INTRODUCTION

John Curtin College of the Arts has a strong tradition of academic excellence. John Curtin will offer 40 School Curriculum Standards Authority ATAR and General courses, and vocational educational training (VET) credit transfer courses from which students can compile their course selection to meet WACE requirements.

In Year 11, university bound students must select to study at least four or more ATAR courses and non-university bound students should select predominately General courses, including at least one VET course.

It is vital that students seek counselling from John Curtin’s course counselling staff as part of the course selection process. Counselling staff make use of teachers’ recommendations based on each student’s current academic achievement.

I would like to encourage all parents to seek as much information as they need from the college to make these important decisions. Please feel very welcome to contact teachers, course counsellors, deputy principals or myself to clarify any issues.

MITCHELL MACKAY
Principal
AN IMPORTANT NOTE TO YEAR 10 STUDENTS/PARENTS

COURSE SELECTIONS FOR YEAR 11 2019
This booklet has been prepared to assist parents and students in making educational decisions for 2019 and beyond. Whenever you seek assistance, please have your most recent report with you.

Students, it is important that you follow these procedures:

1. read the information contained in this handbook;
2. see the careers coordinator or the course adviser to consider a learning program involving courses within your capacity; please check that you have the prerequisite Year 10 background to study a particular course (see pages 25-26 for prerequisites);
3. tertiary entrance requirements are complex and students with tertiary ambitions should note these very carefully and choose courses appropriate for their goals and record of academic achievement; and
4. all information and counselling should be carefully considered before the completion and submission of the course selection sheet by Friday, 27 July 2018.

Staff available to help:
CAREERS COORDINATOR
ALICE SOUNNESS
Phone: 9433 7266

or
THE COURSE ADVISER
Mrs JANE NIELSEN
Phone: 9433 7265

or
MANAGER OF STUDENT SERVICES
Mr GAVIN BRADSHAW
Phone: 9433 7243
PROCESS

CAREER CHOICE/S

Tertiary Education
Or
Training Requirements

Prerequisites
i.e. recommended upper school courses for tertiary study

Prerequisite Year 10 grades and pathways recommended for successful completion of upper school

SOURCES OF INFORMATION

* THE GOOD UNIVERSITIES GUIDE
* THE CAREER CENTRE
* WEBSITES
* CAREER VOYAGER (JIIG-CAL)

COURSE ADVISERS HANDBOOKS

* Universities
* TAFE
* Defence Forces
* Private Providers
* WAAPA

WEBSITES

TAFE
Universities
School Curriculum and Standards Authority/TISC

COUNSELLORS

John Curtin College of the Arts
TAFE
Universities

YEAR 11 HANDBOOK

* Prerequisites
* Course Information
* Heads of Learning Areas
* Teachers
THE WACE: ESSENTIAL INFORMATION

SCHOOL CURRICULUM AND STANDARDS AUTHORITY (SCSA)
This body sets requirements for achievement of the WACE and issues students with a statement of results. For more information refer to www.scsa.wa.edu.au

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

TERTIARY INSTITUTIONS SERVICE CENTRE (TISC)
100 Royal Street
EAST PERTH WA 6004
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

VOCATIONAL EDUCATION AND TRAINING (VET) PROGRAMS
The Australian VET system is a nationally accredited system for recognising qualifications which can only be delivered through a Registered Training Organisation (RTO). The qualifications gained are recognised by employers and industries across Australia. John Curtin College of the Arts offers a range of Australian Qualifications Framework Certificate courses which contribute towards a WACE and lead to further study at TAFE or university. For more information on VET certificate courses available at the college please refer to pages 19 and 20 of this handbook.

COURSES
John Curtin College of the Arts offers a range of WACE courses:
• ATAR courses are for students aiming to enrol in a university course directly from school. These courses will be examined by the School Curriculum and Standards Authority (SCSA) and contribute to the achievement of an Australian Tertiary Admission Rank (ATAR).
• General courses are for students aiming to enter further training or the workforce directly from school.

Students can mix and match these courses, as well as Vocational Education and Training (VET) courses, in order to provide themselves with the best platform to meet the requirements of WACE and for life beyond school.

All WACE courses are divided into four units. Units 1 and 2 (Year 11) are typically studied as a pair. Units 3 and 4 (Year 12) must be studied as a pair. Over two years, students can achieve credit towards the WACE for a maximum of four units from any one course.

Typically:
• university bound students must study a program of at least four ATAR courses. The college recommends at least five ATAR courses.
• students heading to TAFE or the workforce would select General courses or a mix of General and ATAR courses in Years 11 and 12. This must include at least one VET Certificate II course.

ENDORSED PROGRAMS
Endorsed programs provide areas of learning not covered by WACE courses. These programs can contribute to a student’s WACE requirements.

EXTERNAL EXAMINATIONS
All Year 12 students studying ATAR courses must sit compulsory examinations, unless they qualify for exemption. There are no external examinations for General courses. However, students have to complete a statewide externally set task.

GIFTED AND TALENTED EDUCATION (GAT)
Students are selected through GAT testing to enrol in GAT programs at John Curtin College of the Arts.
To achieve a WACE from 2019, a student must satisfy the following:

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

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

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

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

The amount of unit equivalence allocated to VET and endorsed programs is as follows:
- **VET qualification**
  - Certificate I is equivalent to two Year 11 units
  - Certificate II is equivalent to two Year 11 and two Year 12 units
  - Certificate III or higher is equivalent to two Year 11 and four Year 12 units
- **Endorsed programs – unit equivalence is identified on the School Curriculum and Standards Authority’s approved list of endorsed programs.**

The implication of unit equivalence for John Curtin College of the Arts students is that a maximum of only two certificate courses (eight units) can be studied.

**MINIMUM STANDARD OF LITERACY AND NUMERACY**
Students who achieve Band 8 or above in any of the components of reading, writing or numeracy in Year 9 NAPLAN assessments will be recognised as meeting the minimum standard required for that component. Students who do not achieve Band 8 for any of the components will be required to demonstrate the minimum standard through the Online Literacy and Numeracy Assessment (OLNA). It is strongly recommended that students who have not achieved the minimum standard for numeracy select a Mathematics course in Year 11.
WACE BREADTH-OF-STUDY LIST

LIST A (ARTS/LANGUAGES/SOCIAL SCIENCE)

- DAN: Dance
- DRA: Drama
- ENG: English
- GEO: Geography
- HEA: Health Studies
- HIM: History – Modern
- ITA: Italian
- LIT: Literature
- MPA: Media Production and Analysis
- MUS: Music
- PAE: Philosophy and Ethics
- PAL: Politics and Law
- VAR: Visual Arts

LIST B (MATHEMATICS/SCIENCE/TECHNOLOGY)

- AIT: Applied Information Technology
- BIO: Biology
- CHE: Chemistry
- DES: Design – Photography
- FST: Food Science and Technology
- HBS: Human Biology
- ISC: Integrated Science
- MDT: Materials Design and Technology – Textiles – Wood
- MAT: Mathematics
- MAS: Mathematics Specialist
- OED: Outdoor Education
- PES: Physical Education Studies
- PHY: Physics
- PSY: Psychology

VET CONTRIBUTION TO THE BREADTH REQUIREMENT

VET qualifications (Certificate courses) are not identified as List A or List B. They do not satisfy the List A or List B WACE requirement.

SELECTING A PROGRAM OF STUDY

Many students will, on completion of the WACE, be intending to apply for a position in a tertiary education institution such as a university or a TAFE, or alternatively, seek employment.

The different directions will have a strong influence on the choice of courses for Year 11 and Year 12. Entry to university generally requires achievement in courses at a higher stage than entry to TAFE. In addition, both institutions have prerequisite courses for many programs. It is possible for students to choose courses which will leave options open for both university and TAFE.

Lower school requirements for upper school courses are listed on pages 25 to 26 as well as in individual course descriptions. Students are advised to request courses that class teachers can recommend based on past and current performance.

The following pages outline:

- courses that lead to university entrance;
- courses that lead to TAFE;
- university entrance requirements; and
- how to enter university through TAFE.

Students intending to study at a university (UWA, Curtin, Murdoch, Edith Cowan or Notre Dame University) in 2019 must refer to the relevant university handbooks to become aware of likely prerequisite Year 12 courses. Students should also consult the Summary of Undergraduate Admission Requirements for School Leavers published each year by TISC. Students may also wish to become familiar with TAFE options, and how to enter university through TAFE with advanced standing. TAFE information is available from the relevant website.

IMPORTANT NOTES FOR STUDENTS AND PARENTS

1. Students enrolled in a Gifted and Talented (GAT) course or Soccer Excellence are expected to remain enrolled in those courses.
2. Courses will only proceed if there are sufficient student numbers for classes to be viable.
3. Students enrolling in Year 11 are required to choose six (6) courses.
4. Students selecting four or fewer ATAR courses must also select a VET Certificate course.
5. Students can select a maximum of two VET certificate courses.
6. It is strongly recommended that students who have not demonstrated the minimum standard of numeracy select a Mathematics course.
7. Approval for course changes will only be given on written request from the student’s parents/guardians and after an interview with the course adviser or careers coordinator or manager of student services or a deputy principal.
CHOOSING COURSES

Meeting the requirements for the WACE or for entrance to a TAFE or a university depends largely on a student’s ambitions and abilities.

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

When choosing a program of study, consider:
- abilities
- future goals
- interests.

Abilities
It is important to check the recommended prerequisite levels for different courses to ensure that you select a course that is best suited to you. Your end of Year 10 achievement is the best indicator. Also your teachers’ recommendations are an important part of the upper school course selection process.

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

Interests
Choose courses that you enjoy as you will spend a considerable amount of time studying them in upper school.

TRANSFER FROM ONE COURSE TO ANOTHER
Students wishing to change courses after enrolment may do so providing:
- it does not involve transfer out of a GAT program or Soccer Excellence;
- it is possible on the timetable;
- it does not interfere with maximum class numbers,
- it does not interfere with future goals,
- it does not jeopardise the achievement of a WACE; and
- course changes must adhere to college and School Curriculum and Standard Authority deadlines.

Anyone wishing to change courses must understand that work missed up to that time has to be completed.

Any change must be discussed with the careers coordinator or the course adviser. Final approval must be obtained from either the careers coordinator, the course adviser, the manager of student services responsible for upper school students or a deputy principal.

REQUIREMENTS FOR UNIVERSITY ENTRANCE

To be considered for university admission as a school leaver an applicant normally must:
- achieve the WACE,
- achieve the competence in English as prescribed by the individual universities,
- obtain a sufficiently high ATAR for entry to a particular university and/or course, and
- satisfy any prerequisites or special requirements for entry to particular courses.

Information will be provided to students by TISC in mid June 2018 before course selections for next year need to be made. Students are strongly advised to take note of particular university course prerequisites and to select courses that give them the best opportunity to maximise their ATAR.

Admission into university is competitive with most courses having more applicants than places. In order to process applicants fairly they will be ranked using the ATAR.

IMPORTANT NOTES REGARDING UNIVERSITY ENTRANCE

- We recommend that students study four or more ATAR courses
- A student cannot use the following course combinations in the calculation of a ATAR. However it may be possible to take both courses but the result of only one may be used in the ATAR calculation:
  - Contemporary Music with Western Art Music
  - English with Literature
  - Mathematics: Applications with Methods
  - Mathematics: Applications with Specialist
WHAT DOES TAFE OFFER?
TAFE offers 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 for 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 and Outdoor Recreation.

There is a specific list of the entry requirements and related job markets for each course offered. These may be looked at with course advisers and TAFE counsellors.

To enter TAFE students need to meet minimum entrance requirements which are at least C grades in the specific courses 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 Years 10, 11 or 12. However, actual educational levels are nearly always higher because of the competitive nature of the courses.

Entrance requirements will be either:
- A lower level qualification, for example, to enrol in a Certificate IV in Disability Work you need a Certificate III in Disability Work; OR
- Communication and maths skills.

ENTRY TO COURSES
Applicants for competitive courses need to demonstrate minimum literacy and numeracy skills or AQF qualification levels and respond to selection criteria. Requirements from below need to be met:

School Leaver
- Certificate I: Nil
- Certificate II: OLNA or NAPLAN 9 Band 8
- Certificate III: OLNA or NAPLAN 9 Band 8
- Certificate IV: C Grades in Year 11 WACE General
  English and OLNA or NAPLAN 9 Band 8
- Diploma or Advanced Diploma:
  Completion of WACE General or ATAR
  (minimum C Grades) or equivalent

Some courses may specify entrance requirements, such as Maths or a folio. Check the course entrance requirements for details. Some courses require students to commence at a level specified in the training package.

Selection Criteria
Used When: More people applying than there are available places.
To: Rank applicants on their demonstrated skills, knowledge and experience relevant to the qualification.

What are Selection Criteria?
Selection criteria are academic and other criteria which are used to score eligible applicants competing for entry into a course where there are more applicants than places available. Examples could include:
- work experience;
- industry involvement;
- current employment.

How do I address the Selection Criteria?
If the course you are applying for asks you to address the selection criteria you will need to submit more documents. You can score points for:

Qualification pathway (maximum score = 29)
Work Experience/Employment (maximum score = 29)
- 0.002 points per hour worked;
- includes paid/unpaid, full time, part time work, work experience, voluntary work and community service;
- copies of either a reference, pay slip or group certificate summary.

Education/Skills Development (maximum score = 42)
- Scoring is based on the best three course combinations. One of these must be English or Literature. This includes secondary education (current or past), or a portfolio demonstrating skill development. The portfolio may contain qualifications or tests that you completed in the past.
TAFE Application Supportive Documentation
For your application to be complete, you must include photocopies of:

- all academic records received since and including Year 9;
- any graduation certificates (including TAFE awards);
- any other results you want considered;
- a statement of equivalence if your qualifications are from overseas;
- proof of Australian (or New Zealand) citizenship or permanent Australian residency (if you were NOT BORN in Australia);
- written proof of any work experience / employment. For example:
  - copies of work references;
  - group certificates
  - voluntary activities; and
  - work experience reports.

The quality of the application is important and assessors look for:

- evidence of merit;
- relevance of academic studies; and
- relevance of experience.

For further information:

- see the TAFE website at www.fulltimecourses.tafe.wa.edu.au/courses
- contact The Jobs and Skills Centre
  North Metropolitan TAFE - Building 2, 30 Aberdeen St
  Northbridge
  Phone: 13 64 64
  Email: northbridgejsc@nmtafe.wa.edu.au
  Web: www.jobsandskills.wa.gov.au/career-exploration
- talk to the John Curtin College of the Arts careers coordinator or course adviser.

THE LINKS BETWEEN TAFE AND UNIVERSITY
All universities in Western Australia to a greater or lesser extent accept TAFE qualifications i.e 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 AND AUSTRALIAN QUALIFICATIONS FRAMEWORK

<table>
<thead>
<tr>
<th>TAFE</th>
<th>UNIVERSITY</th>
</tr>
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<tbody>
<tr>
<td>Doctorate</td>
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<tr>
<td>Masters Degree</td>
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<tr>
<td>Graduate Diploma</td>
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<tr>
<td>Bachelor Degree</td>
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<tr>
<td>Advanced Diploma</td>
<td>Advanced Diploma</td>
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<tr>
<td>Diploma</td>
<td>Diploma</td>
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<tr>
<td>Certificate IV</td>
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<td>Certificate III</td>
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<td>Certificate II</td>
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<td>Certificate I</td>
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</table>

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

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

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

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

### UNIVERSITY ACCESS VIA TAFE

This chart shows the current minimum entry requirements for each university for students applying after completing a TAFE course.

<table>
<thead>
<tr>
<th>University</th>
<th>Minimum Entry Requirement</th>
<th>Contact Information</th>
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</thead>
</table>
| Curtin University of Technology                 | Certificate IV and separate evidence of English competence. In many instances a diploma and subject prerequisites are recommended. For further information on relevant prerequisite requirements check online for the Curtin University handbook. | University Admission Centre  
Telephone (08) 9266 1000  
Fax (08) 9266 4108  
Email: [http://futurestudy.askus.ecu.edu.au/](http://futurestudy.askus.ecu.edu.au/)  
Website: [www.futurestudents.curtin.edu.au](http://www.futurestudents.curtin.edu.au) |
| Edith Cowan University                           | Certificate IV in an appropriate discipline as determined by ECU. English language competence.                | Student Recruitment and Careers  
Student Services Centre  
Telephone: 134 328  
Email: enquiries@ecu.edu.au  
Website: [www.futurestudy.askus.edu.au](http://www.futurestudy.askus.edu.au) |
| Murdoch University                               | Certificate IV                                                                                               | Prospective Students' & Admission Centre  
Telephone 1300 687 3624  
Facsimile (08) 9360 6491  
Email: ask@murdoch.edu.au  
Website: [www.murdoch.edu.au](http://www.murdoch.edu.au) |
| University of Notre Dame Australia              | Certificate IV and English language competence.                                                              | Prospective Students Office  
Telephone (08) 9433 0533  
Email: future@nd.edu.au  
Website: [www.nd.edu.au](http://www.nd.edu.au) |
| University of Western Australia                 | Diploma, English language competence and subject prerequisites. Contact UWA directly to discuss your options. | Admissions Office:  
Telephone (08) 131 892  
Email: future-students@uwa.edu.au  
Website [www.study.uwa.edu.au](http://www.study.uwa.edu.au/) |

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UNIVERSITY ACCESS VIA TAFE
This chart shows the current minimum entry requirements for each university for students applying after completing a TAFE course.
MINIMUM ENTRY REQUIREMENT
The minimum entry requirement is the minimum level of educational achievement necessary 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 TAFE qualification will earn you advanced standing or credit.
The following are current alternative entry pathways and are subject to change. They do, however, serve as a guide for students.

EDITH COWAN UNIVERSITY (ECU) Alternative Entry Pathways
Entry Pathways 2019 (some courses excluded)
• Students without an ATAR or those with an ATAR below the minimum course entry requirement can apply directly online to ECU
• Can use portfolio entry plus an interview in place of or to supplement ATAR
• Must meet successful English assessment
• Straight into a degree if successful or if not then into ECU’s University Preparation Course.

NB English competency can be demonstrated by students undertaking English ATAR, Literature ATAR and English as an Additional Language Dialect ATAR and achieves: a scaled score of at least 50 or a letter grade of an A, B, or C in Year 12. Non ATAR students undertaking General English will be assessed on a case-by-case basis.
These above also applies to WAAPA entry.

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

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

Alternative Admission Pathways
• Entry Awards – guaranteed admission for selected students
• Media Portfolio Entry – to gain entry to certain media and arts courses
• On-Track Sprint – free four week course for near miss students with an ATAR 60.00 – 69.95 and 45+ in ATAR English. A STAT test must be sat to meet English Language Competency.
• On-Track – free 14 week program for students who have had a major disruption to their studies
• Murdoch University Preparation Course
• Indigenous Programs – Contact the Kulbardi Aboriginal Educational Centre
• Access South-West for Year 12 students studying in the Peel/Rockingham area.
Curtin University

Applicants with TAFE Qualification

- 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.

Curtin Enabling Programs

- **Uniready Enabling Program** is a free one semester (full time) program which can be undertaken only online. It allows students to achieve a minimum entry of a 70 ATAR, to be used for courses not requiring prerequisites such as business, humanities and several health sciences. Application is via TISC and requires a written submission. An equivalent program is offered for indigenous students and is called the Indigenous Tertiary Enabling Program.

- 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.

- **StepUp** to Curtin Entry Pathway. If your ATAR is between 60.00 and 69.95 you can still apply to study at Curtin. You can be considered for courses that have no set prerequisites or for courses where you have met the prerequisites.

- **Portfolio entry** is for selected Curtin creative courses, if you don’t have the requirements for entry. Submitting a portfolio enables you to demonstrate evidence of your academic achievements, qualifications and ability.

University of Western Australia

Applicants with TAFE Qualification

- 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 courses. 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.

Alternative Admission Pathways

- **UWay** allows students whose academic achievement has been adversely affected by certain disadvantages to be considered for admission.

- **CountryWay** allows students from rural high schools whose rank falls between 76.00 and 80.00 to be considered for a main round offer in selected courses.

- **Provisional Entry Scheme** for indigenous students who have completed WACE but have not gained a sufficient high ATAR to enter their preferred course or who have a strong employment history and/or a good educational background.
THE UNIVERSITY OF NOTRE DAME

Standard Entry – Admission requirements
Admission is by direct application, comprising an application and supporting documentation, to the university. As a minimum requirement, students will have achieved their WACE, a scaled mark of at least 50 in ATAR English or Literature and an ATAR of 70. Unsuccessful applicants may apply for the university’s alternative entry pathway, as a stepping stone to the course of their choice.

Tertiary Enabling Program
- This is a one semester preparation program which is open to students seeking higher education but who do not currently meet admissions criteria. This program runs twice a year for 13 weeks.

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 Year 12 courses which lead directly to TAFE certificates and diplomas and then articulate into degree courses at university. Select your Year 11 courses with the recommended Year 12 courses in mind.

Students must study at least six courses.

ART & DESIGN (AREA OF STUDY)

<table>
<thead>
<tr>
<th>JCCA Recommended Course</th>
<th>TAFE Course</th>
<th>Articulation Agreement</th>
<th>University</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. English General and a VET course. Plus one or two courses from the following to reflect the student’s interest in the arts: • Visual Arts* • Media Production &amp; Analysis* • Dance • Drama • Applied Information Technology • Music • Design – Photography* * Helps meet folio requirements</td>
<td>Advanced Diploma of Art &amp; Design – Fine Art (3 years).</td>
<td>Entry into 2nd Semester of 2nd Year of Bachelor of Arts (Art), 18 months exemption.</td>
<td>Curtin University</td>
</tr>
<tr>
<td></td>
<td>Diploma of Mass Communication (1 year).</td>
<td>Entry into 2nd Year of Bachelor of Arts (Mass Communication) OR Bachelor of Arts (Film &amp; Television) OR Bachelor of Arts (Journalism) OR Bachelor of Arts (Internet Studies).</td>
<td>Curtin University</td>
</tr>
<tr>
<td></td>
<td>Diploma of Multimedia (2 years).</td>
<td>Entry into 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 &amp; 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).</td>
<td>Edith Cowan University</td>
</tr>
</tbody>
</table>
### BUSINESS (AREA OF STUDY)

<table>
<thead>
<tr>
<th>JCCA Recommended Course</th>
<th>TAFE Course</th>
<th>Articulation Agreement</th>
<th>University</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. English General</td>
<td>Advanced Diploma of Accounting (18 months)</td>
<td>Entry into 2nd Year of Bachelor of Commerce (Accounting) OR Bachelor of Commerce (Finance).</td>
<td>Notre Dame University</td>
</tr>
<tr>
<td>2. VET Course</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Mathematics Applications OR Mathematics Essential</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>4. Applied Information Technology Plus two other courses.</td>
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<tr>
<td></td>
<td></td>
<td>Entry into 2nd Semester of the 2nd Year of Bachelor of Commerce (Accounting).</td>
<td>Murdoch University</td>
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<tr>
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</tr>
<tr>
<td></td>
<td></td>
<td>Entry into 2nd Year of the Bachelor of Commerce (Professional Accounting).</td>
<td>Murdoch University</td>
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<tr>
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<tr>
<td></td>
<td></td>
<td>Bachelor of Business .</td>
<td>Edith Cowan University</td>
</tr>
<tr>
<td>Diploma of Business Management (1 year)</td>
<td>Entry into 2nd Year of Bachelor of Commerce (Management).</td>
<td>Notre Dame University</td>
<td></td>
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<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Entry into 2nd Year of Bachelor of Commerce (Management).</td>
<td>Murdoch University</td>
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<tr>
<td></td>
<td></td>
<td>Entry into 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.</td>
<td>Edith Cowan University</td>
</tr>
</tbody>
</table>
## ENGINEERING (AREA OF STUDY)

<table>
<thead>
<tr>
<th>JCCA Recommended Course</th>
<th>TAFE Course</th>
<th>Articulation Agreement</th>
<th>University</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. English General</td>
<td>Advanced Diploma of Engineering – Civil</td>
<td>Entry into 2nd Year of Bachelor of Engineering (Civil &amp; Construction Engineering). ** Students must complete Advanced Engineering Mathematics and Calculus at TAFE.</td>
<td>Curtin University</td>
</tr>
<tr>
<td>2. VET Course</td>
<td>(2 Years)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Mathematics Applications or higher</td>
<td>Advanced Diploma of Engineering – Structural</td>
<td>Entry into 2nd Year of Bachelor of Engineering (Civil &amp; Construction Engineering). ** Students must complete Advanced Engineering Mathematics and Calculus at TAFE.</td>
<td>Curtin University</td>
</tr>
<tr>
<td>4. Integrated Science</td>
<td>(2 years)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plus two other courses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Students must complete Advanced Engineering Mathematics and Calculus at TAFE.</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Students must complete Advanced Engineering Mathematics and Calculus at TAFE.</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Advanced Diploma of Electrotechnology</td>
<td>Advanced Diploma of Electrotechnology – Computer Systems Engineering (2 years)</td>
<td>Entry into 2nd Year of Bachelor of Engineering (Computer Systems Engineering). ** Students must complete Advanced Engineering Mathematics and Calculus at TAFE.</td>
<td>Curtin University</td>
</tr>
<tr>
<td>– Computer Systems Engineering (2 years)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced Diploma Engineering – Mechanical</td>
<td>Advanced Diploma Engineering – Mechanical</td>
<td>Entry into 2nd Year of the Bachelor of Engineering (Mechanical Engineering). ** Students must complete Advanced Engineering Mathematics and Calculus at TAFE.</td>
<td>Curtin University</td>
</tr>
<tr>
<td>Engineering (2 years)</td>
<td>Engineering (2 years)</td>
<td></td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>
## Science (Area of Study)

<table>
<thead>
<tr>
<th>JCCA Recommended Course</th>
<th>TAFE Course</th>
<th>Articulation Agreement</th>
<th>University</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. English General</td>
<td>Diploma of Environmental Science Management</td>
<td>Entry into 2nd Year of the Bachelor of Science (Environmental Management) OR (Environment Biology).</td>
<td>Notre Dame University</td>
</tr>
<tr>
<td>2. Mathematics Essential</td>
<td>Diploma of Environmental Science Management</td>
<td>Entry into 2nd Year of the Bachelor of Science (Environmental Science) OR (Environmental Restoration) OR (Environmental Technology) OR (Conservation Biology).</td>
<td>Murdoch University</td>
</tr>
<tr>
<td>3. Integrated Science</td>
<td>Diploma of Environmental Science Management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plus two other courses</td>
<td>Diploma of Environmental Science Management</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Sport & Recreation (Area of Study)

<table>
<thead>
<tr>
<th>JCCA Recommended Course</th>
<th>TAFE Course</th>
<th>A Recognised Pathway but no formal agreement yet</th>
<th>University</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. English General</td>
<td>Certificate IV in Outdoor Recreation (3 semesters)</td>
<td>Bachelor of Health Science</td>
<td>Edith Cowan University</td>
</tr>
<tr>
<td>2. A VET Course in:</td>
<td>Certificate IV in Sport Development (2 semesters)</td>
<td>Bachelor of Sports Management</td>
<td>Edith Cowan University</td>
</tr>
<tr>
<td>• Sport and Recreation</td>
<td>Certificate IV in Sport Development (2 semesters)</td>
<td>Bachelor of Exercise &amp; Sports Science</td>
<td>Edith Cowan University</td>
</tr>
<tr>
<td>OR</td>
<td>Certificate IV in Sport Development (2 semesters)</td>
<td>Bachelor of Exercise &amp; Sports Science</td>
<td>Edith Cowan University</td>
</tr>
<tr>
<td>• Sport Coaching (Soccer Excellence)</td>
<td>Certificate IV in Sport Development (2 semesters)</td>
<td>Bachelor of Exercise &amp; Sports Science</td>
<td>Edith Cowan University</td>
</tr>
<tr>
<td>4. Integrated Science</td>
<td>Certificate IV in Sport Development (2 semesters)</td>
<td>Bachelor of Exercise &amp; Sports Science</td>
<td>Edith Cowan University</td>
</tr>
<tr>
<td>Plus one or more of the following courses:</td>
<td>Certificate IV in Sport Development (2 semesters)</td>
<td>Bachelor of Exercise &amp; Sports Science</td>
<td>Edith Cowan University</td>
</tr>
<tr>
<td>• Outdoor Education</td>
<td>Certificate IV in Sport Development (2 semesters)</td>
<td>Bachelor of Exercise &amp; Sports Science</td>
<td>Edith Cowan University</td>
</tr>
<tr>
<td>• Dance</td>
<td>Certificate IV in Sport Development (2 semesters)</td>
<td>Bachelor of Exercise &amp; Sports Science</td>
<td>Edith Cowan University</td>
</tr>
<tr>
<td>• Health Studies</td>
<td>Certificate IV in Sport Development (2 semesters)</td>
<td>Bachelor of Exercise &amp; Sports Science</td>
<td>Edith Cowan University</td>
</tr>
<tr>
<td>• Physical Education</td>
<td>Certificate IV in Sport Development (2 semesters)</td>
<td>Bachelor of Exercise &amp; Sports Science</td>
<td>Edith Cowan University</td>
</tr>
<tr>
<td>Students to have six courses in total</td>
<td>Certificate IV in Sport Development (2 semesters)</td>
<td>Bachelor of Exercise &amp; Sports Science</td>
<td>Edith Cowan University</td>
</tr>
</tbody>
</table>

Bachelor of Exercise & Sport Science | Notre Dame University

Bachelor of Health & Physical Education | Notre Dame University

Bachelor of Sports Science | Murdoch University
SOURCES OF INFORMATION

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

- University Tertiary Admissions Booklet;
- TAFE website visit www.tafechoices.com/industries; and
- Centrelink Job Guide (available ONLY online).
- The Good Careers Guide. This is an online career information service. Website: www.gooduniversitiesguide.com.au/careers-guide.

For further information refer to:

John Curtin College of the Arts Learning Centre Resource Centre The careers section in the college’s Learning Centre 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 Learning Centre staff for assistance.

The Jobs and Skills Centre North Metropolitan TAFE - Building 2, 30 Aberdeen st Northbridge Phone: 13 64 64 Email: northbridgejesc@nmtafe.wa.edu.au Web: www.jobsandskills.wa.gov.au/career-exploration

The Career Centre has a variety of information on almost every career. Sources of information include handbooks, 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.

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

TAFE INFORMATION

Students who are interested in applying for TAFE courses are advised to access the latest information from www.dtwd.wa.gov.au

Students will find detailed information on this website but if more information is needed, then contact the The Career Centre (details on this page).

Training Provider Colleges, Campuses and Centres are listed in the telephone book. The two metropolitan colleges are:
North Metro TAFE
T:1300 300 822
E: enquiry@nmtafe.wa.edu.au
W: northmetrotafe.wa.edu.au

South Metro TAFE
A: 1 Fleet Street, Fremantle, WA 6160
T: 1800 001 001 (general and course information)
E: info@smtafe.wa.edu.au
W: southmetrotafe.wa.edu.au

These provide information about the technical college courses available, including pre-apprenticeships and selection criteria for entry to TAFE. You can contact a counsellor at the college where a course is conducted or ask your Careers Coordinator for information on courses.
SOURCES OF INFORMATION (CONTINUED)

CAREERS AND EDUCATION WEBSITES
The information gained from the following list of websites may help students determine their post-school options.

Apprenticeships and Traineeships

Australian Defence Force Academy
www.defencejobs.gov.au

Australian Wide Job Search
www.jobsearch.gov.au

Career, Employment, Training, Information in Western Australia

Career Research
www.careersonline.com.au

Centrelink
www.centrelink.gov.au

Curtin University
www.curtin.edu.au
Phone: 9266 1000

Edith Cowan University
www.ecu.edu.au
Phone: 134 328

Job Guide
www.jobguide.deewr.gov.au

Job Resources Australia
www.youth.gov.au

Murdoch University
www.murdoch.edu.au
Phone: 1300 MURDOCH

My Future
www.myfuture.edu.au

Training WA (TAFE course information)
www.dtwd.wa.gov.au

Tertiary Institutions Services Centre
www.tisc.edu.au

University of Notre Dame
www.nd.edu.au
Phone: 9433 0555

University of Western Australia
www.uwa.edu.au
Phone: 6488 2477

Vacancies Australia Wide
www.seek.com.au

Western Australian Academy of Performing Arts
www.waapa.ecu.edu.au
Phone: 134 328
VOCATIONAL EDUCATION AND TRAINING (VET)

As a Registered Training Organisation, John Curtin College of the Arts (RTO 50549) provides nationally accredited courses that involve industry standard training and recognition. As a result, students will be able to leave the college 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 opportunities to gain skills, experience and recognition in diverse industry sectors.

The two key principles in VET programs are:

- The use of nationally accredited training qualifications. 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.

The John Curtin VET programs embody both of these principles.

The current VET programs offered in Year 11 at the college are delivered in the following areas:

**Ballet**

GAT ballet students in Year 11 continue with CUA30113 Certificate III in Dance. This course comprises studio tuition in ballet and contemporary dance. The certificate course forms a recognised pathway in Australia from community-based dance schools, high school dance courses and other training programs into the performing arts industry. This integrated program will be delivered during school curriculum time, in after school workshops and Saturday mornings. Upon completion of the certificate course in Year 12, students will be issued with AQF Certification from John Curtin College of the Arts.

For more information contact Ms Diedre Atkinson (HOLA of Dance) Tel. 9433 7200.

*Please note that if payment of the annual charges has not been made in full prior to the first performance or there is no payment plan in place, the student may not be able to access some resources such as costumes, external guest tutors, extension workshops and performances.*

**Dance**

Students enrolled in the CUA20113 Certificate II in Dance: Contemporary course will be able to develop their contemporary dance technique, develop and interpret choreography, perform and reflect on performances. Students will be involved in college productions and performances and are able to develop an understanding of industry practice. This is a practical based course with the emphasis on practical activities and performances. This course is available to gifted and talented Dance students and all other students on teacher approval.

*Please note that if payment of the annual charges has not been made in full prior to the first performance or there is no payment plan in place, the student may not be able to access some resources such as costumes, external guest tutors, extension workshops and performances.*
VOCATIONAL EDUCATION AND TRAINING (VET) (CONTINUED)

Music
In Year 11 music students have the opportunity to undertake units of competency toward the achievement of CUA20615 Certificate II in Music Industry. The central focus of the music program is to provide students with the skills and knowledge to perform a broad range of functions in music performance and literacy and applying creative arts industry knowledge. Students work independently and in groups to enhance their talent and abilities required by the music industry.

The certificate course is designed to be delivered over two years in upper school and students upon completion will be issued with AQF Certification from John Curtin College of the Arts.

Please note that if payment of the annual charges has not been made in full prior to the first performance or there is no payment plan in place, the student may not be able to access some resources such as costumes, external guest tutors, extension workshops and performances.

Music Theatre
In Year 11 Music Theatre (GAT) students have the opportunity to undertake units of competency toward the achievement of CUA20615 Certificate II in Music with a musical theatre context. The majority of learning is based on practical activities with music theatre performances as the focus.

The certificate course is designed to be delivered over two years in upper school and students upon completion will be issued with AQF Certification from John Curtin College of the Arts.

Please note that if payment of the annual charges has not been made in full prior to the first performance or there is no payment plan in place, the student may not be able to access some resources such as costumes, external guest tutors, extension workshops and performances.

Production
Students in Year 11 have the opportunity to complete units of competency toward the achievement of a CUA20215 Certificate II in Creative industries: Production context. This provides students with the skills and knowledge to perform a broad range of functions in staging, set and prop design and construction, lighting, audio and assistant stage management.

Students work independently and in teams to enhance their talent and abilities required by the backstage-theatre industry. The course also provides experiences in a range of specialisations such as rostra construction, prop sourcing and maintenance, lighting boards and back-stage management which facilitates students pursuing their specific interest within the industry. All students will become experienced backstage assistants of both the Ellen Street Theatre and Curtin Theatre.

The certificate course is designed to be delivered over two years in upper school and students upon completion will be issued with AQF Certification from John Curtin College of the Arts.

Soccer
In Year 11 students from the soccer excellence program will have the opportunity to undertake units of competency towards SIS20513 Certificate II in Sports Coaching. This course is a combination of practical and theoretical skills and knowledge. Students will actively participate in coaching college sporting teams and assisting with carnivals. Students will participate in First Aid training towards gaining their First Aid Certificate.

The certificate courses can be completed over two years in upper school and upon completion will be issued with AQF Certification from YMCA WA.

This course is partnered with the YMCA WA (3979) through an auspiced arrangement.

For further information on Certificate Courses please refer to Course descriptions in this handbook.
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;
- rewards and recognition;
- 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;
- whole school approach to health and wellbeing advice;
- orientation and transition to secondary schooling;
- organisation of student social activities; and
- 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, one Years 7-9 and one Years 10-12, who oversee and coordinate the activities of the team and work closely with the principal and deputy principals.

Assistant Managers
Three Assistant Managers support the Managers in providing pastoral and social care of students.

College Nurse
The college nurse provides medical assistance and health and wellbeing advice.

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 and Course Adviser
These people are available to offer students’ advice as to possible course and career options.

Chaplain
The chaplain provides pastoral care and support for students, staff and parents in times of need.

Events Coordinator
This person works with the Managers and Assistant Managers to organise a variety of information and social events throughout the year.

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.

STUDENT SERVICES

MANAGER:
YEARS 10, 11 & 12
Mr Gavin Bradshaw
Email
Gavin.Bradshaw@education.wa.edu.au
Phone
9433 7243
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 students with average to above average ability, inclusive of intellectually gifted students from Years 7 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.

Typically students who are invited to join PROPEL evidence one or more of the following risk factors and have provided the following information:

- a documented learning disability by a psychologist;
- documented diagnosis or assessment fitting Department of Education’s Disability Resourcing Branch categories;
- documented attentional disorder under the care of a paediatrician or psychiatrist;
- documented mental health issue by a psychologist or psychiatrist with ongoing therapy;
- English as an additional language or dialect (EAL/D) including Indigenous students.

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.

Long term case management of students with a learning disability or mental health issue is essential when demonstrating a need for special examination arrangements in upper school through the School Curriculum and Standards Authority.

PROPEL also caters for Indigenous students and those students who come from an English as an Additional Language or Dialect (EAL/D) background where English is not their first language.

PROPEL has a cross-curricular focus to get assistance at their point of need which may change weekly. Students are provided with one out-of-class support period per week to assist them with the demands of the curriculum. PROPEL does not offer an alternate curriculum or intensive remediation due to resourcing limitations.
## UNIVERSITY PATHWAY COURSES

<table>
<thead>
<tr>
<th>General Courses</th>
<th>University Pathway Courses</th>
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<tbody>
<tr>
<td>APPLIED INFORMATION TECHNOLOGY (GEAIT)</td>
<td>APPLIED INFORMATION TECHNOLOGY (GEAIT)</td>
</tr>
<tr>
<td>BIOLOGY (GEBY)</td>
<td>DESIGN: PHOTOGRAPHY (GEDESP)</td>
</tr>
<tr>
<td>CHEMISTRY (GECHE)</td>
<td>DRAMA (GIFTED AND TALENTED) (GEDRAS)</td>
</tr>
<tr>
<td>DANCE (GIFTED AND TALENTED) (GENDANS)</td>
<td>ENGLISH (GEENG)</td>
</tr>
<tr>
<td>DESIGN: PHOTOGRAPHY (AEDESP)</td>
<td>FOOD, SCIENCE AND TECHNOLOGY (GEFST)</td>
</tr>
<tr>
<td>DRAMA (AEDRAS)</td>
<td>HEALTH STUDIES (GEHEA)</td>
</tr>
<tr>
<td>DRAMA (GIFTED AND TALENTED) (GENDRAS)</td>
<td>INTEGRATED SCIENCE (GEISC)</td>
</tr>
<tr>
<td>ENGLISH (AEEG)</td>
<td>MATERIALS, DESIGN AND TECHNOLOGY: TEXTILES (GEMDTT)</td>
</tr>
<tr>
<td>GEOGRAPHY (AEGEO)</td>
<td>MATERIALS, DESIGN AND TECHNOLOGY: WOOD (GEMDTW)</td>
</tr>
<tr>
<td>HUMAN BIOLOGY (AEBHY)</td>
<td>MATHEMATICS ESSENTIAL (GEMAE)</td>
</tr>
<tr>
<td>LITERATURE (AEIT)</td>
<td>OUTDOOR EDUCATION (GEODE)</td>
</tr>
<tr>
<td>MATHEMATICS: APPLICATIONS (AEMAA)</td>
<td>PHILOSOPHY AND ETHICS (GEPEA)</td>
</tr>
<tr>
<td>MATHEMATICS: METHODS (AEMAM)</td>
<td>PHYSICAL EDUCATION STUDIES (GEPES)</td>
</tr>
<tr>
<td>MATHEMATICS: SPECIALIST (AEMAS)</td>
<td>VISUAL ARTS (GEVAR)</td>
</tr>
<tr>
<td>MEDIA, PRODUCTION AND ANALYSIS (AEMPA)</td>
<td>VISUAL ARTS (GIFTED AND TALENTED) (GEVARS)</td>
</tr>
<tr>
<td>MEDIA, PRODUCTION AND ANALYSIS (GIFTED AND TALENTED) (AEVARS)</td>
<td>VOCATIONAL COURSES</td>
</tr>
<tr>
<td>MODERN HISTORY (AEHIM)</td>
<td>BALLET: (CUA30113 CERTIFICATE III IN DANCE) (GIFTED AND TALENTED) (CEBALS)</td>
</tr>
<tr>
<td>MUSIC: CONTEMPORARY (AEMUSC)</td>
<td>DANCE: (CUA20113 CERTIFICATE II IN DANCE) (CEDAN)</td>
</tr>
<tr>
<td>MUSIC: CONTEMPORARY (GIFTED AND TALENTED) (AEMUSCS)</td>
<td>DANCE: (CUA20113 CERTIFICATE II IN DANCE) (GIFTED AND TALENTED) (CEDANS)</td>
</tr>
<tr>
<td>MUSIC: CONTEMPORARY (MUSIC THEATRE – GIFTED AND TALENTED) (AEMUSCT)</td>
<td>DESIGN: (CUA20715 CERTIFICATE II IN VISUAL ARTS) (CEDESTG)</td>
</tr>
<tr>
<td>MUSIC: WESTERN ART (AEMUSW)</td>
<td>FRONT OF HOUSE: (CUA20215 CERTIFICATE II IN CREATIVE INDUSTRIES) (CEFOH)</td>
</tr>
<tr>
<td>MUSIC: WESTERN ART (GIFTED AND TALENTED) (AEMUSWS)</td>
<td>MEDIA: (CUA20215 CERTIFICATE II IN CREATIVE INDUSTRIES) (CEMEDIA)</td>
</tr>
<tr>
<td>PHYSICAL EDUCATION STUDIES (AEPES)</td>
<td>MEDIA: (CUA20215 CERTIFICATE II IN CREATIVE INDUSTRIES) (GIFTED AND TALENTED) (CEMEDIIS)</td>
</tr>
<tr>
<td>PHYSICS (AEPHY)</td>
<td>MUSIC: (CUA20615 CERTIFICATE II IN MUSIC INDUSTRY) (CEMUS)</td>
</tr>
<tr>
<td>POLITICS AND LAW (AEPAL)</td>
<td>MUSIC: (CUA20615 CERTIFICATE II IN MUSIC INDUSTRY) (GIFTED AND TALENTED) (CEMUSSS)</td>
</tr>
<tr>
<td>PSYCHOLOGY (AEPY)</td>
<td>MUSIC: MUSIC THEATRE (CUA20615 CERTIFICATE II IN MUSIC INDUSTRY) (GIFTED AND TALENTED) (CEMUSMT)</td>
</tr>
<tr>
<td>VISUAL ARTS (GIFTED AND TALENTED) (AEVARS)</td>
<td>PRODUCTION: (CUA20215 CERTIFICATE II IN CREATIVE INDUSTRIES) (CEPROD)</td>
</tr>
<tr>
<td>VISUAL ARTS (GIFTED AND TALENTED) (GEVARS)</td>
<td>SOCCER EXCELLENCE: (SIS20513 CERTIFICATE II IN SPORTS COACHING) (CESOCS)</td>
</tr>
<tr>
<td>VISUAL ARTS (GEVAR)</td>
<td>SPORT AND RECREATION: (SIS20115 CERTIFICATE II IN SPORT AND RECREATION) (CESPORT)</td>
</tr>
</tbody>
</table>

## IMPORTANT NOTES FOR STUDENTS AND PARENTS

1. It is not recommended that students enrol in the following ATAR course combinations. The results of only one may be used in the ATAR calculation:
   - Contemporary Music with Western Art Music
   - English with Literature
   - Mathematics: Applications with Methods
   - Mathematics: Applications with Specialist

2. Students can not enrol in the following course combinations:
   - Design: Photography – ATAR with General
   - Certificate III in Dance (Ballet)(CUA30113) with Certificate II in Dance (CUA20113)
   - Certificate II in Music Industry (CUA20615) with Certificate II in Music Industry (CUA20615) - Music Theatre
   - Physical Education Studies - ATAR with General

3. Only in exceptional circumstances can students undertake Certificate II in Creative Industries in more than one context:
   - Media
   - Front of House
   - Production

   Students must consult with Ms Wigley (Deputy Principal) if they would like to do more than one context.
## PREREQUISITES FOR YEAR 11 COURSES 2019

The following table indicates the minimum Year 10 prerequisites to undertake the listed Year 11 courses.

<table>
<thead>
<tr>
<th>TYPE OF COURSE</th>
<th>COURSE</th>
<th>PREREQUISITES</th>
</tr>
</thead>
<tbody>
<tr>
<td>GENERAL</td>
<td>Applied Information Technology (GEAIT)</td>
<td>Nil</td>
</tr>
<tr>
<td>ATAR</td>
<td>Applied Information Technology (AEAIT)</td>
<td>Entry into ATAR English</td>
</tr>
<tr>
<td>VET</td>
<td>Dance: CUA30113 Certificate III in Dance (Gifted &amp; Talented) (CEBALS)</td>
<td>Through GAT testing and teacher recommendation only. Recommend students also enrol in ATAR Dance (GAT)</td>
</tr>
<tr>
<td>ATAR</td>
<td>Biology (AEBLY)</td>
<td>Grade B in Year 10 Science, particularly in the unit Biology</td>
</tr>
<tr>
<td>ATAR</td>
<td>Chemistry (AECHE)</td>
<td>Grade B in Year 10 Science, particularly in the Chemistry unit plus entry into Mathematics: Applications</td>
</tr>
<tr>
<td>ATAR</td>
<td>Dance (Gifted &amp; Talented) (AEDANS)</td>
<td>Through GAT testing only and Grade B in Year 10 English</td>
</tr>
<tr>
<td>VET</td>
<td>Dance: CUA20113 Certificate II in Dance (CEDAN)</td>
<td>Previous dance experience is essential. Students must have Ms Atkinson’s approval to enrol.</td>
</tr>
<tr>
<td>VET</td>
<td>Dance: CUA20113 Certificate II in Dance (Gifted and Talented) (CEDANS)</td>
<td>Through GAT testing only</td>
</tr>
<tr>
<td>GENERAL</td>
<td>Design: Photography (GEDESP)</td>
<td>Nil</td>
</tr>
<tr>
<td>ATAR</td>
<td>Design: Photography (AEDESP)</td>
<td>Entry into ATAR English</td>
</tr>
<tr>
<td>VET</td>
<td>Design: CUA20715 Certificate II in Visual Arts (CEDESTG)</td>
<td>Nil</td>
</tr>
<tr>
<td>GENERAL</td>
<td>Drama (Gifted and Talented) (GEDRAS)</td>
<td>Through GAT testing only</td>
</tr>
<tr>
<td>ATAR</td>
<td>Drama (AEDRA)</td>
<td>Previous drama experience in lower school is essential plus entry into ATAR English. Students must see Ms Tholet.</td>
</tr>
<tr>
<td>ATAR</td>
<td>Drama (Gifted &amp; Talented) (AEDRAS)</td>
<td>Through GAT testing only</td>
</tr>
<tr>
<td>GENERAL</td>
<td>English (GEENG)</td>
<td>Grade B in Year 10 English</td>
</tr>
<tr>
<td>ATAR</td>
<td>English (AEENG)</td>
<td>Nil</td>
</tr>
<tr>
<td>GENERAL</td>
<td>Food Science &amp; Technology (GEFST)</td>
<td>Nil</td>
</tr>
<tr>
<td>VET</td>
<td>Front of House: CUA20215 Certificate II in Creative Industries (CEFOH)</td>
<td>Successful completion of units of competency in Year 10</td>
</tr>
<tr>
<td>ATAR</td>
<td>Geography (AEGEO)</td>
<td>Grade B in Humanities plus entry into ATAR English</td>
</tr>
<tr>
<td>GENERAL</td>
<td>Health Studies (GEHEA)</td>
<td>Nil</td>
</tr>
<tr>
<td>ATAR</td>
<td>Human Biology (AEHBY)</td>
<td>Grade B in Year 10 Science, particularly in the unit Biology</td>
</tr>
<tr>
<td>GENERAL</td>
<td>Integrated Science (GEISC)</td>
<td>Grade C in Year 10 Science</td>
</tr>
<tr>
<td>ATAR</td>
<td>Literature (AELIT)</td>
<td>Grade A in Year 10 English</td>
</tr>
<tr>
<td>GENERAL</td>
<td>Materials, Design and Technology: Textiles (GEMDTT)</td>
<td>Nil</td>
</tr>
<tr>
<td>GENERAL</td>
<td>Materials, Design and Technology: Wood (GEMDTW)</td>
<td>Nil</td>
</tr>
<tr>
<td>ATAR</td>
<td>Mathematics: Applications (AEMAA)</td>
<td>70% in Year 10 Pathway 2</td>
</tr>
<tr>
<td>GENERAL</td>
<td>Mathematics: Essential (GEMAE)</td>
<td>50% in Year 10 Pathway 2</td>
</tr>
<tr>
<td>ATAR</td>
<td>Mathematics: Methods (AEMAM)</td>
<td>70% in Year 10 AEP or 75% in Pathway 1</td>
</tr>
<tr>
<td>ATAR</td>
<td>Mathematics: Specialist (AEMAS)</td>
<td>70% in Year 10 AEP Pathway. Also students must be enrolled concurrently in Mathematics: Methods. Teacher recommendation is essential.</td>
</tr>
<tr>
<td>VET</td>
<td>Media: CUA20215 Certificate II in Creative Industries (CEMEDIA)</td>
<td>Nil</td>
</tr>
<tr>
<td>VET</td>
<td>Media: CUA20215 Certificate II in Creative Industries (Gifted and Talented)(CEMEDIIS)</td>
<td>Through GAT testing only</td>
</tr>
<tr>
<td>ATAR</td>
<td>Media, Production &amp; Analysis (AEMPA)</td>
<td>Previous media experience and entry into ATAR English. Student must consult with the Dean of the Arts before enrolling in this course.</td>
</tr>
<tr>
<td>ATAR</td>
<td>Media, Production &amp; Analysis (Gifted &amp; Talented) (AEMPAS)</td>
<td>Through GAT testing only</td>
</tr>
<tr>
<td>ATAR</td>
<td>Modern History (AEHIM)</td>
<td>Grade B in Humanities and entry to ATAR English</td>
</tr>
<tr>
<td>VET</td>
<td>Music: CUA20615 Certificate II in Music Industry (CEMUS)</td>
<td>Previous music experience (instrument or vocal) in lower school. Students must have Mr Drew’s permission to enrol.</td>
</tr>
</tbody>
</table>
**IMPORTANT NOTES FOR STUDENTS AND PARENTS**

1. Prerequisites provided in this handbook are intended as a guide. Students are advised to follow teacher recommendations when selecting courses to study in upper school.
2. All WACE course unit pairs are delivered at John Curtin College of the Arts as combined concurrent year long courses.
3. Courses will only run if there are sufficient student numbers for classes to be viable.
### Mathematics Courses and Pathways

#### Year 7
- **AEP Pathway**

#### Year 8
- **AEP Pathway**

#### Year 9
- **AEP Pathway**

#### Year 10
- **Pathway 1**: Year 10 Semester 2 result of at least 75%
- **Pathway 2**: Year 10 Semester 2 result of at least 70%

#### Year 11
- **Mathematics Specialist Units 1 and 2**
- **Mathematics Methods Units 1 and 2**

#### Year 12
- **Mathematics Specialist Units 3 and 4**
- **Mathematics Methods Units 3 and 4**

### Pathway Descriptions

- **AEP Pathway**: Prepares students for post-school options of employment and further training.

- **General Pathway**: Future studies or employment pathways that do not require Calculus. Ideal for educational and employment aspirations in University and TAFE.

- **Mathematics Courses**: Prepared for post-school options of employment and further training.

### Future University/TAFE Studies

- **Mathematics Methods Units 1 and 2**
- **Mathematics Specialist Units 1 and 2**

- **Mathematics Applications Units 1 and 2**
- **Mathematics Essentials Units 1 and 2**

- **Mathematics Methods Units 3 and 4**
- **Mathematics Specialist Units 3 and 4**

### Future Studies
- **Mathematics and Statistics**: Applications in a range of disciplines.
- **Mathematics, Statistics, Sciences, Economics, and Engineering**: Strong interest in Mathematics.
- **Mathematics, Sciences, and Associated Fields**.

### Pathway Outcomes
- **Mathematics and Statistics**: Applications in a range of disciplines.
- **Mathematics, Sciences, and Associated Fields**.
- **Mathematics and Statistics**: Applications in a range of disciplines.
- **Advanced and Further Studies**: Preparing students for post-school options of employment and further training.
SCIENCE COURSES AND PATHWAYS

YET 11 & 12

ATAR COURSES
Physics
Chemistry
Biology
Human Biology

NON ATAR COURSES
Integrated Science

YET 10

PATHWAY 1
Strands:
Science Understanding: Physical Sciences, Chemical Sciences, Biological Sciences, Earth and Space Sciences
Science as a Human Endeavour
Science Inquiry Skills
(Grade A or B needed)

PATHWAY 2
Strands:
Science Understanding: Physical Sciences, Chemical Sciences, Biological Sciences, Earth and Space Sciences
Science as a Human Endeavour
Science Inquiry Skills
(Grade B needed for Biology or Human Biology; Grade C needed for Integrated Science)

GENERAL PATHWAY
Strands:
Science Understanding: Physical Sciences, Chemical Sciences, Biological Sciences, Earth and Space Sciences
Science as a Human Endeavour
Science Inquiry Skills

YET 7, 8 AND 9

ATR PATHWAY
Strands:
Science Understanding: Physical Sciences, Chemical Sciences, Biological Sciences, Earth and Space Sciences
Science as a Human Endeavour
Science Inquiry Skills
(Grade A or B needed)
APPLIED INFORMATION TECHNOLOGY

GENERAL COURSE GEAIT
Prerequisites: Nil.

Throughout the Applied Information Technology General course, students investigate how individuals use and are affected by digital technologies in their daily lives. They are provided with opportunities to acquire a range of knowledge and skills to create digital solutions, such as small networks to communicate and use graphical software to meet community need.

The practical application of skills, techniques and strategies to solve information problems is a key focus of the course. Students also gain an understanding of computer systems and networks. In undertaking projects and designing solutions, the legal, ethical and social issues associated with each solution are also considered and evaluated.

The Applied Information Technology General course provides theoretical and practical foundations, offering pathways to further studies and a wide range of technology based careers.

In Year 12, this course leads onto GTAIT.

APPLIED INFORMATION TECHNOLOGY

ATAR COURSE AEAIT
Prerequisites: Entry into ATAR English

The development and application of digital technologies impacts most aspects of living and working in our society. Digital technologies have changed how people interact and exchange information. These developments have created new challenges and opportunities in lifestyle, education and commerce.

Throughout the Applied Information Technology ATAR course, students investigate client-driven issues and challenges, devise solutions, produce models or prototypes and then evaluate and refine the design solution in collaboration with the client. Students are provided with the opportunity to develop, albeit in a school environment, digital solutions for real situations. The course looks at developing digital solutions for the music industry and online shopping.

The practical application of skills, techniques and strategies to solve information problems is a key focus of the course. Students also gain an understanding of computer systems and networks. In undertaking projects and designing solutions, the legal, ethical and social issues associated with each solution are also considered and evaluated.

This course provides students with the opportunity to develop the knowledge and skills of digital technologies. It also encourages students to use digital technologies in a responsible and informed manner.

The Applied Information Technology ATAR course provides a sound theoretical and practical foundation, offering pathways to further studies and a wide range of technology based careers.

In Year 12, this course leads onto ATAIT.

BALLET
CUA30113 Certificate III in Dance (Gifted and Talented)

VET COURSE CEBALS
Prerequisites: This course is available only for continuing GAT ballet students. Students recommended to also enrol in the ATAR Dance Gifted and Talented course.

The Year 11 Gifted and Talented Ballet Program is designed to provide students with the necessary hours (15-20) of intensive training required to pursue dance/ballet as a career. This integrated program will be delivered during school curriculum time, in after school workshops and on Saturday mornings.

Students participating in this program will continue to complete units of competency from Year 10 towards CUA30113 a Certificate III in Dance, WACE Dance Courses and perform as a member of the Project Company.

Key areas of study include:
- ballet technique;
- repertoire – ensemble/solo;
- pas de deux;
- pointe studies;
- performance studies ballet and contemporary;
- contemporary technique;
- composition;
- improvisation;
- conditioning for dance and safe dance practices;
- history of dance;
- contextual knowledge.

This program aims to provide the student with an environment which reflects industry standards and expectations.

This certificate course is designed to be delivered over three years and is recognised by the School Curriculum and Standards Authority as helping to complete requirements towards a students WACE but not an ATAR. There is no compulsory external examination or externally set task for this course.

Students selecting this course cannot select Certificate II in Dance.

Please note that if payment of the annual charges has not been made in full prior to the first performance and there is no payment plan in place, the student may not be able to access some resources such as costumes, external guest tutors, extension workshops and performances.

BIOLOGY

ATAR COURSE AEBLY
Prerequisites: Grade B in Year 10 Science, in particular for the Biology units.

A unique appreciation of life and a better understanding of the living world are gained through studying the Biology ATAR course. This course encourages students to be analytical, participate in problem-solving and systematically explore fascinating and intriguing aspects of living systems, from the microscopic level through to ecosystems.

Students develop a range of practical skills and techniques through investigations and fieldwork in authentic contexts, such as marine reefs, endangered species, urban ecology or biotechnology. Scientific evidence is used to make informed decisions about controversial issues.

In Year 12, this course leads onto ATBLY.
CHEMISTRY

ATAR COURSE AECHE
Prerequisites: Grade B in Year 10 Science, in particular for the Chemistry units, and entry into ATAR Mathematics: Applications.

The Chemistry ATAR course equips students with knowledge, understanding and opportunity to investigate properties and reactions of materials. Theories and models are used to describe, explain and make predictions about chemical systems, structures and properties. Students recognise hazards and make informed, balanced decisions about chemical use and sustainable resource management. Investigations and laboratory activities develop an appreciation of the need for precision, critical analysis and informed decision making.

This course prepares students to be responsible and efficient users of specialised chemical products and processes at home or in the workplace. It also enables students to relate chemistry to other sciences, including biology, geology, medicine, molecular biology and agriculture, and prepares them for further study in the sciences.

In Year 12, this course leads onto ATCHE.

DANCE

DANCE (Gifted and Talented)

ATAR COURSE AEDANS
Prerequisites: Through GAT testing only and Grade B in Year 10 English.

The ATAR Dance course acknowledges the interrelationship between practical and theoretical aspects of dance – the making and performance of movement and the appreciation of its meaning. Through critical decision-making in individual and group work, movement is manipulated and refined to reflect the choreographer’s intent. Students use a wide range of creative processes, such as improvisation and the use of choreographic elements and devices and draw on their own physicality and the interpretation of existing work of others to create unique dance works. They investigate how technologies are used to extend and enhance dance design. They also learn how dance styles and forms are historically derived and culturally valued. Through dance, students experience an intrinsic sense of enjoyment and have an opportunity to achieve a high level of movement skills.

Please note that if payment of the annual charges has not been made in full prior to the first performance and there is no payment plan in place, the student may not be able to access some resources such as costumes, external guest tutors, extension workshops and performances.

In Year 12, depending on a student’s performance, this course may lead onto ATDANS or GTDANS.

DANCE

CUA20113 Certificate II in Dance

VET COURSE CEDAN
Prerequisites: Previous dance experience is essential. Students must have Ms Atkinson’s approval to enrol.

This course is designed to provide students with the opportunity to complete a Certificate II in Dance. This course will cater for students who wish to pursue a practical and performance based course. Students will explore different dance styles such as:

- contemporary dance;
- jazz dance; and
- cultural dance.

This certificate course is designed to be delivered over two years in upper school and is recognised by the School Curriculum and Standards Authority as helping to complete requirements towards a student’s WACE but not an ATAR. There is no compulsory external examination or externally set task for this course.

Please note that if payment of the annual charges has not been made in full prior to the first performance and there is no payment plan in place, the student may not be able to access some resources such as costumes, external guest tutors, extension workshops and performances.

DANCE

CUA20113 Certificate II in Dance (Gifted and Talented)

VET COURSE CEDANS
Prerequisites: Through GAT testing only

This course is designed to provide students with the opportunity to complete a Certificate II in Dance. This course will cater for students who wish to pursue a practical and performance based course. Students will explore different dance styles such as:

- contemporary dance;
- jazz dance; and
- tap dance.

This certificate course is designed to be delivered over two years in upper school and is recognised by the School Curriculum and Standards Authority as helping to complete requirements towards a student’s WACE but not an ATAR. There is no compulsory external examination or externally set task for this course.

Student’s selecting this course cannot select CUA30113 Ballet: Certificate II in Dance.

Please note that if payment of the annual charges has not been made in full prior to the first performance and there is no payment plan in place, the student may not be able to access some resources such as costumes, external guest tutors, extension workshops and performances.
Students also consider cultural design and investigate how the diversity of culture impacts necessity for diversity of design products.

Students choosing this course cannot select DESIGN: PHOTOGRAPHY GENERAL (GEDESP).

In Year 12, this course leads onto ATDESP.

**DESIGN: PHOTOGRAPHY**

**GENERAL COURSE GEDESP**

**Prerequisites:** Nil.

The context of the Design General course is photography. In this course students develop skills and processes for current and future industry and employment markets. Students are equipped with the knowledge and skills to understand design principles and processes, analyse problems and devise innovative strategies through projects. The Design General course also emphasises the scope of design in the trade based industries allowing students to maximise vocational pathways.

Students choosing this course cannot select DESIGN: PHOTOGRAPHY ATAR (AEDESP).

In Year 12, the course leads onto GTDESP.

**DESIGN: PHOTOGRAPHY**

**ATAR COURSE AEDESP**

**Prerequisites:** Entry into ATAR

Design ATAR is an ideal bridge between photography, visual and digital art and media arts due to its focus on tactile, kinaesthetic and visual learning abilities. Students interested in multi-dimensional communication will have many opportunities to develop and refine their practical and analytical skills. Design ATAR has direct industry applications referencing to the world of advertising, marketing and e-commerce and reflect the importance of design in the growth of digital/social media as a career choice. Studying design enriches students’ critical awareness, self-discipline, problem solving, planning, goal setting and testing of ideas and concepts.

Students study product and design which covers concepts such as intellectual property, ethics of representation, understanding codes and conventions and develops skills and technologies. Using photography students have the opportunity to create popular media such as magazine front cover designs, fashion/still-life/landscape photography, label designs, billboards and product advertising and also explore areas such as festival photography, band promotion, montage photography, portrait, and social/cultural documentary styles. Using graphic design techniques students will create and study multi-medium branding such as t-shirt and apparel design, calendars, festival programmes, surf/skateboard graphics, logos, book, video game and magazine covers.

This certificate course is designed to be delivered over two years in upper school and is recognised by the School Curriculum and Standards Authority as helping to complete requirements towards a student’s WACE but not ATAR. There is no compulsory examination or externally set task in this course.

This course is partnered with Skills Strategies International (2401) through an auspiced arrangement.

Please note that if payment of the annual charges has not been made in full prior to the first performance and there is no payment plan in place, the student may not be able to access some resources such as costumes, external guest tutors, extension workshops and performances.

In Year 12 this course leads onto GTDESP.

**DRAMA**

**ATAR COURSE AEDRA**

**Prerequisites:** Previous drama experience and entry into ATAR English. Students must consult with the Head of Drama before enrolling in this course.

The Drama ATAR course focuses on drama in practice and with aesthetic understanding as students integrate their knowledge and skills. They engage in drama processes such as improvisation, play building, text interpretation, playwriting and dramaturgy. This allows them to create original drama and interpret a range of texts written or devised by others by adapting the theoretical approaches of drama practitioners like Stanislavski and Brecht.

Students’ work in this course includes production and design aspects involving directing, scenography, costumes, props, promotional materials and sound and lighting. Students use new technologies such as digital sound and multimedia. They present drama to make meaning for a range of audiences and adapt their drama to suit different performances. They also explore the roles of actor, director, scenographer, lighting designer, sound designer, costume designer and dramaturge.

Please note that if payment of the annual charges has not been made in full prior to the first performance and there is no payment plan in place, the student may not be able to access some resources such as costumes, external guest tutors, extension workshops and performances.

In Year 12, this course leads onto ATDRA.
**DRAMA** (Gifted and Talented)

**ATAR COURSE AEDRAS**

**Prerequisites:** Through GAT testing only.

The Drama ATAR course focuses on drama in practice and with aesthetic understanding as students integrate their knowledge and skills. They engage in drama processes such as improvisation, play building, text interpretation, playwriting and dramaturgy. This allows them to create original drama and interpret a range of texts written or devised by others by adapting the theoretical approaches of drama practitioners like Stanislavski and Brecht. Students’ work in this course includes production and design aspects involving directing, scenography, costumes, props, promotional materials and sound and lighting. Students use new technologies such as digital sound and multimedia. They present drama to make meaning for a range of audiences and adapt their drama to suit different performance settings. The focus in this course is on both individual and ensemble performances. They also explore the roles of actor, director, scenographer, lighting designer, sound designer, costume designer and dramaturge.

*Please note that if payment of the annual charges has not been made in full prior to the first performance and there is no payment plan in place, the student may not be able to access some resources such as costumes, external guest tutors, extension workshops and performances.*

In Year 12, depending on a student’s performance, this course may lead onto ATDRAS or GTDRAS.

**ENGLISH**

**GENERAL COURSE GEENG**

**Prerequisites:** Nil.

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

*In Year 12, this course leads onto GTENG.*

**FOOD SCIENCE AND TECHNOLOGY**

**GENERAL COURSE GEFST**

**Prerequisites:** Nil.

Food impacts every aspect of daily life and is essential for maintaining overall health and wellbeing. The application of science and technology plays an important role in understanding how the properties of food are used to meet the needs of consumers and producers. Food laws and regulations govern the production, supply and distribution of safe foods. Students develop practical food-related skills, understandings and attitudes that enhance their problem-solving abilities and decision-making skills.

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

Students explore innovations in science and technology and changing consumer demands. New and emerging foods encourage the design, development and marketing of a range of products, services and systems. Food and allied health sectors represent a robust and expanding area of the Australian and global employment markets.

The Food Science and Technology General course enables students to connect with further education, training and employment pathways and enhances employability and career opportunities in areas that include nutrition, health, food and beverage manufacturing, food processing, community services, hospitality and retail.

*In Year 12, this course leads onto GTFST.*

**ENGLISH**

**ATAR COURSE AEENG**

**Prerequisites:** Grade B in Year 10 English.

The English ATAR course focuses on developing students’ analytical, creative and critical thinking and communication skills in all language modes, encouraging students to critically engage with texts from their contemporary world, the past, and from Australian and other cultures. Through close study and wide reading, viewing and listening, students develop the ability to analyse and evaluate the purpose, stylistic qualities and conventions of texts and to enjoy creating imaginative, interpretive, persuasive and analytical responses in a range of written, oral, multimodal and digital forms.

*In Year 12, this course leads onto ATENG.*
CUA20215 Certificate II in Creative Industries

VET COURSE CEF0H

Prerequisites: Successful completion of units of competency in lower school. NB: Classes for this course are conducted outside normal college hours.

This certificate aims to provide students who completed units of competency in Year 10 with a realistic understanding of the world of work and for them to see the relevance of the workplace to what is taught at school.

To complete the practical component of this nationally accredited certificate course students usher at college productions and events. Duties include ushering and assisting patrons, canteen assistance, assisting in box office and providing venue and further events information.

As Front of House, Media and Production now come under the same certificate qualification, students who would like to do more than one context must consult with Ms Wigley (Deputy Principal).

This certificate course is recognised by the School Curriculum and Standards Authority as helping to complete requirements towards a student’s WACE but not ATAR. There is no compulsory external examination or externally set task for this course.

GEOPGRAPHY

ATAR COURSE AEGEO

Prerequisites: Grade B in Year 10 Humanities and entry into ATAR English.

The study of geography draws on students’ curiosity about the diversity of the world’s places and their peoples, cultures and environments. The Geography ATAR course provides a structured, disciplinary framework to investigate and analyse a range of challenges and associated opportunities facing Australia and the global community. These challenges include rapid change in biophysical environments, the sustainability of places, dealing with environmental risks and the consequences of international integration.

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

Students explore natural and ecological hazards for example, storms, cyclones, tornadoes, frosts, droughts, bushfires flooding, earthquakes, volcanoes and landslides and how they are perceived and managed at local, regional and global levels.

Students also study the process of international integration (globalisation) to gain an understanding of the economic and cultural transformations taking place in the world today, the spatial outcomes of these processes, and their political and social consequences.

In Year 12, this course leads onto ATGEO.

HEALTH STUDIES

GENERAL COURSE GEHEA

Prerequisites: Nil.

In this General course students explore health as a dynamic element of life. They will consider the way in which beliefs and attitudes influence health decisions and learn how to plan and take actions that will promote their own health and that of others. They examine the impact of social and environmental factors on health and use inquiry skills to investigate and respond to relevant issues. The course also provides students with opportunities to develop skills that will enable them to pursue careers in health promotion, research or community health care.

In Year 12, this course leads onto GTHEA.

HUMAN BIOLOGY

ATAR COURSE AEHBY

Prerequisites: Grade B in Year 10 Science, in particular for the Biology units.

The Human Biology ATAR course gives students a chance to explore what it is to be human – how the human body works, the origins of human variation and inheritance in humans. Through their investigations, students research new discoveries that increase our understanding of human dysfunction, treatments and preventative measures.

Practical tasks are an integral part of this course and students develop a range of laboratory skills, for example biotechnology techniques. Students learn to evaluate risks and benefit to make informed decisions about lifestyle and health topics, such as diet, alternative medical treatment, use of chemical substances and the manipulation of fertility.

In Year 12, this course leads onto ATHBY.

INTEGRATED SCIENCE

GENERAL COURSE GEISC

Prerequisites: Grade C in Year 10 Science.

The Integrated Science General course enables students to investigate science issues in the context of the world around them. It encourages students to develop their scientific skills of curiosity, observation, collection and analysis of evidence in a range of contexts.

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

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

In Year 12, this course leads onto GTISC.
LITERATURE

ATAR COURSE AELIT

Prerequisites: Grade A in Year 10 English.

In the Literature ATAR course students learn to critic readings of literary texts and to create their own texts, including essays, poems, short stories, plays and multimodal texts. Students engage with literary theory and study literary texts in great detail. Students learn to read texts in terms of their cultural, social and historical contexts; their values and attitudes; and their generic conventions and literary techniques. They enter the discourse about readings, reading practices and the possibility of multiple readings. Students learn to create texts paying attention to contexts, values and conventions. Students learn about literary language, narrative, image and the power of representation. Students experience the aesthetic and intellectual pleasure that reading and creating literary texts can bring.

In Year 12, this course leads onto ATLIT.

MATERIALS, DESIGN AND TECHNOLOGY: TEXTILES

GENERAL COURSE GEMDTT

Prerequisites: Nil.

The Materials Design and Technology General course is a practical course. The course allows students the choice to explore and use textiles with the design and manufacture of products as the major focus. This will enhance and complement the knowledge and skills developed within the course as many modern-day products are manufactured using a range of different material types. Students examine social and cultural values and the short-term and long-term impacts of the use and misuse of materials and associated technologies. Through this inquiry, experimentation and research, students develop their creativity and understanding of the society in which they live.

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

Students interact with a variety of items that have been specifically designed to meet certain needs. Students are introduced to the fundamentals of design. They learn to communicate various aspects of the technology process by constructing what they design. Throughout the process, students learn about the origins, classifications, properties and suitability for purpose of the materials they are using, and are introduced to a range of production equipment and techniques. They develop materials manipulation skills and production management strategies, and are given the opportunity to realise their design ideas through the production of their design project.

Students interact with products designed for a specific market. They use a range of techniques to gather information about existing products and apply the fundamentals of design. Students learn to conceptualise and communicate their ideas and various aspects of the design process within the context of constructing what they design. Throughout the process, students learn about the origins, classifications, properties and suitability for end use of materials they are working with.

Students are introduced to a range of technology skills and are encouraged to generate ideas and realise them through the production of their design projects. They work within a defined environment and learn to use a variety of relevant technologies safely and effectively.

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

In Year 12, this course leads onto GTMDTT.
MATHEMATICS: APPLICATIONS

ATAR COURSE AEMAA

Prerequisites: 70% in the Year 10 Pathway 2 Mathematics.

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

The Mathematics Applications ATAR course is designed for students who want to extend their mathematical skills beyond Year 10 level, but whose future studies or employment pathways do not require knowledge of calculus. The course is designed for students who have a wide range of educational and employment aspirations, including continuing their studies at university or TAFE.

In Year 12, this course leads onto ATMAA.

MATHEMATICS: ESSENTIALS

GENERAL COURSE GEMAE

Prerequisites: 50% in Year 10 Pathway 2 Mathematics or teacher recommendation. Students who have not attained OLNA in Year 10 will need to enrol in this course.

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

In Year 12, this course leads onto GTMAE.
MATHEMATICS: METHODS

ATAR COURSE AEMAM

Prerequisites: 70% in the Year 10 AEP Pathway, or 75% in Pathway 1 Mathematics.

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

Mathematics Methods provides a foundation for further studies in disciplines in which mathematics and statistics have important roles. It is also advantageous for future studies in the health and social sciences. In summary, this course is designed for students whose future pathways may involve mathematics and statistics and their applications in a range of disciplines at the tertiary level.

In Year 12, this course leads onto ATMAM.

MATHEMATICS: SPECIALIST

ATAR COURSE AEMAS

Prerequisites: 70% in the Year 10 AEP pathway. Students must also be enrolled concurrently in Mathematics: Methods (AEMAM). Teacher recommendation is essential.

This course provides opportunities beyond those presented in the Mathematics MethodsATAR course to develop rigorous mathematical arguments and proof and to use mathematical models more extensively. Mathematics Specialist contains topics in functions and calculus that build on and deepen the ideas presented in the Mathematics Methods course, as well as demonstrate their application in many areas.

The Mathematics Specialist course also extends understanding and knowledge of statistics and introduces the topics of vectors, complex numbers and matrices. Mathematics Specialist is the only ATAR mathematics course that should not be taken as a stand-alone course and it is recommended to be studied in conjunction with Mathematics Methods ATAR course as preparation for entry to specialised university courses such as engineering, physical sciences and mathematics.

In Year 12, this course leads onto ATMAS. Note: ATMAM must be studied concurrently with this course.

MEDIA

CUA20215 Certificate II in Creative Industries

VET COURSE CEMEDI

Prerequisites: Nil

This practical media course is recommended for students in Year 11 who are interested in gaining practical skills and the knowledge to perform a range of functions in:

- filming live events and productions;
- digital video editing;
- scriptwriting;
- directing;
- sound recording and audio editing;
- online cross promotions and
- lighting.

Students studying this course will be able to complete the nationally accredited course, which provides them with the skills to work independently and in teams to enhance their talent and abilities required by the media industry.

This course also provides experience in a range of specialisations including film and television production, radio, broadcasting and journalism and make valuable links with industry.

Many of the learning experiences in the media course are student-centred to encourage students to take responsibility for their learning and work at their own pace. Students will also be trained to film live events and productions.

As Media, Production and Front of House now come under the same certificate qualification students who would like to do more than one context must consult with Ms Wigley (Deputy Principal).

This certificate course is designed to be delivered over two years in upper school and is recognised by the School Curriculum and Standards Authority as helping to complete requirements towards a students WACE but not an ATAR. There is no compulsory external examination or externally set task for this course.

Please note that if payment of the annual charges has not been made in full prior to the first exhibition and there is no payment plan in place, the student may not be able to access some resources such as external guest tutors, extension workshops and exhibitions.

MEDIA

CUA20215 Certificate II in Creative Industries (Gifted and Talented)

VET COURSE CEMEDIS

Prerequisites: Through GAT testing only.

This practical media course is recommended for students in Year 11 who are interested in gaining practical skills and the knowledge to perform a range of functions in:

- filming live events and productions;
- digital video editing;
- scriptwriting;
- directing;
- sound recording and audio editing;
- online cross promotions and
- lighting.

Students studying this course will be able to complete the nationally accredited course, which provides them with the skills to work independently and in teams to enhance their talent and abilities required by the media industry.

This course also provides experience in a range of specialisations including film and television production, radio, broadcasting and journalism and make valuable links with industry.

Many of the learning experiences in the media course are student-centred to encourage students to take responsibility for their learning and work at their own pace. Students will also be trained to film live events and productions.

As Media, Production and Front of House now come under the same certificate qualification students who would like to do more than one context must consult with Ms Wigley (Deputy Principal).

This certificate course is designed to be delivered over two years in upper school and is recognised by the School Curriculum and Standards Authority as helping to complete requirements towards a students WACE but not an ATAR. There is no compulsory external examination or externally set task for this course.

Please note that if payment of the annual charges has not been made in full prior to the first exhibition and there is no payment plan in place, the student may not be able to access some resources such as external guest tutors, extension workshops and exhibitions.
MEDIA, PRODUCTION AND ANALYSIS
ATAR COURSE AEMPA
Prerequisites: Previous media experience and entry into ATAR English.

Students must consult with the Dean of the Arts before enrolling in this course.
The Media Production and Analysis ATAR course aims to prepare students for a future in a digital and interconnected world by providing the skills, knowledge and understandings to tell their own stories and interpret the stories of others.

Students are encouraged to explore, experiment and interpret their world, reflecting and analysing contemporary life, while understanding that this is done under social, cultural and institutional restraints. Students, as users and creators of media products, consider the important role of audiences and their context. This course focuses on the application of media theory in the practical process.

Please note that if payment of the annual charges has not been made in full prior to the first exhibition and there is no payment plan in place, the student may not be able to access some resources such as external guest tutors, extension workshops and exhibitions.

In Year 12, this course leads onto ATMPA.

MEDIA, PRODUCTION AND ANALYSIS
(Gifted and Talented)
ATAR COURSE AEMPAS
Prerequisites: Through GAT testing only.

The Media Production and Analysis ATAR course aims to prepare students for a future in a digital and interconnected world by providing the skills, knowledge and understandings to tell their own stories and interpret the stories of others.

Students are encouraged to explore, experiment and interpret their world, reflecting and analysing contemporary life, while understanding that this is done under social, cultural and institutional restraints. Students, as users and creators of media products, consider the important role of audiences and their context. This course focuses on the application of media theory in the practical process.

Please note that if payment of the annual charges has not been made in full prior to the first exhibition and there is no payment plan in place, the student may not be able to access some resources such as external guest tutors, extension workshops and exhibitions.

In Year 12 this course leads onto ATMPAS.

MODERN HISTORY
ATAR COURSE AEHIM
Prerequisites: Grade B in Year 10 Humanities and entry into ATAR English.

The Modern History ATAR course enables students to study the forces that have shaped today’s world and provides them with a broader and deeper comprehension of the world in which they live. While the focus is on the 20th century, the course encourages students to make connections with the changing world of the 21st century. Modern history enhances students’ curiosity and imagination and their appreciation of larger themes, individuals, movements, events and ideas that have shaped the contemporary world. Students study capitalism (1907-1941 in America including the ideas and consequences of the impact of WWI, the 1920s and WWII until 1941, the growth of consumerism, the shaping of American values and the impact of capitalism on different groups within American society.

Students also examine significant movements in the 20th century that led to change in society, including people’s attitudes and circumstances with the focus on Nazism in Germany. The course concludes with a study of the distinctive features of world order that have emerged since World War II and that are central to an understanding of the present.

In Year 12, this course leads onto ATHIM.

MUSIC
CUA20615 Certificate II in Music Industry
VET COURSE CEMUS
Prerequisites: Previous music experience (instrument or vocal in lower school). Students must also have Mr Drew’s approval to enrol.

Students work independently and in groups to develop their skills and knowledge in aspects of the music industry. The majority of learning is based on practical activities with music performances as the focus.

Students who completed the Enrichment Music course in lower school are provided with a continuation of their instrumental/voice tuition through the IMSS program, 20 minutes per week throughout Years 11 and 12. Ensemble attendance is a compulsory requirement for students accessing IMSS lessons.

This certificate course is designed to be delivered over two years in upper school and is recognised by the School Curriculum and Standards Authority as helping to complete requirements towards a student’s WACE but not an ATAR. There is no compulsory external examination or externally set task in this course.

Please note that if payment of the annual charges has not been made in full prior to the first performance and there is no payment plan in place, the student may not be able to access some resources such as external guest tutors, extension workshops and performances.

MUSIC
CUA20615 Certificate II in Music Industry (Gifted and Talented)
VET COURSE CEMUSS
Prerequisites: Through GAT testing only.

Students work independently and in groups to develop their skills and knowledge in aspects of the music industry. The majority of learning is based on practical activities with music performances as the focus.

Students who completed the GAT Music course in lower school are provided with a continuation of their instrumental/voice tuition through the IMSS program, 20 minutes per week throughout Years 11 and 12. Ensemble attendance is a compulsory requirement for students accessing IMSS lessons.

This certificate course is designed to be delivered over two years in upper school and is recognised by the School Curriculum and Standards Authority as helping to complete requirements towards a student’s WACE but not an ATAR. There is no compulsory external examination or externally set task in this course.

Please note that if payment of the annual charges has not been made in full prior to the first performance and there is no payment plan in place, the student may not be able to access some resources such as external guest tutors, extension workshops and performances.
MUSIC: CONTEMPORARY (Gifted and Talented)

ATAR COURSE AEMUSCT

Prerequisites: Completion of Years 8 to 10 class music, instrumental/vocal tuition for a minimum of three years, Grade B in Year 10 music and teacher recommendations.

This course will be delivered in the context of Contemporary Music which encompasses popular music from the 1950s to the present day. It is predominantly commercial in nature and is constantly evolving through the influence of youth culture and the emergence of new artists and styles. Students extend and apply their skills, knowledge and understanding of music to create, communicate and evaluate music ideas with increasing depth and complexity. They continue to develop and consolidate aural and music literacy skills, learning how the elements of music can be applied, combined and manipulated when listening, performing, composing and analysing music.

Students explore how social, cultural and historical factors shape music, developing an understanding of music conventions and practices in the context of Contemporary Music. They apply critical listening and thinking skills and develop aesthetic understanding through comparing and analysing musical works.

Students are encouraged to reach their creative and expressive potential, developing skills and stylistic awareness to confidently engage in music making as performers and audience members, both individually and collaboratively.

Please note that if payment of the annual charges has not been made in full prior to the first performance and there is no payment plan in place, the student may not be able to access some resources such as external guest tutors, extension workshops and performances.

In Year 12, this course leads onto ATMUSCS.

MUSIC: MUSIC THEATRE (Gifted and Talented)

ATAR COURSE AEMUSCT

Prerequisites: Through GAT testing only and attaining a Grade B in Year 10 Music Theatre.

This course will be delivered in the context of Contemporary Music which encompasses popular music from the 1950s to the present day. It is predominantly commercial in nature and is constantly evolving through the influence of youth culture and the emergence of new artists and styles. Students extend and apply their skills, knowledge and understanding of music to create, communicate and evaluate music ideas with increasing depth and complexity. They continue to develop and consolidate aural and music literacy skills, learning how the elements of music can be applied, combined and manipulated when listening, performing, composing and analysing music.

Students explore how social, cultural and historical factors shape music, developing an understanding of music conventions and practices in the context of Contemporary Music. They apply critical listening and thinking skills and develop aesthetic understanding through comparing and analysing musical works.

Students are encouraged to reach their creative and expressive potential, developing skills and stylistic awareness to confidently engage in music making as performers and audience members, both individually and collaboratively.

Please note that if payment of the annual charges has not been made in full prior to the first performance and there is no payment plan in place, the student may not be able to access some resources such as external guest tutors, extension workshops and performances.

In Year 12, this course leads onto ATMUSCT.
Students who completed the GAT Music Theatre course in lower school are provided with a continuation of their instrumental/voice tuition through the IMSS program, 20 minutes per week throughout Years 11 and 12. Rehearsal attendance is a compulsory requirement for students accessing IMSS lessons.

This certificate course is designed to be delivered over two years in upper school and is recognised by the School Curriculum and Standards Authority as helping to complete requirements towards a student’s WACE but not an ATAR. There is no compulsory external examination or externally set task in this course.

Please note that if payment of the annual charges has not been made in full prior to the first performance and there is no payment plan in place, the student may not be able to access some resources such as external guest tutors, extension workshops and performances.

In Year 12, this course leads onto ATMUSW.

Students explore how social, cultural and historical factors shape music, developing an understanding of music conventions and practices in the context of Western Art Music. They apply critical listening and thinking skills and develop aesthetic understanding through comparing and analysing musical works.

Students are encouraged to reach their creative and expressive potential, developing skills and stylistic awareness to confidently engage in music making as performers and audience members, both individually and collaboratively.

Please note that if payment of the annual charges has not been made in full prior to the first performance and there is no payment plan in place, the student may not be able to access some resources such as external guest tutors, extension workshops and performances.

In Year 12, this course leads onto ATMUSW.

Students work independently and in groups to develop their skills and knowledge in aspects of the music theatre industry. The majority of learning is based on practical activities with music theatre performances as the focus.

Students who completed the GAT Music Theatre course throughout Years 11 and 12.

The Philosophy and Ethics General course aims to empower students to make independent judgments on the basis of reason. Doing philosophy is a practical activity. We do philosophy, for example, when we seek to define something, when we challenge assumptions, when we construct an argument, and when we think about what we are doing, how we are doing it and to what ends. The study of philosophy gives us a set of skills that better enable us to understand, evaluate and engage with our world, whether that is our personal or our social world, our world of work or the wider questions of how the world works.

Employers are increasingly searching for people who can analyse new situations and devise and evaluate appropriate strategies to manage them. The Philosophy and Ethics General course develops thinking skills and moral reasoning that students apply to a range of practical situations in their personal, social and working lives.

In Year 12, this course leads onto GTPAE.
**PHYSICS**

**ATAR COURSE AEPHY**

**Prerequisites:** Grade B in Year 10 Science in particular for the Physics units, and entry into ATAR Mathematics: Applications.

In the Physics ATAR course students will learn how energy and energy transformations can shape the environment from the small scale-in quantum leaps inside an atom’s electron cloud through the human scale-in vehicles and the human body, to the large scale-in interactions between galaxies. Students have opportunities to develop their investigative skills and use analytical thinking to explain and predict physical phenomena.

Students plan and conduct investigations to answer a range of questions, collect and interpret data and observations, and communicate their findings in an appropriate format. Problem-solving and using evidence to make and justify conclusions are transferable skills that are developed in this course.

In Year 12, this course leads onto ATPHY.

**PHYSICAL EDUCATION STUDIES**

**GENERAL COURSE GEPES**

**Prerequisites:** Nil

The Physical Education Studies General course contributes to the development of the whole person, including physical, social and emotional growth. Throughout the course emphasis is placed on a games based approach to physical activities, with a 50% weighting to both practical and theoretical components.

Students develop skills and performance as well as understanding of physiological, anatomical and skill learning applications through physical activity and sport. Students engage as performers, leaders, coaches, analysts and planners of physical activity.

This course prepares students for a variety of post-school pathways, including employment in a range of areas including leisure and sport as well as further study in sport or medical environments.

In Year 12, this course leads onto ATPES.

**POLITICS AND LAW**

**ATAR COURSE AEPAL**

**Prerequisites:** Grade B in Year 10 Humanities and entry into ATAR English.

Politics and Law is a critical study of the processes of decision making concerning society’s collective future. They relate through the judicial, executive and legislative arms of government; together they constitute how societies are governed. The Politics and Law ATAR course aims to develop knowledge and understanding of the principles, structures, institutions, processes and practices of political and legal systems, primarily in Australia and, where appropriate, other systems and/or countries. The course provides for both a chronological and contemporary (the past three years) understanding of political and legal issues in society.

Students study the principles of a liberal democracy; the legislative, executive and judicial structures and processes of Australia’s political and legal system; the functioning of a non-democratic system; and the processes of a non-common law system. Students also examine the principles of fair elections including the electoral and voting systems in Australia since Federation and analyse the civil and criminal law processes in Western Australia.

In Year 12, this course leads onto ATPAL.
PSYCHOLOGY

ATAR COURSE AEPSY

Prerequisites: Grade B in Year 10 Humanities and entry into ATAR English and ATAR Mathematics Applications.

Psychology is the scientific study of how people think, feel and act and answers important questions such as what factors influence human development. This course introduces students to the psychology of self and others and socialisation, moral development, the formation of attitudes and also how people relate and communicate. Psychological knowledge enables understanding of how individuals function within different contexts and how this is influenced by culture to shape values, attitudes and beliefs.

Students are introduced to the biology of the human brain, and review case studies illustrating the link between the brain and behaviour. They also explore the impact of external factors, such as physical activity and psychoactive drugs, on individuals’ behaviour. Students examine different types of relationships and look at the role of verbal and non-verbal communication in initiating, maintaining and regulating relationships. Students are introduced to ethics in psychological research and carry out investigations, following the steps in conducting scientific research. Students study developmental psychology to gain insight into the nature/nurture debate and look at the role of play in assisting development. Students explore what is meant by the term personality and investigate the influence of others on self-concept, identity and attitudes.

In Year 12, this course leads onto ATPSY.

SOCCER EXCELLENCE

SIS20513 Certificate II in Sports Coaching

VET COURSE CESOCS

Prerequisites: Currently in Soccer program.

The Soccer Excellence course is an Approved Specialist Sports Program and is conducted from Years 7 to 12 at the college. Students are provided with advanced coaching within the practical component of the course.

Students studying this course are able to complete the nationally accredited certificate course which offers the opportunity to take on leadership roles throughout the course. This is the first year of a two year course.

The practical elements of the course may include:

- First Aid;
- refereeing qualification (Level 4);
- assisting in preparing and conducting soccer session; and
- conducting basic warming up and cooling down sessions.

The course is designed to develop fully rounded and informed soccer players who are able to work and participate in football in the community as well as continue to develop as individual and team players.

This certificate course is designed to be delivered over two years in upper school and is recognised by the School Curriculum and Standards Authority as helping to complete requirements towards a student’s WACE but not an ATAR. There is no compulsory examination or externally set task in this course.

This course is partnered with the YMCA WA(3979) through an auspiced arrangement. Students choosing this course cannot select SIS20115 Certificate II in Sport and Recreation.

SPORT AND RECREATION

SIS20115 Certificate II in Sport and Recreation

VET COURSE CESPORT

Prerequisites: Grade C in Year 10 Physical Education.

Students studying this course will be able to complete the nationally accredited certificate course which offers students the opportunity to take on leadership roles throughout the course. This is the first year of a two year course.

The course includes:

- organise and complete daily work activities;
- facilitate groups;
- maintain equipment for activities;
- assist with activity sessions;
- work effectively in sport, fitness and recreation environments; and
- maintain sport, fitness and recreation industry knowledge.

Various sports are used as practical sessions to support the above.

Students will require a physical education uniform as prescribed by the college.

The certificate course is designed to be delivered over two years in upper school and is recognised by the School Curriculum and Standards Authority as helping to complete requirements towards a student’s WACE but not an ATAR. There is no compulsory examination or externally set task in this course.

This course is partnered with the YMCA WA(3979) through an auspiced arrangement. Students choosing this course cannot select SIS20513 Certificate II in Sports Coaching.
The course promotes innovative practice. In the Visual Arts ATAR course, students engage in the development of their own art practice and the critical awareness to appreciate and make informed evaluations of art through their engagement of their own art practice and the work of others. The Visual Arts ATAR course allows students to develop aesthetic understandings and a critical awareness to appreciate and make informed evaluations of art through their engagement of their own art practice and the work of others.

Please note that if payment of the annual charges has not been made in full prior to the first exhibition and there is no payment plan in place, the student may not be able to access some resources such as extension workshops.

In Year 12, depending on a student’s performance, this course may lead onto ATVARS or GTVARS.

In Year 12 this course leads onto GTVARS.