporary performance contexts and audiences.

This pathway is recommended for students wishing to enter university.

3BDRAS (S2)

Pre-requisites: All students should have successfully completed 2A2B.

Course Description:

The focus of this unit is **drama perspectives**. Students apply conventions and techniques of drama forms and styles to develop original works that maybe either celebratory and/or critical in their perspective. They show their understanding of how a range of practical and theoretical approaches manipulates the elements of drama. Students apply voice and movement skills appropriate to their drama work and incorporate new technologies, and may utilise elements of other art forms in their presentation. They work independently or collaboratively to devise and perform an original work.

Students research recent developments in world drama, critically evaluate the way drama is valued in Australian culture and make predictions about its future. They will also fulfil design and/or production roles that may include stage manager, director or producer.

DRAMA

Course 3A/3B 3ADRA (S1) and 3BDRA (S2)

Appropriate unit charge \$60.00 per semester unit

Costume levy \$25.00

Performance levy \$25.00

3ADRA (S1)

Pre-requisites: All students should have successfully completed 2A2B.

Course Description:

The recommended focus for this unit is **text** and **style**. This unit provides opportunity for students to perform and produce a published drama work which incorporates an in depth study and interpretation of text, subtext, context and style. Students will refine their skills in voice and movement and develop techniques for control of vocal delivery in performance. They learn about different approaches to dramaturgy, directing and rehearsing a drama text. Funding, production budgets, stage managing and planning are also considered.

Students learn about different theoretical approaches to representational and presentational or non-realist drama and the ways that drama texts can be reworked for contemporary performance contexts and audiences.

This pathway is recommended for students wishing to enter university.

3BDRA (S2)

Pre-requisites: All students should have successfully completed 2A2B.

Course Description:

The focus of this unit is **drama perspectives**. Students apply conventions and techniques of drama forms and styles to develop original works that maybe either celebratory and/or critical in their perspective. They show their understanding of how a range of practical and theoretical approaches manipulates the elements of drama. Students apply voice and movement skills appropriate to their drama work and incorporate new technologies, and may utilise elements of other art forms in their presentation. They work independently or collaboratively to devise and perform an original work.

Students research recent developments in world drama, critically evaluate the way drama is valued in Australian culture and make predictions about its future. They will also fulfil design and/or production roles that may include stage manager, director or producer.

DRAMA (Gifted and Talented)

COURSE 2A/2B 2ADRAS (S1) & 2BDRAS (S2)

Prerequisites: By selection and minimum level 4/5 English

NOTE: This course is only for specialist students who do not wish to study course 3A/3B as a university entrance subject. This course will be covered in a different context to the Year 11 course.

Approximate unit charge: \$125.00 (Per Semester)

Costume Levy: \$50.00

Performance Levy: \$50.00

DRAMA (Gifted & Talented) (2ADRAS) - Semester 1

The recommended focus for this unit is **dramatic action**. This involves the driving force of drama that arises from conflicting human desires, motivations and objectives and the dramatic tension they create. In this unit students will extend their voice and movement skills and develop specific techniques to enable them to present characters that audiences believe. They will also learn how to write and devise realistic dialogue that drives dramatic action.

This unit covers representational and/or realistic drama forms and styles and students explore techniques of characterisation through different approaches to text interpretation, particularly those based on the work of Stanislavski.

Students consider audience/performance relationships in representational and/or realistic drama. They analyse the way drama technologies have been developed to represent realistic sets, situations and characters in a variety of performance spaces.

In contexts related to dramatic action, students have the opportunity to research, workshop, interpret, perform and produce texts from forms and styles to representational and/or realistic drama.

DRAMA (Gifted and Talented) (2BDRAS) - Semester 2

The recommended focus for this unit is **challenge and identity**. Students consider the dynamic role of drama in shaping cultural and personal identity. They learn how drama is shaped by its historical and cultural context and how drama can provide a commentary or critique that may challenge conventional thinking about particular issues.

Students extend their knowledge of drama forms and styles that have been considered challenging either because of the way that they challenged the conventions dramatic structure and styles of performance or because of the way they challenged notions of identity related to politics, nationalism, gender or class.

Students learn about the work of particular practitioners whose approaches to drama encompass presentational and/or non-realistic drama. They consider the ways that such drama can use a wide variety of different found and purpose-built performances spaces and how productions can be staged using minimal or symbolic sets and props.

In contexts related to challenge and identity, students have the opportunity to research, workshop, interpret and perform presentational and/or non-realistic drama texts. They undertake production roles and collaborate to work safely and present their drama in a well-organised manner.

DRAMA

COURSE 2A/2B 2ADRA (S1) & 2BDRA (S2)

Prerequisites: By selection and minimum level 4/5 English

Approximate unit charge: \$60.00 (Per Semester)

Costume Levy: \$25.00

Performance Levy: \$25.00

DRAMA (2ADRA) - Semester 1

The recommended focus for this unit is **dramatic action**. This involves the driving force of drama that arises from conflicting human desires, motivations and objectives and the dramatic tension they create. In this unit students will extend their voice and movement skills and develop specific techniques to enable them to present characters that audiences believe. They will also learn how to write and devise realistic dialogue that drives dramatic action.

This unit covers representational and/or realistic drama forms and styles and students explore techniques of characterisation through different approaches to text interpretation, particularly those based on the work of Stanislavski.

Students consider audience/performance relationships in representational and/or realistic drama. They analyse the way drama technologies have been developed to represent realistic sets, situations and characters in a variety of performance spaces.

In contexts related to dramatic action, students have the opportunity to research, workshop, interpret, perform and produce texts from forms and styles to representational and/or realistic drama.

DRAMA (2BDRA) - Semester 2

The recommended focus for this unit is **challenge and identity**. Students consider the dynamic role of drama in shaping cultural and personal identity. They learn how drama is shaped by its historical and cultural context and how drama can provide a commentary or critique that may challenge conventional thinking about particular issues.

Students extend their knowledge of drama forms and styles that have been considered challenging either because of the way that they challenged the conventions dramatic structure and styles of performance or because of the way they challenged notions of identity related to politics, nationalism, gender or class.

Students learn about the work of particular practitioners whose approaches to drama encompass presentational and/or non-realistic drama. They consider the ways that such drama can use a wide variety of different found and purpose-built performances spaces and how productions can be staged using minimal or symbolic sets and props.

In contexts related to challenge and identity, students have the opportunity to research, workshop, interpret and perform presentational and/or non-realistic drama texts. They undertake production roles and collaborate to work safely and present their drama in a well-organised manner.

EARLY CHILDHOOD STUDIES

YEAR 12 E656 (NON-TEE)

Approximate Subject Charge - \$35.00

Pre-requisites: Nil

Course Description:

The study of Early Childhood Studies allows students to be educated for both the role of parenting and for a career. Vocational opportunities are presented as a specific topic. Students have the opportunity to establish and operate a Playgroup as part of the course of study. One of the major factors influencing children's development is the environment in which they are brought up. This involves all aspects of development - physical, emotional, social and cognitive.

Year 12 students develop a number of practical activities all designed to stimulate children's learning. The range of experiences and opportunities include cooking with children, gardening activities, language and play activities; all provide an interest and stimulation for many aspects of learning and development.

ECONOMICS

YEAR 12 E304 (TEE)

Approximate Subject Charge \$30.00

Pre-requisites: Year 11 Economics D304 recommended. Economics in Year 12 should only be considered by students who have achieved 'B' or better in at least two TEE subjects and no 'D' grades or lower.

Course Description:

The syllabus covers 3 main areas of study. Macroeconomics - This incorporates a study of national aggregates - income, expenditure, employment and spending. Issues of inflation and unemployment and the business cycle are examined.

International Economics - Students gain an understanding of why International trade exists. Students also examine Australia's balance of payments and problems with our trade deficit. Currency exchange rates and Australia's new pattern of trade in today's economic climate is also examined.

Government Economic Policies - "Tools" of the Federal government in managing our economy are studied here. This includes the Fiscal Policy (Budget), Monetary Policy (Management of interest rates and money supply) and External Policy (exchange rate management and effects on trade).

Economics leads to the broad understanding of Australia in the international community (trade) trends in inflation and unemployment and the understanding of government economic policies (i.e. the Federal Budget). Economics is very important for anyone entering the workforce or participating in small business.

ENGLISH

YEAR 12

ENGLISH COURSE 1C/1D (1CENG AND 1DENG)

Approximate unit charge \$30.00

A course for TAFE or work bound students. Students who had difficulty coping in Year 11 1C/1D and received a grade of C or below will be invited to enrol in a 1C/1D Year 12 pathway. These units will provide a different context and set of tasks to those in Year 11. Students will not be required to sit an external exam in this pathway.

ENGLISH COURSE 2A/2B

Approximate Subject Charge - \$80.00

This course is recommended for students intending to enter TAFE or the workforce.

English Unit 2A (2AENG) - Semester 1

The focus for this unit is language and action. Students develop their language skills by exploring issues of concern or controversy and examining the way language is used in relation to these topics.

English Unit 2B (2BENG) - Semester 2

The focus for this unit is language and the world. Students examine the relationship between language and the world by exploring the way in which language offers particular ideas and information about topics, events or people.

ENGLISH COURSE 3A/3B

Approximate Subject Charge - \$80.00

This course is recommended for students intending to enter university.

ENGLISH UNIT 3A (3AENG) - Semester 1

This unit is for students who have advanced skills and understanding and show a sophisticated knowledge of complex content and a personal style.

Prerequisite level 6-8.

The focus for this unit is language and subjectivity. Identities examined in this unit include age, gender, class, race etc.

This unit is taken with English Unit 3B.

ENGLISH UNIT 3B (3BENG) - Semester 2

This unit is for students who have advanced skills and understanding and are ready to work with content to a sophisticated level of complexity.

The focus for this unit is the exploration of language in relation to knowledge and how this varies between particular fields, genres, discourses and/or theoretical.

This unit is taken with English Unit 3A.

ENGLISH LITERATURE

YEAR 12 E005 (TEE)

Approximate Subject Charge - \$25.00

Pre-requisites: This subject typically requires a pass in Year 11 English Literature.

Course Description:

A pass in this subject meets the literacy requirement for Graduation.

The subject focuses on a very close study of three literary genre: Prose Fiction, Poetry, and Drama.

FOOD PRODUCTION

YEAR 12 E709 (NON-TEE)

Approximate Subject Charge - \$130.00

Vocational Subject: Hospitality and Tourism Industry.

Pre-requisites: Food Production D709 (Recommended).

Course Description:

This is a practical, hands on vocational course. There will be 1-2 cooking sessions per week for the year. Students work individually and in groups to further develop knowledge and skills in industry related cookery techniques and methods.

Areas to be covered include:

- Demonstration of the eight methods of cookery to a commercial standard
- Effect of technology on areas related to perishable commodities
- Planning and presenting a catering function for a minimum of 20 guests
- Undertake mise-en-place duties, methods of cookery and service of dishes for a theme function, catering for a minimum of 20 guests.

This course is suitable for those students wishing to gain casual or fulltime employment in the hospitality industry. Some of the course may be completed out of school hours if appropriate.

GEOGRAPHY

YEAR 12 E305 (TEE)

Approximate Subject Charge - \$45.00

Pre-requisites: Nil

A background of Year 11 Mapping skills and Geomorphology would be useful.

Course Description:

Geography has always been concerned with the relationships between people and the environment. It is a two-way relationship; the environment has an important influence on the settlement and the development of the Earth by people, and people cannot help altering their environment. Geography is therefore concerned with the conditions of human survival on this planet and the major spatial issues, which concern our physical and cultural environments.

The Year 12 course concentrates wholly on Australian content with three compulsory sections of study.

- Landscapes and Land uses
- Settlement Patterns
- Urban Studies

A minimum of two excursions form part of this course. These consist of a study of an agricultural landscape and a field trip to the CBD of Perth.

HEALTH STUDIES

YEAR 12 E664 (NON-TEE)

Approximate Subject Charge - \$40.00

Pre-requisites: Nil

Course Description:

The Health Studies course provides students with the knowledge and understandings necessary to enable them to make informed choices about their own and others health. The course will facilitate the development of a positive attitude towards healthy lifestyle practices and for enhancing the health of other groups and individuals.

This course places an emphasis on community health promotion and the influence that individuals and organisations can have on health policy.

This course extends the student's understanding of important health issues including those of environmental concern, the use of alternative medicine, drug education, road safety and community health. Students engage in research that investigates issues relating to these topics and they develop strategies that can be used by individuals, groups or agencies to address specific health concerns or health promotion.

HISTORY

YEAR 12 E306 (TEE)

Approximate Subject Charge - \$40.00

Pre-requisites: Nil

Course Outline:

The Year 12 course has two areas of study.

The first is **Australia's 1900-1945**. This looks at social, political and economic changes that helped forge Australia's identity over this period of time. Included here is the dramatic impact of WW1 and the Americanisation of Australia during WW2.

The second area of study is revolutions. In this part of the course the four phases of revolution are studied. Precondition identifies these characteristics of a society that are precursor to revolution. In the critical period the tumultuous events associated with revolution are considered, with particular emphasis on those factors contributing to the success of revolutions. Consolidation looks at the strategies put into place by the new regime to secure their place as a legitimate government.

In studying post revolution students review the impact of the revolution in terms of the actual changes which resulted for different groups in society. The revolution that will be studied is the Chinese Revolution.

HUMAN BIOLOGY

YEAR 12 E406 (TEE)

Approximate Subject Charge \$55.00

Pre-requisites: Pass in D406 is recommended.

Course Description:

Human Biology is the scientific study of humans as individuals as populations and of their interactions with the environment. This academic discipline encompasses the study of the structure and function of the body, the human life cycle, the biological and cultural evolution of humans, human ecology and modern social issues. This one-year course considers homeostatic processes, human origins and variations, and modern social issues related to the ecology and welfare of humans. It is desirable but not essential for students to have studied the Year 11 course before the Year 12 course in Human Biology.

The Tertiary Entrance Examination is based on Year 12 core material only. There is no Year 11 knowledge assumed as prerequisite for study of the Year 12 course. None of the Year 11 knowledge is directly examinable in the Year 12 Tertiary Entrance Examination. Only the process and intellectual skills which are developed in both Year 11 and Year 12 will be examined in the Year 12 TEE. Students who have completed the Year 11 course or have a wide range of scientific and other relevant experiences are likely to be advantaged. The Year 11 and Year 12 courses consider different aspects of Human Biology. To develop a comprehensive understanding of the subject, it is recommended that students study both the Year 11 and Year 12 course.

INDEPENDENT LIVING

YEAR 12 E665 (NON-TEE)

Approximate Subject Charge - \$80.00

Pre-requisites: Nil

Course Description:

This course focuses on the practical skills needed for successful management of independent living. It is particularly valuable for those students who plan to leave home in the near future or who are already living independently.

Students will develop personal skills in areas such as food selection and preparation, money management including shopping skills and budgeting, health, stress management, leisure and the management of personal accommodation. In addition students will have the opportunity to develop skills related to self employment as they undertake market research and establish and operate a small business. This is an outcomes based course and students will be given a number of opportunities within the set assessment tasks to achieve subject outcomes.

ITALIAN

YEAR 12 3A/3B (TEE)

Approximate subject charge: \$25.00

Pre-requisites: Successful completion of Year 11 course units 2AITA and 2BITA

UNIT 3AITA

The focus for this unit is **made in Italy**.

It is aimed at students who have well developed skills and understanding. They explore the trends that are associated with their Italian peers and the importance of these in the establishment of identity. By accessing more complex texts either related to: specific contexts, such as living in Italy; particular text types, such as magazines or advertisements, genres, such as comedy, horror, or drama, or topics, such as music, finding work or current trends they develop further insight into Italian cultures.

UNIT 3BITA

The focus for this unit is **...e poi? (what next)**. It is aimed at students who have well developed skills and understanding. They reflect on, critically evaluate and respond personally to contemporary issues using more sophisticated language and a wide range of text types. Students reflect on past, present, and future issues related to the themes of the individual, Italian-speaking communities, and the changing world.

MATERIALS DESIGN & TECHNOLOGY – TEXTILES

COURSE 1C/1D (1CMDTT and 1DMDTT)

Approximate subject charge \$60.00 (Full Year)

Unit 1CMDTT – TEXTILES (Semester 1)

The focus for this unit is design techniques. It is for students who have many informal experiences interacting with a variety of items specifically designed to meet certain needs. Students are introduced to principles and practices of design, learning about fundamentals of design and concepts related to designing for individuals and markets, while considering beliefs and values. They learn to communicate various aspects of the design process within the structure of making what they design.

Throughout the process, students learn the origins, classifications, properties and suitability for purpose of materials. Students are introduced to a range of technology skills, generate ideas and realise these ideas through their design projects.

Within the broad area of design techniques – textiles, the following will be covered: designed bags, household products, teenage causal clothing, hand embroidery and quilting.

COURSE 1DMDTT – TEXTILES (Semester 2)

The focus for this unit is design for the consumer. It is for students who have many experiences interacting with products designed for the consumer market. They use a range of techniques in determining market needs and apply the fundamentals of design to produce products for the consumer market. Students learn to conceptualise and communicate their own ideas and various aspects of the design process within the structure of making what they design.

Throughout the process, students learn the origins, classifications, properties and suitability for purpose of materials. Students are introduced to a range of technology skills, generate ideas and realise these through their design projects. They work in a defined environment and learn to use a variety of relevant technologies safely and effectively.

Students in consultation with teachers, select projects of interest to design and make products for the consumer market.

Within the broad area of design for the consumer – textiles, the following will be covered: personal clothing, sleepwear, fashion clothing, cultural clothing and fashion accessories – beaded jewellery, belts, scarves, hats.

MATERIALS DESIGN & TECHNOLOGY – WOOD

COURSE 1C/1D (1CMDTW and 1DMDTW)

Approximate subject charge \$75.00 (full Year)

Unit 1CMDT – WOOD (Semester 1)

The focus for the unit is on Design. The process of designing consists of a number of skills. These include innovation and enterprise, research and investigation, ongoing evaluation, generation of ideas, communicating design, modelling and testing ideas.

The course looks at technologies within a workshop environment. This includes read and interpreting plans, patterns, drawings and material specification and the measurement and calculation of quantities. Students will be required to complete a range of practical design tasks including the construction of their own personal project.

Unit 1DMDT – WOOD (Semester 2)

The focus for this unit is Designing for the Community. A range of techniques will be employed to identify market needs within the community and applying your design skills learned during 1C to produce suitable practical solution to their needs. Student will learn the origin, classification, properties and suitability of appropriate materials.

COURSE 2A/2B (2AMDTW and 2BMDTW)

Approximate subject charge \$75.00 (full Year)

Unit 1 2AMDTW – WOOD (Semester 1)

The focus for this unit is processes in design and manufacturing. Students learn to apply an understanding of the elements of design and consider human factors involved in their projects. They develop simple creative thinking strategies and work on design projects with specified constraints. Students learn about the structure and properties of a variety of appropriate materials and analysis issues related to the sustainability and recycling of materials. Students learn about manufacturing, production skills and techniques. They develop the required skills and techniques according to the materials being used. They learn about industrial risks and managing the processes within the design project.

Unit 2 2BMDTW – WOOD (Semester 2)

The focus for this unit is working towards industry standards. Students learn about various principles of design and the physical dimensions of human interaction with materials design and technology. They analyse contemporary and historical influences of materials and technology on the beliefs and values of people. Students learn about the nature and properties of a variety of materials and explore opportunities for alternative materials for design. Students extend their understanding of safe working practices and develop the knowledge, understanding and skills required to manage the process of designing and manufacturing.

MEDIA PRODUCTION AND ANALYSIS

YEAR 12

Approximate Subject Charge Per Course: \$60.00 per unit

Course Structure

Course 2 (2A & 2B)

This course is recommended for students intending to enter TAFE or the workplace.

2AMPA - Popular Culture – Semester 1. Many aspects of popular culture such as reality television, popular music and video clips, tabloid press, interactive forms, television drama, non-narrative forms and/or animation are used to provide students with interesting and relevant learning contexts. Students view, listen to and analyse a range of popular media, develop their own ideas, learn production skills and apply their understanding and skills in creating their own productions.

2BMPA - Press and Broadcasting – Semester 2.

In contexts related to press and broadcasting students view, listen to and analyse a range of non-fiction media forms and genre such as television, press, radio or photojournalism. Students extend their understanding of production practices and responsibilities as they become more independent in manipulating technologies and techniques to express their ideas in their own productions.

Course 3 (3A/3B)

This course is recommended for students intending to enter university.

Pre-requisite: successful completion of 2A/2B course in Media Production and Analysis.

3A MPA Media Art Forms - Semester 1

This unit provides the opportunity for students to explore a range of media art forms experimenting in non-traditional narrative structures and extending their understanding of aesthetics. Students view, listen to and analyse contemporary and traditional examples of media art, identifying techniques, themes, meanings that are created and audience interpretation. They consider the representation of values and technological developments that influence perceptions of art. Students are encouraged to experiment with technologies, structures, codes and conventions to express their ideas and creativity.

3B MPA Power and Persuasion - Semester 2

The reach of power and persuasion includes the seductive nature of popular media forms to propaganda and political persuasion. Through this broad focus students extend their understanding of both fiction and non-fiction media forms, examining the way the media is able to reflect, challenge and shape values, beliefs and ideologies. They synthesise a range of ideas, skills and processes to create their own media production to express their views and show a distinct flair or personal style.

MEDIA PRODUCTION & ANALYSIS (SPECIALIST)

Approximate Subject charge \$125.00 per unit.

Course 3 (3A/3B 3AMPAS 3BMPAS) as above.

Embedded in the Specialist program are extra curricular production opportunities and industry experience through Structured Workplace Learning placements (refer to VET section on page 18).

MODELLING WITH MATHEMATICS

YEAR 12 E511 (NON-TEE)

Approximate Subject Charge - \$40.00

Pre-requisites: Minimum 'C' grade in D510, Mathematics in Practice.

Course Description:

This subject provides opportunities to make use of cooperative environments in problem solving by the modelling of situations which arise from real rather than abstract mathematical contexts.

Topics considered and Strands encountered:

- Finance - number
- 3D Design - space
- Making Decisions - Chance & Data

This wholly school assessed course is assessed against 5 outcomes. The outcomes are attained by the completion of 2 tasks and a test in each of the topics.

MUSIC

YEAR 12 E632 (TEE)

Approximate Subject Charge \$85.00.

Plus performance dress levy \$25.00.

Pre-requisites: Successful completion of Year 11 D632.

Course Description:

The design of this course is to develop in students the ability to recognise, aurally and visually, the structural elements of music. This will enable them to form listening and performing judgements, which add to the enjoyment they derive from musical experiences.

Units:

- Literature of Music
- Aural Perception
- Composition
- *Performance - solo instrumental or vocal, studied either at school or by private tuition.

It is compulsory for all students to participate in regular group music making, as required by the school.

*This unit may be substituted by a specially approved subject such as a research topic, after consultation with the Music Coordinator and approval from the Curriculum Council.

Students have the opportunity to apply for specialist status.

MUSIC IN SOCIETY

YEAR 12 E633 (NON-TEE)

Approximate Subject Charge \$70.00.

Plus performance dress levy \$25.00.

Pre-requisites: Successful completion of Year 11 D633.

Course Description:

This subject will be of interest to students who wish to continue learning about music, enjoy participating in music, who are interested in pursuing a popular music performance career or who would like to work in the popular music industry. It will also be of value to those students who plan to specialise in Musical Theatre, Rock Music or Jazz at tertiary level. Students who have learned an instrument through the Education Department in Year 11 can continue their instrumental studies.

It is compulsory for all students to participate in regular group music making, as required by the school. Students have the opportunity to apply for specialist status.

OUTDOOR EDUCATION

1 COED – Semester 1

Approximate Subject Charge \$45 (full year)

Pre-requisite: Nil

This course focuses on the challenging 'SeaTrek' Expedition. Students are taught the skills of sailing, small boat handling, radio and navigation techniques to enable them to travel down the coast by boat to Safety Bay and Garden Island. The Expedition Boatshed located at East Fremantle is used extensively for this course.

No previous boating experience is necessary.

Students in the past have completed the Recreational Skippers Ticket (RST).

Unit 1 COED

The focus for this unit is building confidence in the outdoors. It encourages students to build self-confidence as they interact with the environment. They understand basic planning and organisational requirements. They develop camping, survival and navigation skills. Risk management principles, safe practice development and emergency response procedures are examined. Personal and interpersonal skills are developed to assist working with others and as a leader. Leadership experiences are provided. Their understanding of the environment with relationship to nature is developed and the concept of sustainability introduced.

Students in this unit will undertake a series of off site excursions in a variety of natural environment settings.

The cost of these off site excursions is additional to the subject charge.

Unit 1 DOED

The focus for this unit is outdoor leadership. It encourages students to continue to build self-confidence as they are encouraged to develop outdoor leadership skills. Planning and navigation skills, risk management and emergency response process are continued to be developed and extended. Personal and interpersonal skills used to assist in effective outdoor leadership are focused on and developed through experiences. Environmental awareness is increased through more study of parts of the natural environment, introduction to the concept of wilderness, and study of the impact of technology, urbanisation and changing lifestyles. Sustainability projects are examined and students are encouraged to engage with one of their choice.

Students who participate in this unit will complete an expedition in a wilderness environment. The expedition is an integral component of the course assessment. The cost of the expedition is additional to the subject charge.

PHYSICAL EDUCATION STUDIES COURSES

1C / 1D (1CPES and 1DPES)

Pre-requisite: Nil

Students undertaking the *Physical Education Studies* course of study will progressively develop skills, knowledge and understanding that will enable them to pursue their personal interests and potential as physical activity participants, coaches, officials and/or administrators.

The course of study includes theoretical and practical components. Students will participate in an intensive skills program in a range of selected sports. The learning program incorporates the use of school and community based facilities.

The course builds on the lower school physical education program, and covers the following Outcomes:

1. Physical Activity Skills;
2. Self Management Skills and Interpersonal Skills;

3. Knowledge and Understandings for Physical Activity; and
4. Values and Attitudes for Physical Activity.

PHYSICAL EDUCATION STUDIES 1C (1CPES) - Semester 1

Approximate Unit Charge \$55

The focus for this unit is the process of building personal physical activity profiles. Within this broad focus, students participate in an intensive skills program in a range of selected sports and they are provided with the opportunity to develop an understanding about their own participation within the sports context. Students build upon their understanding about participation in physical activity.

Students are introduced to simple movement and conditioning, psychological and social concepts that provide a basis for assessing and enhancing their current participation. In selected physical activities, students are introduced to a 'game sense' approach to solve tactical problems. In building a profile for improvement, students use observation and qualitative methods to assess personal movement competency; undertake fitness, interpersonal and mental skills profiling and review their decisions and goals. They review participation preferences in relation to activities, roles and positions, reflecting on personal attitudes towards the values associated with physical activity, and consider physical activity and sport from social, cultural and political perspectives.

Specialist sports coaches are used to accelerate and enhance skill development.

In the past, Surfing is offered as one of the physical activity contexts. The cost of surfing lessons is additional to the subject charge.

PHYSICAL EDUCATION STUDIES 1D (1DPES) - Semester 2

Approximate Unit Charge \$55

The focus for this unit is extending personal physical activity profiles. Students participate in an intensive skills program in a range of selected sports and they are provided with the opportunity to develop an understanding about their own participation within the sports contexts.

They consider and compare themselves and others in terms of participation preferences (relating to positions, activities and roles), personal characteristics, competencies, attitudes and behaviours in physical activity, thereby enhancing their understanding both of themselves and others. In selected physical activities and in response to problems that are encountered, students assess their own and others' movement competency and identify areas for improvement. This will include the implementation of skills, strategies and tactics. While taking on various roles and positions, they apply strategies for solution-focused decision-making, management of emotions, arousal and stress, team building and group development. Movement, conditioning, psychological and social concepts are used as a basis for developing understanding of the demands of various roles and positions within sport and the sport industry.

Students achieving the course of study outcomes will be well prepared for a range of post school destinations. They will be valuable recruits to an increasingly diverse range of employment and study opportunities in the sport, leisure and recreation industries. They will also be well positioned to take on the roles of volunteers and leaders in community activities.

PHYSICAL EDUCATION STUDIES (SOCCER)

COURSE 1C/1D (1CPES AND 1DPES)

Approximate Subject Charge - \$260.00

Pre-requisites: By Selection

Course Description:

The Soccer Excellence course is designed for those students who show a high level of skill and knowledge within the soccer sphere. **Students selected** in the course will study "Physical Education Studies" during the theoretical components of the course. They will also be provided with advanced coaching within the sport of Soccer. There is a growing awareness in society for the need to be physically active to ensure a healthy lifestyle. Participation in this subject will lead to better informed community members through involvement in such units as "skills acquisition" and "coaching".

Students will also complete the "Junior Licence Coaching Certificate".

PHYSICS

YEAR 12 E409 (TEE)

Approximate Subject Charge \$50.00

Pre-requisites: Pass in Year 11 Physics D409.

Course Description:

Physics is a fundamental branch of Science. It is concerned with the study of matter and energy and their interactions. It is essentially an experimental discipline and its methods rely on this to support theories and explain observations. A knowledge of the basic principles of physics enables students to have a better understanding of many natural phenomena and their applications in technology. In this course students will study the concepts of physics as they apply in five areas: sound waves; electric power; movement; atomic physics and structure and materials. Students will develop their understanding of the application of these concepts in a number of contexts, including musical instruments; electricity generation; gymnastics; radiation safety and bridge and building design.

This physics course provides a basis for further study in physics, other pure and applied science and engineering. In addition, it will extend students' understanding of natural phenomena, technological applications and our cultural scientific heritage.

Topics covered: Sound Waves/Electric Power/Movement/Structure and Materials/Atomic Physics.

SENIOR SCIENCE

YEAR 12 E411 (NON-TEE)

Approximate Subject Charge \$50.00

Pre-requisites: A pass in D411, Senior Science is recommended.

Course Description:

This course takes a very wide view of Science, covering topics from Physical, Biological and Environmental Science and is an outcomes based course. Senior Science attempts to bridge the gap between the classroom and daily life.

Units of study are:

- Microbiology
- Vehicles and drivers
- Environmental Management in the Goldfields.

WORKPLACE LEARNING (WL2)

Employability Skills (Mode 2)

Approximate Subject Charge \$85.00

Prerequisite: Nil

The Curriculum Council endorsed program can only be taken in conjunction with Career and Enterprise 1C/1D.

Workplace Learning provides opportunities for student to work in a **real workplace** of their choice for an equivalent of 3-4 weeks. During this time students will develop and be assessed on at least 20 employability skills relevant to entry level training in the areas of:

- Communication
- Teamwork
- Problem solving
- Self management
- Planning and organising
- Technology
- Learning
- Initiative and enterprise
- Safety and health

Completion requirements

To achieve workplace learning, students must:

- Complete a total of 110 hours (equivalent to two units) in the workplace
- Be signed off on at least 20 employability skills by the workplace supervisor
- Maintain a logbook that documents the tasks and the number of hours completed in the workplace.

TECHNICAL GRAPHICS

YEAR 12 E282 (NON-TEE)

Approximate Subject Charge \$48.00

Pre-requisites: Nil - D282 Recommended.

Course Description:

This is a stand alone subject and focuses on the development of the students' design skill and ability to use CAD and other relevant drawing packages. This subject has seven major learning outcomes and 4 tasks.

Tasks:

- Architectural: Application of graphic information and presentation, relevant to architectural communication, including a combination of drawing systems such as orthogonal, pictorial, freehand, rendering, and plane geometry
- Sketching: Demonstrate freehand drawing techniques sketching using various systems and freehand rendering techniques, this task is utilised in the design process
- Manufacturing: Application of orthogonal drawing skills, techniques, standards and terminology. This task includes the demonstration of competent use of appropriate drawing equipment (Computer Aided Design).
- Geometry: Solid geometry drawing skills and applications, the ability to produce geometric shapes and solids and extension activities involving the construction of a helix and intersecting objects such as cylinders.

This subject has been designed to assist students interested in entering design/drafting/ architectural or manufacturing industry. It has been developed with current industry standards in mind, therefore students can use CAD drawing software throughout the course.

VISUAL COMMUNICATION - PHOTOGRAPHY

YEAR 12 E283 (NON-TEE)

Approximate Subject Charge \$120.00

Pre-requisites: While there are no pre-requisites it is strongly recommended the students have completed Visual Communication - Photography in Year 11.

Course Description:

For most students the Photography course will provide a possible future leisure time activity which is interesting and challenging. Others will use their photographic skills in studies at tertiary institutions while, for some, the course will pave the way to further studies which will prepare them as photographers in industry. An appreciation of the significant historical aspects of photography will be encouraged in this course. The course attempts to promote a spirit of enquiry and self-dependence. It confronts students with goals which they should achieve in their own way.

There is an emphasis on freedom of expression and creativity which students develop while working in cooperation with others. There is a great scope in this course for experimentation and problem solving which should help to develop logical thinking, initiative and resourcefulness. Knowledge and skills acquired during the subject are applicable to a wide range of further education and future employment needs.