YEAR 12 HANDBOOK 2017
INTRODUCTION

John Curtin College of the Arts has a strong tradition of academic excellence.

The College offers over 40 School Curriculum and Standards Authority courses and vocational educational training (VET) credit transfer courses from which students can compile their course selection to meet WACE requirements.

In Year 12, university bound students must select to study 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 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 12 STUDENTS/PARENTS

COURSE SELECTIONS FOR YEAR 12 2017

This booklet has been prepared to assist parents and students in making educational decisions for 2017 and beyond. Whenever you seek a course adviser’s 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 course adviser or the careers coordinator to consider a learning program involving courses within your capacity; please check that you have the prerequisite Year 11 background to study a particular course (see pages 24-25 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 Monday 27 June 2016.

Staff available to help:

THE CAREERS COORDINATOR
- Ms ALICE SOUNNESS
  Phone: 9433 7266

or

THE COURSE ADVISER
- Mrs CATHERINE MORRITT
  Phone: 9433 7265

or

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

TAFE COLLEGES
For more information on TAFE please refer to pages 8 and 9 of this handbook.

WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION (WACE)
This certificate is awarded to secondary school students who satisfy its requirements (see page 5 of this handbook). The WACE is recognised by universities, industry, TAFE and other training providers.

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

TERTIARY INSTITUTIONS 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 Qualification Frameworks Certificate courses which contribute towards a WACE and lead to further study at TAFE or university. For more information on VET certificate courses available at the college please refer to pages 18 and 19 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.

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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 2017, 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 qualifications
  - 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 12.
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 TAFE, or alternatively, seek employment.

The different directions will have a strong influence on the choice of courses for 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.

Requirements for Year 12 courses are listed on pages 24 to 25 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 2018 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. Year 12 students enrolled mainly in non-ATAR courses, including VET, must study six courses for the year.
4. Year 12 students enrolled in at least four ATAR courses may elect to study only five courses for the year.
5. Students selecting four or fewer ATAR courses must also select a VET Certificate course.
6. Students can select a maximum of two VET certificate courses.
7. It is strongly recommended that students who have not demonstrated the minimum standard of numeracy select a Mathematics course.
8. 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.

WACE BREADTH-OF-STUDY LIST

LIST A (ARTS/LANGUAGES/SOCIAL SCIENCE)

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAN</td>
<td>Dance</td>
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<tr>
<td>DRA</td>
<td>Drama</td>
</tr>
<tr>
<td>ENG</td>
<td>English</td>
</tr>
<tr>
<td>GEO</td>
<td>Geography</td>
</tr>
<tr>
<td>HEA</td>
<td>Health Studies</td>
</tr>
<tr>
<td>HIM</td>
<td>History – Modern</td>
</tr>
<tr>
<td>LIT</td>
<td>Literature</td>
</tr>
<tr>
<td>MPA</td>
<td>Media Production and Analysis</td>
</tr>
<tr>
<td>MUS</td>
<td>Music</td>
</tr>
<tr>
<td>PAL</td>
<td>Politics and Law</td>
</tr>
<tr>
<td>VAR</td>
<td>Visual Arts</td>
</tr>
</tbody>
</table>

LIST B (MATHEMATICS/SCIENCE/TECHNOLOGY)

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIT</td>
<td>Applied Information Technology</td>
</tr>
<tr>
<td>BIO</td>
<td>Biology</td>
</tr>
<tr>
<td>CHE</td>
<td>Chemistry</td>
</tr>
<tr>
<td>DES</td>
<td>Design – Photography</td>
</tr>
<tr>
<td>FST</td>
<td>Food Science and Technology</td>
</tr>
<tr>
<td>HBS</td>
<td>Human Biology</td>
</tr>
<tr>
<td>ISC</td>
<td>Integrated Science</td>
</tr>
<tr>
<td>MDT</td>
<td>Materials Design and Technology – Wood</td>
</tr>
<tr>
<td>MAT</td>
<td>Mathematics</td>
</tr>
<tr>
<td>MAS</td>
<td>Mathematics Specialist</td>
</tr>
<tr>
<td>OED</td>
<td>Outdoor Education</td>
</tr>
<tr>
<td>PHY</td>
<td>Physics</td>
</tr>
<tr>
<td>PSY</td>
<td>Psychology</td>
</tr>
</tbody>
</table>

VET CONTRIBUTION TO THE BREADTH REQUIREMENT

VET qualifications are not identified as List A or List B. They do not satisfy the List A or List B WACE requirement.
CHOOSING COURSES

Meeting the requirements for the WACE or for entrance to TAFE or 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 11 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; 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 2016 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
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:

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.

The level of communication and maths skills required for entry to a course will be measured according to the following scale:
- Basic skills
- Developed skills
- Well developed skills
- Highly developed skills

Regardless of the course, year or stage high grades (A or B) in part determine skill classification.

For example to enter into a Certificate II in Business students could require basic communication skills and basic maths skills.

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

If more students apply for a course than there are places, then selection criteria are used. Selection criteria scores are based on college grades and the courses studied.

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 based on 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.
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>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>Masters Degree</td>
</tr>
<tr>
<td>Graduate Diploma</td>
<td>Bachelor Degree</td>
</tr>
<tr>
<td>Advanced Diploma</td>
<td>Advanced Diploma</td>
</tr>
<tr>
<td>Diploma</td>
<td>Diploma</td>
</tr>
<tr>
<td>Certificate IV</td>
<td>Certificate III</td>
</tr>
<tr>
<td>Certificate II</td>
<td>Certificate I</td>
</tr>
</tbody>
</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.

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.tafechoices.com/industries
- contact The Career Centre
  166 Murray Street
  Perth City
  (second floor above Woolworths)
  Phone: 9224 6500
  Email: career.centre@dtwd.wa.gov.au
  Web: www.trainingwa.wa.gov.au/careercentre
- talk to the John Curtin College of the Arts careers coordinator or course adviser.
**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](http://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>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Curtin University of Technology</strong></td>
<td>Certificate IV and separate evidence of English competence. In many instances prerequisites are recommended. For further information on relevant prerequisite requirements check online for the Curtin University handbook.</td>
<td>University Admission Centre</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Telephone (08) 9266 1000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fax (08) 9266 4108</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Email admissions @curtin.edu.au</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Website: <a href="http://www.futurestudents.curtin.edu.au">www.futurestudents.curtin.edu.au</a></td>
</tr>
<tr>
<td><strong>Edith Cowan University</strong></td>
<td>Certificate IV in an appropriate discipline as determined by ECU. English language competence.</td>
<td>Student Recruitment and Careers</td>
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<tr>
<td></td>
<td></td>
<td>Student Services Centre</td>
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<tr>
<td></td>
<td></td>
<td>Telephone 134328</td>
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<tr>
<td></td>
<td></td>
<td>Email: <a href="mailto:enquiries@ecu.edu.au">enquiries@ecu.edu.au</a></td>
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<tr>
<td></td>
<td></td>
<td>Website: <a href="http://www.ecu.edu.au/future-students/overview">www.ecu.edu.au/future-students/overview</a></td>
</tr>
<tr>
<td><strong>Murdoch University</strong></td>
<td>Certificate IV English language competence.</td>
<td>Prospective Students’ &amp; Admission Centre</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Telephone 1300MURDOCH</td>
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<tr>
<td></td>
<td></td>
<td>Facsimile (08) 9360 6491</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Email: admissions@ murdoch.edu.au</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Website : <a href="http://www.murdoch.edu.au">www.murdoch.edu.au</a></td>
</tr>
<tr>
<td><strong>University of Notre Dame Australia</strong></td>
<td>Certificate IV and English language competence.</td>
<td>Admissions Office</td>
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<tr>
<td></td>
<td></td>
<td>Telephone (08) 9433 0537</td>
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<td></td>
<td></td>
<td>Facsimile (08) 9433 0555</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Email : <a href="mailto:admissions@nd.edu.au">admissions@nd.edu.au</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Website <a href="http://www.nd.edu.au">www.nd.edu.au</a></td>
</tr>
<tr>
<td><strong>University of Western Australia</strong></td>
<td>Diploma, English language competence and subject prerequisites. Contact UWA directly to discuss your options.</td>
<td>Admissions Centre</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Telephone (08) 6488 2477</td>
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<tr>
<td></td>
<td></td>
<td>Country Callers 1800 653 050</td>
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<tr>
<td></td>
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<td>Facsimile (08) 6488 1226</td>
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<td>Email : <a href="mailto:study@uwa.edu.au">study@uwa.edu.au</a></td>
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<td></td>
<td></td>
<td>Website : <a href="http://www.study.uwa.edu.au">www.study.uwa.edu.au</a></td>
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</tbody>
</table>
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 2017 (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 supplementATAR
• 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 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 Qualifications
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 12 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 Qualifications
• All TAFE Advanced Diploma, Associate Diploma, Diploma and Certificate IV awards as well as a number of Advanced Certificate awards, satisfy Curtin’s general matriculation requirement.

Curtin Enabling Programs
• Uniready Enabling Program is a free one semester (full time) program which can be undertaken 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 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 Qualifications
• Applicants with TAFE qualifications are considered for entry to all courses. Those with Associate Diploma awards may be eligible for credit in some courses but all applicants should note that prerequisite subjects may not have been covered in their TAFE 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 sufficiently 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.

Foundation Year Program
- This is a one year tertiary preparation program for selected students striving to reach their academic potential. It is for students whose academic ability is not shown by their current results or who may have experienced educational disadvantage.

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.

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</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>Plus one or two courses from the following to reflect the student’s interest in the arts:</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>- Visual Arts*</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>
<tr>
<td>- Media Production &amp; Analysis*</td>
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<tr>
<td>- Dance</td>
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<tr>
<td>- Drama</td>
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<tr>
<td>- Applied Information Technology</td>
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<tr>
<td>- Music</td>
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<td></td>
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<tr>
<td>- Design – Photography*</td>
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<tr>
<td>* Helps meet folio requirements</td>
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<tr>
<td>Students to have six courses in total</td>
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</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</td>
<td>Advanced Diploma of Accounting (2 years)</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. Mathematics Applications OR Mathematics Essentials</td>
<td></td>
<td>Entry into 2nd Semester of the 2nd Year of Bachelor of Commerce (Accounting).</td>
<td>Murdoch University</td>
</tr>
<tr>
<td>3. Applied Information Technology</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>
<td></td>
<td></td>
<td>Bachelor of Business.</td>
<td>Edith Cowan University</td>
</tr>
<tr>
<td>Plus three other courses.</td>
<td>Diploma of Business Management (1 year)</td>
<td>Entry into 2nd Year of Bachelor of Commerce (Management).</td>
<td>Notre Dame University</td>
</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</td>
<td>Advanced Diploma of Engineering – Civil (2 Years)</td>
<td>Entry into 2nd Year of Bachelor of Engineering (Civil &amp; Construction Engineering).</td>
<td>Curtin University</td>
</tr>
<tr>
<td>2. Mathematics Applications or higher</td>
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<td>** Students must complete Advanced Engineering Mathematics and Calculus at TAFE.</td>
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<tr>
<td>3. Integrated Science</td>
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<tr>
<td>Plus three other courses</td>
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<tr>
<td></td>
<td>Advanced Diploma of Engineering – Structural (2 years)</td>
<td>Entry into 2nd Year of Bachelor of Engineering (Civil &amp; Construction Engineering).</td>
<td>Curtin University</td>
</tr>
<tr>
<td></td>
<td></td>
<td>** Students must complete Advanced Engineering Mathematics and Calculus at TAFE.</td>
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<tr>
<td></td>
<td>Advanced Diploma of Electrotechnology – Computer Systems Engineering (2 years)</td>
<td>Entry into 2nd Year of Bachelor of Engineering (Computer Systems Engineering).</td>
<td>Curtin University</td>
</tr>
<tr>
<td></td>
<td></td>
<td>** Students must complete Advanced Engineering Mathematics and Calculus at TAFE.</td>
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</tr>
<tr>
<td></td>
<td>Advanced Diploma Engineering – Mechanical Engineering (2 years)</td>
<td>Entry into 2nd Year of the Bachelor of Engineering (Mechanical Engineering).</td>
<td>Curtin University</td>
</tr>
<tr>
<td></td>
<td></td>
<td>** Students must complete Advanced Engineering Mathematics and Calculus at TAFE.</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</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 Essentials</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>
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</tr>
<tr>
<td>Plus three other courses</td>
<td>Diploma of Environmental Science Management</td>
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</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</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. Mathematics Essentials</td>
<td>Certificate IV in Sport Development (2 semesters)</td>
<td>Bachelor of Sports Management</td>
<td>Edith Cowan University</td>
</tr>
<tr>
<td>3. Integrated Science</td>
<td>Certificate IV in Sport (Athlete Support Services) (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></td>
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<tr>
<td>• Sport and Recreation OR Sport and Recreation (Soccer Excellence)</td>
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<tr>
<td>• Outdoor Education</td>
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<tr>
<td>• Dance</td>
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<tr>
<td>• Health Studies</td>
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<tr>
<td>Students to have six courses in total</td>
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</tbody>
</table>
TAFE CONTACT INFORMATION

Students who are interested in applying for TAFE courses are advised to access the latest information from www.trainingwa.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).

Central Institute of Technology
Phone: 1300 300 822
website: www.central.wa.edu.au

Challenger Institute of Technology
Phone: 9239 8200
website: www.challenger.wa.edu.au

Polytechnic West
Phone: 9267 7500
website: www.polytechnic.wa.edu.au

West Coast Institute of Training
Phone: 1300 134 881
website: www.wcit.wa.edu.au

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

For further information refer to:

John Curtin College of the Arts Library Resource Centre
The careers section in the college’s library resource centre has a wide range of up-to-date information in many different formats including video and print, on careers and further study and/or training. Please ask the library staff for assistance.

The Career Centre
166 Murray Street Mall
PERTH WA 6000
(Second floor above Woolworths)
Phone 13 23 98 or 9224 6500

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

The Career Centre information can also be accessed through the Centrelink website on www.centrelink.gov.au
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.trainingwa.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 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 packages. These are sets of nationally endorsed industry standards that include units of competency which describe the skills and knowledge needed to perform effectively in the workplace.

• On-the-job training in some of the skills included in the training packages.

The John Curtin VET programs embody both of these principles.

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

Dance
GAT ballet students in Year 12 who have completed units of competency toward the achievement of CUA30113 Certificate III in Dance will have the opportunity to complete the remaining units. 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. For more information contact Ms Diedre Atkinson (HOLA of Dance) Tel. 9433 7200.

Please note that if payment of the annual charges have 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.

Design: Technical Graphics
Students in Year 12 have the opportunity to complete units of competency toward the achievement of CUA20715 Certificate II in Visual Arts within a Technical Graphics / Design context. The certificate course aims to develop and refine students’ skills and knowledge to perform a broad range of functions using design principles and processes. Students are introduced to using basic drawing techniques, following a design process and producing three dimensional computer aided graphics.

Front of House
Students in Year 12 who have already completed units of competency toward the achievement of CUA20215 Certificate II in Creative Industries (Front of House) will have the opportunity to complete the remaining units. The course aims to provide students 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 participate in live production events for a minimum of 55 hours in different front of house duties such as ushering patrons, selling products and providing venue information. In Year 12, the theory component of the course is completed as homework.

Media Arts
In Year 12, media students have the opportunity to undertake units of competency in order to gain skills and knowledge in a range of functions in film, television and radio broadcasting. This enables students to complete CUA20215 Certificate II in Creative Industries within a media context by the end of Year 12. Students will also gain industry experience through on-the-job training which allows students to pursue their specific interests within the industry. This leads the way for students who want to pursue further studies in media related courses and gain industry standard skills and knowledge relevant to their career choice.

Please note that if payment of the annual charges has not been made in full prior to the end of Term 1 or 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 film exhibitions.
Music
Year 12 music students who have completed units of competency toward the achievement of CUA20615 Certificate II in Music Industry will have the opportunity to complete the remaining units. The central focus of the music program is to provide students with the skills and the knowledge to perform a broad range of functions in music performance and literacy and applying creative arts industry knowledge. Students work independently and in teams to enhance their talent and abilities required by the music industry. On-the-job training is also provided through rehearsals and performances.

Please note that if payment of the annual charges have 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.

Production
Students in Year 12 who have completed units of competency toward the achievement of CUA20215 Certificate II in Creative Industries (Production) will have the opportunity to complete the remaining units. The course aims to provide 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. Many of the learning experiences within the course are student-centred which encourages students to take more responsibility for their own learning and to work at their own pace. All students will be trained as assistant stage managers and will become competent backstage workers of both the Ellen St and the Curtin Theatres.

Sport
Students in Year 12 who have already completed units of competency toward the achievement of SIS20115 Certificate II in Sport and Recreation or Certificate II in Sports and Recreation (Soccer Excellence) have the opportunity to complete the remaining units.
GOOD STANDING POLICY
YEARS 8 TO 12

Background
This policy provides a system of rewards and recognition for positive participation in college life. It recognises student achievement and good conduct. The intention of the policy is to reward students who are actively participating in their learning and encourages positive attitudes towards learning and college life. It is also the intention of the policy that students see Good Standing as something to be valued and maintained. Students who have relinquished the right to hold Good Standing status should work towards regaining the status. Rewards and recognition are available for those students who are of Good Standing. All students are given Good Standing when they enrol at John Curtin College of the Arts. Students who lose their Good Standing cannot participate in out of college activities such as camps, excursions, social functions or performances that are not an essential part of the educational program.

Loss Of Good Standing Status
Good Standing status can be removed if a student is:
• suspended from the college;
• withdrawn from all classes;
• involved in bullying (including cyber bullying) or fighting;
• found to be in possession of, or has used, illegal drugs;
• not following the Student Vehicle Use and Parking Conditions Policy;
• not following the college’s Uniform Policy;
• not maintaining a satisfactory attendance record; and
• involved in any other serious breach of college rules.

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

Rewards and Recognition
Students on Good Standing status can:
• attend college social functions such as the ball, dinner dances and river cruises;
• attend college camps; and
• represent the college in student affairs and other activities including carnivals, sporting events, community functions and performances.

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

LIBRARY

HOURS
8.00am – 3.10 pm (Monday – Wednesday)
8.15am – 2.30 pm (Thursday – Friday)
Closed for recess
Open for lunch

WHAT IS IN THE LIBRARY FOR YOU
• books on every subject;
• internet access;
• word processing facilities;
• great range of educational and recreational magazines;
• current affairs articles in the vertical file;
• DVDs, videos and audio books;
• A/V equipment including cameras, audio recorders and USB flash drives;
• career and course information;
• photocopier/printers (b+w and colour);
• two copies of The West Australian purchased daily;
• comfortable reading area; and
• assistance from the friendly library staff.

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

SMARTRIDER
New or replacement SmartRider cards can be obtained from the library. The cost is $5.00.

BORROWING
Up to ten resources can be borrowed at a time for three weeks. As each student has their photograph on the library database, library cards are not used.

SENIOR STUDY ROOM
Whenever the library is open the senior study room is available. It may also be used during lunch. Note: This room is only to be used for quiet individual study.

WACE EXAMINATION REVISION MATERIALS
The library holds a complete set of WACE examinations, marking keys and examiners reports for loan. In addition the library has a range of study guides available. The are available in the Senior Study room.

ENJOY THE LIBRARY AND REMEMBER:
The college’s Behaviour Management Policy applies in the library. All students can expect to work without being disrupted.

Students must adhere to the Computer Use Policy which is published in the college diary.
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**
Two Assistant Managers, one Years 7-9 and one Years 10-12, 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.
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 ability, inclusive of intellectually gifted students from Years 8 to 12 and is unique in Western Australia. Propel is an innovative, successful and research-based model of secondary learning support that aims to provide accommodations and support to teenagers to empower them to achieve their secondary education goals.

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

Propel students typically exhibit one or more of the following risk factors:
• a documented learning difficulty/disability;
• inadequate literacy/numeracy skills as evidenced by standardised testing results such as the NAPLAN;
• a culturally and linguistically diverse background (CALD); and
• underachievement even though identified as an intellectually gifted student or has dual exceptionalities, i.e. gifted and learning disabled.

The benefits of Propel have been identified as:
• encouraging students to be in control of their learning;
• selecting outcomes that are relevant to students;
• providing clear and structured expectations;
• empowering students to learn;
• improving a student’s academic performance and/or attendance;
• enhancing a student’s self-image; and
• fostering self-motivation.

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

Long term case management of students with a learning difficulty/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.

Learning support is also offered to students who have recently arrived from non-English speaking countries and those who come from a CALD background. An ESL teacher is in the college to assist these students.

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

**TEACHERS IN CHARGE:**

**PROPEL**
Ms Lynne Ivicevic
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Phone 9433 7248

**ESL**
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Email Ellen.Morrissey@education.wa.edu.au
Phone 9433 7505
## UNIVERSITY PATHWAY COURSES

- Applied Information Technology (ATAIT)
- Biology (ATBLY)
- Chemistry (ATCHE)
- Dance (Gifted and Talented) (ATDANS)
- Design: Photography (ATDESP)
- Drama (ATDRA)
- Drama (Gifted and Talented) (ATDRAS)
- English (ATENG)
- Geography (ATGEO)
- Human Biology (ATHBY)
- Literature (ATLIT)
- Mathematics: Applications (ATMAA)
- Mathematics: Methods (ATMAM)
- Mathematics: Specialist (ATMAS)
- Media, Production and Analysis (Gifted and Talented) (ATMPAS)
- Modern History (ATHIM)
- Music: Contemporary Music (ATMUSC)
- Music: Contemporary Music (Gifted and Talented) (ATMUSCS)
- Music: Western Art Music (ATMUSW)
- Music: Western Art Music (Gifted and Talented) (ATMUSWS)
- Physics (ATPHY)
- Politics and Law (ATPAL)
- Psychology (ATPSY)
- Visual Arts (Gifted and Talented) (ATVARS)

## GENERAL COURSES

- Applied Information Technology (GTAIT)
- Dance: (Gifted and Talented) (GTDANS)
- Design: Photography (GTDESP)
- Drama: (Gifted and Talented) (GTDRAS)
- English (GTENG)
- Food, Science and Technology (GTFAST)
- Health Studies (GTHEA)
- Integrated Science (GTISC)
- Materials, Design and Technology: Textiles (GTMDTT)
- Materials, Design and Technology: Wood (GTMDTW)
- Mathematics: Essentials (GTMAE)
- Music: Contemporary Music (Music Theatre – Gifted and Talented) (GTMUSCT)
- Outdoor Education (GTOED)
- Visual Arts (Gifted and Talented) (GTVARS)

## VOCATIONAL COURSES

- Ballet: (CUA30113 Certificate III in Dance) (Gifted and Talented) (CTBALS)
- Front of House: (CUA20215 Certificate II in Creative Industries) (CUA03FH)
- Media: (CUA20215 Certificate II in Creative Industries) (CTMEDIA)
- Media: (CUA20215 Certificate II in Creative Industries) (Gifted and Talented) (CTMEDIS)
- Music: (CUA20615 Certificate II in Music Industry) (CTMUS)
- Music: (CUA20615 Certificate II in Music Industry) (Gifted and Talented) (CTMUSSS)
- Production: (CUA20215 Certificate II in Creative Industries) (CTPROD)
- Soccer Excellence: (SIS20115 Certificate II in Sport and Recreation) (CTSOSCS)
- Sport and Recreation: (SIS20115 Certificate II in Sport and Recreation) (CTSPORT)
- Technical Graphics: (CUA20715 Certificate II in Visual Arts) (CTDESTG)

## 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

2. Students cannot enrol in the following course combinations:
   - Design: Photography – ATAR with General
   - Soccer Excellence (SIS20115) with Sport and Recreation (SIS20115)

3. There are no unacceptable combinations between ATAR Mathematics courses: Applications, Methods or Specialists. However, scores from only two courses may be used in the ATAR.

4. Only in exceptional circumstances can students undertake Certificate II in Live Production and Services 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.

5. Each course has four units – Unit 1 and Unit 2 (Year 11 units) and Unit 3 and Unit 4 (Year 12 units). Unit 1 and 2 can be studied as a pair or separately. Unit 3 and Unit 4 must be studied as a pair. It is not possible to change Year 12 courses mid year and achieve course unit credits.
### PREREQUISITES FOR YEAR 12 COURSES 2017

The following table indicates the minimum Year 11 prerequisites to undertake the listed Year 12 courses.

<table>
<thead>
<tr>
<th>TYPE OF COURSE</th>
<th>COURSE</th>
<th>PREREQUISITES</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATAR</td>
<td>APPLIED INFORMATION TECHNOLOGY (ATAIT)</td>
<td>Successful achievement in AEAIT</td>
</tr>
<tr>
<td>GENERAL</td>
<td>APPLIED INFORMATION TECHNOLOGY (GTAIT)</td>
<td>Nil</td>
</tr>
<tr>
<td>VET</td>
<td>BALLET: CUA30113 CERTIFICATE III IN DANCE (GIFTED AND TALENTED) (CTBALS)</td>
<td>Through GAT testing only</td>
</tr>
<tr>
<td>ATAR</td>
<td>BIOLOGY (ATBLY)</td>
<td>Grade C or better in AEBLY or equivalent Year 11 Science course</td>
</tr>
<tr>
<td>ATAR</td>
<td>CHEMISTRY (ATCHE)</td>
<td>Grade C or better in AECHE</td>
</tr>
<tr>
<td>ATAR</td>
<td>DANCE: (GIFTED AND TALENTED) (ATDANS)</td>
<td>Through GAT testing only</td>
</tr>
<tr>
<td>GENERAL</td>
<td>DANCE: (GIFTED AND TALENTED) (GTDANS)</td>
<td>Through GAT testing only</td>
</tr>
<tr>
<td>ATAR</td>
<td>DESIGN: PHOTOGRAPHY (ATDESP)</td>
<td>Successful achievement in AEDEESP</td>
</tr>
<tr>
<td>GENERAL</td>
<td>DESIGN: PHOTOGRAPHY (GTDESP)</td>
<td>Nil</td>
</tr>
<tr>
<td>ATAR</td>
<td>DRAMA (ATDRA)</td>
<td>Successful achievement in AEDRA</td>
</tr>
<tr>
<td>GENERAL</td>
<td>DRAMA: (GIFTED AND TALENTED) (ATDRAS)</td>
<td>Through GAT testing only</td>
</tr>
<tr>
<td>ATAR</td>
<td>ENGLISH (ATENG)</td>
<td>Grade C or better in AEENG or entry from AELIT</td>
</tr>
<tr>
<td>GENERAL</td>
<td>ENGLISH (GTENG)</td>
<td>Nil</td>
</tr>
<tr>
<td>GENERAL</td>
<td>FOOD, SCIENCE AND TECHNOLOGY (GTFST )</td>
<td>Nil</td>
</tr>
<tr>
<td>VET</td>
<td>FRONT OF HOUSE: CUA20213 CERTIFICATE II IN LIVE PRODUCTION AND SERVICES (CUA03FH)</td>
<td>Completion of Year 11 Front of House units of competence</td>
</tr>
<tr>
<td>ATAR</td>
<td>GEOGRAPHY (ATGEO)</td>
<td>Successful achievement in AEGEO</td>
</tr>
<tr>
<td>GENERAL</td>
<td>HEALTH STUDIES (GTHEA)</td>
<td>Nil</td>
</tr>
<tr>
<td>ATAR</td>
<td>HUMAN BIOLOGY (ATHBY )</td>
<td>Grade C or better in AEHBY or equivalent Year 11 Science course.</td>
</tr>
<tr>
<td>GENERAL</td>
<td>INTEGRATED SCIENCE (GTISC)</td>
<td>Grade C or better in GEISC or entry from any Year 11 Science course.</td>
</tr>
<tr>
<td>ATAR</td>
<td>LITERATURE (ATLIT )</td>
<td>Grade C or better in AELIT</td>
</tr>
<tr>
<td>GENERAL</td>
<td>MATERIALS, DESIGN AND TECHNOLOGY: TEXTILES (GTMDTT)</td>
<td>Nil</td>
</tr>
<tr>
<td>GENERAL</td>
<td>MATERIALS, DESIGN AND TECHNOLOGY: WOOD (GTMDTW )</td>
<td>Nil</td>
</tr>
<tr>
<td>ATAR</td>
<td>MATHEMATICS: APPLICATIONS (ATMAA)</td>
<td>At least 60% in AEMAA or teacher recommendation</td>
</tr>
<tr>
<td>GENERAL</td>
<td>MATHEMATICS: ESSENTIALS (GTMAE)</td>
<td>At least 55% in GEMAE or teacher recommendation</td>
</tr>
<tr>
<td>ATAR</td>
<td>MATHEMATICS: METHODS (ATMAM)</td>
<td>At least 60% in AEMAM or teacher recommendation</td>
</tr>
<tr>
<td>ATAR</td>
<td>MATHEMATICS: SPECIALIST (ATMAS)</td>
<td>At least 55% in AEMAS or teacher recommendation</td>
</tr>
<tr>
<td>VET</td>
<td>MEDIA: CUA20215 CERTIFICATE II IN CREATIVE INDUSTRIES (CTMEDIA)</td>
<td>Completion of Year 11 Media units of competence</td>
</tr>
<tr>
<td>VET</td>
<td>MEDIA: CUA20215 CERTIFICATE II IN CREATIVE INDUSTRIES (GIFTED AND TALENTED) (CTMEDIS)</td>
<td>Through GAT testing only and teacher recommendation.</td>
</tr>
<tr>
<td>ATAR</td>
<td>MEDIA, PRODUCTION AND ANALYSIS: (GIFTED AND TALENTED) (ATMPAS)</td>
<td>Through GAT testing only</td>
</tr>
<tr>
<td>ATAR</td>
<td>MODERN HISTORY (ATHIM)</td>
<td>Successful achievement in AEHIM or acceptance into ATENG or ATLIT</td>
</tr>
<tr>
<td>VET</td>
<td>MUSIC: CUA20615 CERTIFICATE II IN MUSIC INDUSTRY (CTMUS)</td>
<td>Completion of Year 11 Music units of competence</td>
</tr>
<tr>
<td>VET</td>
<td>MUSIC: CUA20615 CERTIFICATE II IN MUSIC INDUSTRY (GIFTED AND TALENTED) (CTMUS)</td>
<td>Through GAT testing only</td>
</tr>
<tr>
<td>TYPE OF COURSE</td>
<td>COURSE</td>
<td>PREREQUISITES</td>
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<tr>
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</tr>
<tr>
<td>ATAR</td>
<td>MUSIC: CONTEMPORARY (ATMUSC)</td>
<td>Successful achievement in AEMUSC</td>
</tr>
<tr>
<td>ATAR</td>
<td>MUSIC: CONTEMPORARY (GIFTED AND TALENTED) (ATMUSCS)</td>
<td>Through GAT testing only</td>
</tr>
<tr>
<td>ATAR</td>
<td>MUSIC: CONTEMPORARY MUSIC (MUSIC THEATRE – GIFTED AND TALENTED) (ATMUSCT)</td>
<td>Through GAT testing only</td>
</tr>
<tr>
<td>GENERAL</td>
<td>MUSIC: CONTEMPORARY MUSIC (MUSIC THEATRE – GIFTED AND TALENTED) (GTMUSCT)</td>
<td>Through GAT testing only</td>
</tr>
<tr>
<td>ATAR</td>
<td>MUSIC: WESTERN ART (ATMUSW)</td>
<td>Successful achievement in AEMUSW</td>
</tr>
<tr>
<td>ATAR</td>
<td>MUSIC: WESTERN ART (GIFTED AND TALENTED) (ATMUSWS)</td>
<td>Through GAT testing only</td>
</tr>
<tr>
<td>GENERAL</td>
<td>OUTDOOR EDUCATION (GTOED)</td>
<td>Nil</td>
</tr>
<tr>
<td>ATAR</td>
<td>PHYSICS (ATPHY)</td>
<td>Grade C or better in AEPHY</td>
</tr>
<tr>
<td>ATAR</td>
<td>POLITICS AND LAW (ATPAL)</td>
<td>Successful achievement in AEPAL or acceptance into ATENG or ATLIT</td>
</tr>
<tr>
<td>VET</td>
<td>PRODUCTION: CUA20215 CERTIFICATE II IN CREATIVE INDUSTRIES (CTPROD)</td>
<td>Completion of Year 11 Production units of competence.</td>
</tr>
<tr>
<td>ATAR</td>
<td>PSYCHOLOGY (ATPSY)</td>
<td>Successful achievement in AEPSY</td>
</tr>
<tr>
<td>VET</td>
<td>SOCCER EXCELLENCE: SIS20115 CERTIFICATE II IN SPORT AND RECREATION (CTSOCS)</td>
<td>By selection only</td>
</tr>
<tr>
<td>VET</td>
<td>SPORT AND RECREATION: SIS20115 CERTIFICATE II IN SPORT AND RECREATION (CTSPORT)</td>
<td>Completion of Year 11 Sport and Recreation units of competency</td>
</tr>
<tr>
<td>VET</td>
<td>TECHNICAL GRAPHICS: CUA20715 CERTIFICATE II IN VISUAL ARTS (CTDESTG)</td>
<td>Completion of Year 11 Technical Graphics units of competency</td>
</tr>
<tr>
<td>ATAR</td>
<td>VISUAL ARTS: (GIFTED AND TALENTED) (ATVARS)</td>
<td>Through GAT testing only</td>
</tr>
<tr>
<td>GENERAL</td>
<td>VISUAL ARTS: (GIFTED AND TALENTED) (GTVARS)</td>
<td>Through GAT testing only</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.
APPLIED INFORMATION TECHNOLOGY

ATAR COURSE ATAIT

Prerequisites: Successful achievement in AEAIT.

Approximate course charge: $70.00

The Year 12 syllabus is divided into two parts which are delivered as a pair.

This course examines the development and application of digital technologies and how it impacts on 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, entertainment, 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 experience, albeit in a school environment, developing digital solutions for real situations.

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 context of the subject is the ‘internet of things’, and the how and why of how design and internationally created technical standards are combined together to create new and ever emerging converged technologies, such as the iPad and smart devices.

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.

This course counts towards a student’s WACE and ATAR. There is a COMPULSORY external examination.

APPLIED INFORMATION TECHNOLOGY

GENERAL COURSE GTAIT

Prerequisites: Nil.

Approximate course charge: $50.00

The Year 12 syllabus is divided into two parts which are delivered as a pair.

The development and application of digital technologies impact 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, entertainment, education and commerce.

Throughout the Applied Information Technology General 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 experience, albeit in a school environment, developing digital solutions for real situations.

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 General course provides a sound theoretical and practical foundation, offering pathways to further studies and a wide range of technology based careers.

This course counts towards a student’s WACE but not an ATAR. There is NO COMPULSORY external examination.

BALLET

Certificate III in Dance CUA30113 (Gifted and Talented)

VET COURSE CTBALS

Prerequisites: This course is available only for continuing GAT ballet students. Students must also enrol in the ATAR Dance Gifted and Talented course.

Approximate course charge: $1380.00 for both Ballet and ATAR Dance Gifted and Talented, inclusive of costume levy and performance levy.

The Year 12 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 may complete 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;
• pointe studies;
• pas de deux;
• performance studies ballet and contemporary;
• contemporary technique;
• composition;
• improvisation;
• conditioning for dance and safe dance practices;
• history of dance;
• contextual knowledge; and
• audition technique.

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 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 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 (GIFTED AND TALENTED)

ATAR COURSE ATDANS
Prerequisites: Through GAT testing only.
Approximate course charge: $250.00 plus Costume Levy: $75.00 Performance levy: $75.00

The Dance ATAR course acknowledges the interrelationship between practical and theoretical aspects of dance – the making and performing 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.

The Year 12 syllabus is divided into two units which are delivered as a pair.

Unit 3 – Youth voice
This unit focuses on creating dance that explores original concepts and expresses personal ideas. The students will consider how dance reflects and is shaped by society and its values.

Unit 4 – Extending the boundaries
This unit focuses on the development of choreographic ideas to create unique dance work with personal style. The students analyse critically and evaluate the relationships between dance works, audiences and contexts.

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.

This course counts towards a student’s WACE and ATAR. There is a COMPULSORY external examination.

BIOLGEOLOGY

ATAR COURSE ATBLY
Prerequisites: Grade C or better in AEBLY or equivalent Year 11 Science course.
Approximate course charge: $70.00

The Biology ATAR course has three interrelated strands: Science Inquiry Skills, Science as a Human Endeavour and Science Understanding which build on students’ learning in the Year 7–10 Science curriculum. The three strands of the Biology ATAR course will be taught in an integrated way.

The Year 12 syllabus is divided into two units which are delivered as a pair.

Unit 3 – Continuity of species
In this unit, students investigate mechanisms of heredity and the ways in which inheritance patterns can be explained, modelled and predicted; they connect these patterns to population dynamics and apply the theory of evolution by natural selection in order to examine changes in populations.

Unit 4 – Surviving in a changing environment
In this unit, students investigate system change and continuity in response to changing external conditions and pathogens; they investigate homeostasis and the transmission and impact of infectious disease; and they consider the factors that encourage or reduce the spread of infectious disease at the population level.

This course counts towards a student’s WACE and ATAR. There is a COMPULSORY external examination.

CHEMISTRY

ATAR COURSE ATCHE
Prerequisites: Grade C or better in AECHE.
Approximate course charge: $70.00

The Chemistry course has three interrelated strands: Science Inquiry Skills, Science as a Human Endeavour and Science Understanding which build on students’ learning in the Year 7–10 Science curriculum. The three strands of the Chemistry course are taught in an integrated way.

The Year 12 syllabus is divided into two units which are delivered as a pair.

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

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

This course counts towards a student’s WACE and ATAR. There is a COMPULSORY external examination.

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DANCE (Gifted and Talented)

GENERAL COURSE GTDNS

Prerequisites: Through GAT testing only.

Approximate course charge: $150.00 plus
Costume levy: $75.00
Performance levy: $75.00

The dance general course acknowledges the interrelationship between practical and theoretical aspects – the making and performing of movement and the appreciation of its meaning. Through decision-making in individual and group work, students use a wide range of creative processes, such as improvisation and the use of choreographic elements and devices to create dance works. They also learn how dance styles and forms are historically derived and culturally valued. Through dance, students experience an intrinsic sense of enjoyment and have an opportunity to achieve a high level of movement skills.

The Year 12 syllabus is divided into two units which are delivered as a pair.

Unit 3 – Popular culture
This unit focuses on the exploration of dance in pop culture and how this leads to a wider understanding of the diverse contexts and functions of dance in society.

Unit 4 – Australian dance
This unit focuses on the diverse range of functions and contexts of dance in Australia. Students critically analyse their own cultural beliefs and values in relation to traditional and contemporary dance forms and styles, and develop an understanding of their own dance heritage.

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.

This course counts towards a student’s WACE but not an ATAR. There is NO COMPULSORY external examination.

DESIGN: PHOTOGRAPHY

ATAR COURSE ATDESP

Prerequisites: Successful achievement in AEDESP.

Approximate Course Charge: $150.00

The Year 12 syllabus is divided into two parts which are delivered as a pair.

‘Design is the human power to conceive, plan, and realise products that serve human beings in the accomplishment of any individual or collective purpose.’ (Richard Buchanan, Carnegie Mellon University)

Design involves the strategic development, planning and production of visual and tactile communication. It deals with the effective and efficient communication of ideas, values, beliefs, attitudes, messages and information to specific audiences for specific purposes and with specific intentions.

We live in a diverse and constantly changing information-rich society and culture, constantly immersed in design communication. Sometimes the intention of design is to inform, express, educate or entertain. Often the intention is also to influence or persuade. An understanding of design and how it works can enhance an individual’s ability to interact with their environment, to learn from it and to grow within it. It also empowers the individual by making them more discerning of, and therefore less susceptible to, manipulation and influence via design.

The goals of the Design ATAR course are to facilitate a deeper understanding of how design works; and how ideas, beliefs, values, attitudes, messages and information are effectively communicated to specific audiences with specific intentions or purposes via visual media forms. This course aims to achieve these goals by exposing students to a variety of communication forms and a thorough exploration of design.

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

In this context, design may use analogue, and/or digital photographic systems and/or digital media.

The Year 12 syllabus is divided into two units which are delivered as a pair.

Unit 3 – Product design
The focus for this unit is product design. Students learn that the commercial world is comprised of companies, requiring consumer products, services and brands for a particular audience.

Unit 4 – Cultural design
The focus for this unit is cultural design. Students learn that society is made up of different groups of people who share diverse values, attitudes, beliefs, behaviours and needs; and that different forms of visual communication transmit these values and beliefs.

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

This course counts towards a student’s WACE but not an ATAR. There is NO COMPULSORY external examination.
DRAMA

ATAR COURSE ATDRA.

Prerequisites: Successful achievement in AEDRA.

Approximate course charge: $250.00 plus Costume levy: $75.00 Performance levy: $75.00

The Year 12 syllabus is divided into two parts which are delivered as a pair.

The focus for these units is to reinterpret dramatic text, context, forms and styles for contemporary audiences through applying theoretical and practitioner approaches. This includes physical theatre approaches and text-based approaches. Students will also interpret, manipulate and synthesise a range of practical and theoretical approaches to contemporary and devised drama. This includes contemporary theatre approaches and experimental approaches. In these units, students show their understanding of how a range of practical and theoretical approaches manipulate the elements of drama to devise and perform original work.

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.

This course counts towards a student’s WACE and ATAR. There is a COMPULSORY external examination.

DRAMA (Gifted and Talented)

ATAR COURSE ATDRAS

Prerequisites: Through GAT testing only.

Approximate course charge: $250.00 plus Costume levy: $75.00 Performance levy: $75.00

The Year 12 syllabus is divided into two parts which are delivered as a pair.

The focus for these units is to reinterpret dramatic text, context, forms and styles for contemporary audiences through applying theoretical and practitioner approaches. This includes physical theatre approaches and text-based approaches. Students will also interpret, manipulate and synthesise a range of practical and theoretical approaches to contemporary and devised drama. This includes contemporary theatre approaches and experimental approaches. In these units, students show their understanding of how a range of practical and theoretical approaches manipulate the elements of drama to devise and perform original work.

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.

This course counts towards a student’s WACE and ATAR. There is a COMPULSORY external examination.

DRAMA (Gifted and Talented)

GENERAL COURSE GTDRAS

Prerequisites: Through GAT testing only.

Approximate course charge: $150.00 plus Costume levy: $50.00 Performance levy: $50.00

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

The Year 12 syllabus is divided into two units which are delivered as a pair.

Unit 3 – Representational, realist drama
This unit focuses on representational, realistic drama. Students explore techniques of characterisation through different approaches to text interpretation, particularly those based on the work of Stanislavski and others.

Unit 4 – Presentational, non-realist drama
This unit focuses on presentational, non-realist drama. Students explore techniques of role and/or character through different approaches to text interpretation, particularly those based on the work of Brecht and others.

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.

This course counts towards a student’s WACE but not an ATAR. There is NO COMPULSORY external examination.
ENGLISH

ATAR COURSE ATENG

Prerequisites: Grade C or better in AEENG or entry from AELIT.

Approximate course charge: $80.00

The Year 12 syllabus is divided into two units which are delivered as a pair.

Unit 3

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

Unit 4

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

This course counts towards a student’s WACE and ATAR. There is a COMPULSORY external examination.

ENGLISH

GENERAL COURSE GTENG

Prerequisites: Nil.

Approximate course charge: $60.00

The Year 12 syllabus is divided into two units which are delivered as a pair.

Unit 3

Unit 3 focuses on exploring different perspectives presented in a range of texts and contexts. Students:

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

Unit 4

Unit 4 focuses on community, local or global issues and ideas presented in texts and on developing students’ reasoned responses to them. Students:

• explore how ideas, attitudes and values are presented by synthesising information from a range of sources to develop independent perspectives
• analyse the ways in which authors influence and position audiences
• investigate differing perspectives and develop reasoned responses to these in a range of text forms for a variety of audiences
• construct and clearly express coherent, logical and sustained arguments and demonstrate an understanding of purpose, audience and context
• consider intended purpose and audience response when creating their own persuasive, analytical, imaginative, and interpretive texts.

This course counts towards a student’s WACE but not an ATAR. There is NO COMPULSORY external examination.

FOOD, SCIENCE AND TECHNOLOGY

GENERAL COURSE GTFST

Prerequisites: Nil.

Approximate course charge: $170.00

The Year 12 syllabus is divided into two parts which are delivered as a pair.

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 extend their 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.

This course counts towards a student’s WACE but not an ATAR. There is NO COMPULSORY external examination.
FRONT OF HOUSE
Certificate II in Creative Industries CUA20215

VET COURSE CUA03FH

Prerequisites: Completion of Year 11 Front of House units of competency.

NB: This course runs after college hours

Approximate course charge: $50.00

Students in Year 12 who have already completed units of competency toward the achievement of CUA20215 Certificate II in Creative Industries (Front of House), will have the opportunity to complete the remaining units.

The course aims to provide students 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 participate in live production events for a minimum of 55 hours in different front of house duties such as ushering patrons, selling products, preparing and serving food, financial transactions and providing venue information. The theory component of the course is mainly completed as homework.

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 for this course.

GEOGRAPHY

ATAR COURSE ATGEO.

Prerequisites: Successful achievement in AEGEO.

Approximate course charge: $50.00

Compulsory field trip: approximately $25.00

The Year 12 syllabus is divided into two units which are delivered as a pair.

Unit 3 – Global environmental change

This unit focuses on the changing biophysical cover of the Earth’s surface, the creation of anthropogenic biomes and the resulting impacts on either global climate or biodiversity. Land cover transformations have changed both global climate and biodiversity through their interaction with atmospheric and ecological systems. Conversely, climate change and loss of biodiversity are producing further transformations in land cover. Through applying the concept of sustainability, students are given the opportunity to examine and evaluate a program designed to address the negative effect of land cover change. Aspects of physical, environmental and human geography provide students with an integrated and comprehensive understanding of the processes related to land cover change, their local, regional and global environmental consequences, and possible sustainable solutions.

This unit begins with an overview of land cover change drawn from different regions and countries. Two depth studies provide greater detail. The first study focuses on the interrelationship between land cover and either global climate change or biodiversity loss. The second study focuses on the evaluation of a local land cover change initiative designed to address either climate change or biodiversity loss.

Unit 4 – Planning sustainable places

Challenges exist in designing urban places to render them more productive, vibrant and sustainable. How people respond to these challenges, individually and collectively, will influence the sustainability and liveability of places into the future. While all places are subject to changes produced by economic, demographic, social, political and environmental processes, the outcomes of these processes vary depending on local responses, adaptations and planning practices.

Students examine how governments, planners, communities, interest groups and individuals attempt to address these challenges in order to ensure that places are sustainable. They also investigate the ways in which geographical knowledge and skills can be applied to identify and address these challenges. The present and future needs of society are addressed by the allocation and reallocation of land uses, improving infrastructure and transport systems and enhancing amenities to meet the needs of the population as perceived by the different perspectives of the various stakeholders.

The unit begins with a global scale overview of the process of urbanisation and its consequences. Urbanisation not only affects human wellbeing and the rate of world population growth, it has created a range of challenges for urban, rural and remote places, including Indigenous communities. The interconnected challenges faced in places, and other matters related to liveability, are a focus of this unit.

Two depth studies provide greater detail. The first study focuses on challenges in metropolitan Perth or a regional urban centre in Western Australia. The second study focuses on challenges faced in a megacity. Students examine the concepts, processes and roles of planning in these selected contexts. This approach enables students to also develop an understanding of the challenges in two urban places.

This course counts towards a student’s WACE and ATAR. There is a COMPULSORY external examination.
HUMAN BIOLOGY
ATAR COURSE ATHBY
**Prerequisites:** Grade C or better in AEHBY or equivalent Year 11 Science course.

**Approximate course charge:** $70.00

The Human Biology ATAR course has three interrelated strands: Science Inquiry Skills, Science as a Human Endeavour and Science Understanding, which build on students’ learning in the Year 7–10 Science curriculum. The three strands of this course are taught in an integrated way.

The Year 12 syllabus is divided into two units which are delivered as a pair.

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

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

This course counts towards a student’s WACE and ATAR. There is a COMPULSORY external examination.

INTEGRATED SCIENCE
GENERAL COURSE GTISC
**Prerequisites:** Grade C or better in GEISC or entry from any Year 11 Science course.

**Approximate course charge:** $70.00

The Integrated Science General course has three interrelated strands: Science Inquiry Skills, Science as a Human Endeavour and Science Understanding, which build on students’ learning in the Year 7–10 Science curriculum. The three strands of science will be taught in an integrated way.

The Year 12 syllabus is divided into two units which are delivered as a pair. The content within Unit 3 and Unit 4 can be taught in an integrated way in one or more contexts over the year.

**Unit 3 – Biological and Earth Systems**
The emphasis of this unit is on biological and Earth systems focusing on the following topics:
- interrelationships between Earth systems
- structure and function of biological systems
- ecosystems and sustainability
- species continuity and change.

**Unit 4 – Physical and Chemical Systems**
The emphasis of this unit is on physical and chemical systems, focusing on the following topics:
- chemical reactions
- mixtures and solutions
- motion and forces
- energy.

This course counts towards a student’s WACE but not an ATAR. There is NO COMPULSORY external examination.

HEALTH STUDIES
GENERAL COURSE GTHEA
**Prerequisites:** Nil.

**Approximate course charge:** $60.00

The Year 12 syllabus is divided into two units which are delivered as a pair.

**UNIT 3**
The focus for this unit is personal, peer and family health. Influences on the peer and family health and their interaction on the individual are explored.

Students will examine skills and strategies to positively influence health and understand and manage influences from others, especially peers and family. Using the health inquiry process students have opportunities to develop accurate searching techniques, combine and make connections between information and communicate findings in various styles.

Topics include: stress, relationships, immunisation, road safety and a range of types of preventative health care influences on the formation of personal beliefs, attitudes and values plus discussions of environmental issues and effective use of technological communication channels.

**UNIT 4**
The focus for this unit is the health of groups and communities. Students examine local health promotion campaigns and determine how these contribute to improvements in health. Current Australian health priorities are explored and strategies for improving the health of communities and groups are considered. State and federal responsibilities for health are explored.

Topics include current national health priorities, prevention health behaviours and consumer health, ethical issues concerning organ donations and mental health.

This course counts towards a student’s WACE but not an ATAR. There is NO COMPULSORY external examination.
LITERATURE

ATAR COURSE ATLIT

Prerequisites: Grade C or better in AELIT.

Approximate course charge: $90.00

The Year 12 syllabus is divided into two units which are delivered as a pair.

Unit 3

Unit 3 develops students’ knowledge and understanding of the relationship between language, culture and identity in literary texts. Students inquire into the power of language to represent ideas, events and people, comparing these across a range of texts, contexts, modes and forms. Through critical analysis and evaluation, the values and attitudes represented in and through texts and their impact on the reader are examined. Throughout the unit, students create analytical responses that are characterised by a confident, engaging style and informed observation. In creating imaginative texts, students experiment with language, adapt forms and challenge conventions and ideas.

Unit 4

Unit 4 develops students’ appreciation of the significance of literary study through close critical analysis of literary texts drawn from a range of forms, genres and styles. Students reflect upon the creative use of language, and the structural and stylistic features that shape meaning and influence response. The unit focuses on the dynamic nature of literary interpretation and considers the insights texts offer, their use of literary conventions and aesthetic appeal. Analytical responses demonstrate increasing independence in interpreting texts and synthesising a range of perspectives into critical and imaginative responses. In creating imaginative texts, students experiment with literary conventions and reflect on how the created text takes into account the expectations of audiences.

This course counts towards a student’s WACE but not an ATAR. There is NO COMPULSORY external examination.

MATERIALS, DESIGN AND TECHNOLOGY: TEXTILES

GENERAL COURSE GTMDTT

Prerequisites: Nil.

Approximate Charge: $80.00

The Year 12 syllabus is divided into two units which are delivered as a pair.

The Materials Design and Technology course is a practical course. The course allows students to explore materials, new and recycled, with the focus on designing and manufacturing products for themselves and/or others.

Students will research traditional national costumes and then design a contemporary garment using some of the design features of the traditional costume, including embellishment techniques.

Fashion designers dictate the style of clothes we wear, students will research a designer of their choice from a specified era and reproduce a contemporary item that shows one or more design features of their chosen designer. They will use a commercial pattern that they will adapt for their use.

This course may lead to further training (e.g. WAPPA: costuming, TAFE: fashion courses, fashion journalism) and employment opportunities in areas that include textiles and clothing, manufacturing and design.

This course counts towards a student’s WACE but not an ATAR. There is NO COMPULSORY external examination.

MATERIALS, DESIGN AND TECHNOLOGY: WOOD

GENERAL COURSE: GTMDTW

Prerequisites: Nil.

Approximate Charge: $130.00

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.

The Year 12 syllabus is divided into two units which are delivered as a pair.

Unit 3

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

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

Unit 4

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

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

This course counts towards a student’s WACE but not an ATAR. There is NO COMPULSORY external examination.
MATHEMATICS: APPLICATIONS
ATAR COURSE ATMAA
Prerequisites: At least 60% in AEMAA or teacher recommendation.
Approximate course charge: $50.00
The Year 12 syllabus is divided into two units which are delivered as a pair.

Unit 3
This unit has three topics: ‘Bivariate data analysis’, ‘Growth and decay in sequences’, and ‘Graphs and networks’.

‘Bivariate data analysis’ introduces students to some methods for identifying, analysing and describing associations between pairs of variables, including the use of the least-squares method as a tool for modelling and analysing linear associations. The content is to be taught within the framework of the statistical investigation process.

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

‘Graphs and networks’ introduces students to the language of graphs and the ways in which graphs, represented as a collection of points and interconnecting lines, can be used to model and analyse everyday situations, such as a rail or social network.

Unit 4
This unit has three topics: ‘time series analysis’, ‘loans, investments and annuities’, and ‘networks and decision mathematics’.

‘Time series analysis’ continues students’ study of statistics by introducing them to the concepts and techniques of time series analysis. The content is to be taught within the framework of the statistical investigation process.

‘Loans investments and annuities’ aims to provide students with sufficient knowledge of financial mathematics to solve practical problems associated with taking out or refinancing a mortgage and making investments.

‘Networks and decision mathematics’ uses networks to model and aid decision making in practical situations.

This course counts towards a student’s WACE and ATAR. There is a COMPULSORY external examination.

MATHEMATICS: METHODS
ATAR COURSE ATMAM
Prerequisites: At least 60% in AEMAM or teacher recommendation.
Approximate course charge: $50.00
The Year 12 syllabus is divided into two units which are delivered as a pair.

Unit 3
The study of calculus continues with the derivatives of exponential and trigonometric functions and their applications, together with some differentiation techniques and applications to optimisation problems and graph sketching. It concludes with integration, both as a process that reverses differentiation and as a way of calculating areas. The fundamental theorem of calculus as a link between differentiation and integration is emphasised. In statistics, discrete random variables are introduced, together with their uses in modelling random processes involving chance and variation. This supports the development of a framework for statistical inference.

Unit 4
The calculus in this unit deals with derivatives of logarithmic functions. In probability and statistics, continuous random variables and their applications are introduced and the normal distribution is used in a variety of contexts. The study of statistical inference in this unit is the culmination of earlier work on probability and random variables. Statistical inference is one of the most important parts of statistics, in which the goal is to estimate an unknown parameter associated with a population using a sample of data drawn from that population. In the Mathematics Methods ATAR course, statistical inference is restricted to estimating proportions in two-outcome populations.

This course counts towards a student’s WACE and ATAR. There is a COMPULSORY external examination.

MATHEMATICS: SPECIALIST
ATAR COURSE ATMAS
Prerequisites: At least 55% in AEMS or teacher recommendation.
Approximate course charge: $50.00
The Year 12 syllabus is divided into two units which are delivered as a pair.

Unit 3
Unit 3 of the Mathematics Specialist ATAR course contains three topics: Complex numbers, Functions and sketching graphs and Vectors in three dimensions. The study of vectors was introduced in Unit 1 with a focus on vectors in two-dimensional space. In this unit, three-dimensional vectors are studied and vector equations and vector calculus are introduced, with the latter extending students’ knowledge of calculus from the Mathematics Methods ATAR course. Cartesian and vector equations, together with equations of planes, enables students to solve geometric problems and to solve problems involving motion in three-dimensional space. The Cartesian form of complex numbers was introduced in Unit 2, and the study of complex numbers is now extended to the polar form.

The study of functions and techniques of graph sketching, begun in the Mathematics Methods ATAR course, is extended and applied in sketching graphs and solving problems involving integration.

Unit 4
Unit 4 of the Mathematics Specialist ATAR course contains three topics: Integration and applications of integration, Rates of change and differential equations and Statistical inference.

In Unit 4, the study of differentiation and integration of functions continues, and the calculus techniques developed in this and previous topics are applied to simple differential equations, in particular in biology and kinematics. These topics demonstrate the real-world applications of the mathematics learned throughout the Mathematics Specialist ATAR course.

In this unit, all of the students’ previous experience working with probability and statistics is drawn together in the study of statistical inference for the distribution of sample means and confidence intervals for sample means.

This course counts towards a student’s WACE and ATAR. There is a COMPULSORY external examination.
**MATHEMATICS: ESSENTIALS**

**GENERAL COURSE GTMAE**

**Prerequisites:** At least 55% in GEMAE or teacher recommendation.

**Approximate course charge:** $40.00

The Year 12 syllabus is divided into two units which are delivered as a pair.

**Unit 3**

This unit provides students with the mathematical skills and understanding to solve problems related to measurement, scales, plans and models; drawing and interpreting graphs and data collection. Students use the mathematical thinking process and apply the statistical investigation process. Teachers are encouraged to apply the content of the four topics in this unit: measurement; scales, plans and models; graphs in practical situations; and data collection, in a context which is meaningful and of interest to the students. A variety of approaches could be used to achieve this purpose. Possible contexts for this unit are construction and design, and medicine.

It is assumed that an extensive range of technological applications and techniques will be used in teaching this unit. The ability to choose when, and when not, to use some form of technology, and the ability to work flexibly with technology, are important skills.

The number formats for the unit are positive and negative numbers, decimals, fractions, percentages, rates, ratios and numbers expressed with integer powers.

**This course counts towards a student’s WACE but not an ATAR. There is NO COMPULSORY external examination.**

**Unit 4**

This unit provides students with the mathematical skills and understanding to solve problems related to probability, earth geometry and time zones, loans and compound interest. Students use the mathematical thinking process and apply the statistical investigation process to solve problems involving probability. Teachers are advised to apply the content of the three topics in this unit: probability and relative frequencies; earth geometry and time zones; and loans and compound interest, in a context which is meaningful and of interest to the students. Possible contexts for this unit are finance and travel.

It is assumed that an extensive range of technological applications and techniques will be used in teaching this unit. The ability to choose when, and when not, to use some form of technology, and the ability to work flexibly with technology, are important skills.

The number formats for the unit are positive and negative numbers, decimals, fractions, percentages, rates, ratios and numbers expressed with integer powers.

**This course counts towards a student’s WACE but not an ATAR. There is NO COMPULSORY external examination.**

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**MEDIA**

**Certificate II in Creative Industries CUA20215**

**VET COURSE CTMEDIA**

**Prerequisites:** Completion of Year 11 Media units of competence.

**Approximate course charge:** $300.00

This is the second year of a two year course.

This practical media course is recommended for students in Year 12 who are interested in gaining practical skills and the knowledge to perform a range of functions in:

- TV studio production;
- filming live events and productions;
- digital video editing;
- creating video backdrops for live theatrical productions;
- scriptwriting;
- directing;
- sound recording and audio editing;
- radio; and
- lighting.

Students studying this course will complete the nationally accredited certificate 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. It makes 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.

This certificate course is designed to be 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 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 external guest tutors, extension workshops and exhibitions.*
MEDIA PRODUCTION AND ANALYSIS (Gifted and Talented)

ATAR COURSE ATMPAS

Prerequisites: Through GAT testing only.

Approximate course charge: $200.00 plus
Equipment/resource levy: $150.00
Technology levy: $100.00

The Media Production and Analysis ATAR course aims to prepare all students for a future in a digital and interconnected world by providing the skills, knowledge and understandings to tell their own stories and interpret others’ stories. Students are encouraged to explore, experiment and interpret their world, reflecting and analysing contemporary life while understanding that this is done under social, cultural and institutional constraints. Students as users and creators of media products, consider the important role of audiences and their context. The production of media work enables students to demonstrate their understanding of the key concepts of media languages, representation, audience, production, skills and processes as well as express their creativity and originality.

The Year 12 syllabus is divided into two units which are delivered as a pair.

Unit 3 – Media Art

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

Unit 4 – Power and persuasion

The focus for this unit is power and persuasion includes the seductive nature of popular media forms to propaganda and political persuasion. Through this broad focus students extend their understanding of persuasive media, examining the way the media is able to reflect, challenge and shape values and attitudes. They critically analyse, view, listen to and interact with a range of media work, considering the purposes and values of producers and audiences. Students synthesise a range of ideas, skills and processes to create their own media productions that express their views.

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 exhibitions.

This course counts towards a student’s WACE and an ATAR. There is a COMPULSORY external examination.
MUSIC
Certificate II in Music Industry
CUA20615
VET COURSE CTMUS
Prerequisites: Completion of Year 11 units of competence.
Approximate Course Charge: $200.00
This is the second year of a two year course. Students work independently and in teams 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 undertake the following eight units of competency:
1. contribute to health and safety of self and others;
2. develop and apply creative arts industry knowledge;
3. work effectively with others;
4. develop and apply musical ideas and listening skills;
5. incorporate music technology into performance;
6. play music from simple written notation;
7. develop basic audio skills and knowledge; and
8. develop ensemble skills to perform.
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.
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.

MODERN HISTORY
ATAR COURSE ATHIM
Prerequisites: Successful achievement in AEHIM or acceptance into ATENG or ATLIT.
Approximate Course Charge: $50.00
The Year 12 syllabus is divided into two units which are delivered as a pair.
Unit 3 – Modern nations in the 20th century
Elective 3: China 1935–1989 (the Long March to the Tiananmen Massacre)
This unit examines the characteristics of modern nations in the 20th century; the crises that confronted nations, their responses to these crises and the different paths nations have taken to fulfill their goals. Students study the characteristics of one nation. Students investigate crises that challenged the stability of government, the path of development that was taken and the social, economic and political order that was either established or maintained. Students examine the ways in which the nation dealt with internal divisions and external threats. They emerge with a deeper understanding of the character of a modern nation.

Unit 4 – The modern world since 1945
Elective 1: The Changing European World Since 1945
This unit examines some significant and distinctive features of the modern world within the period 1945–2001 in order to build students’ understanding of the contemporary world. These include changes to the nature of the world order: shifting international tensions, alliances and power blocs. Students study the development and key events of the Cold War, the collapse of Communism and the development of the European Union in the late 20th century.
This course counts towards a student’s WACE and ATAR. There is a COMPULSORY external examination.

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 MUSIC

ATAR COURSE ATMUSC

Prerequisites: Successful achievement in AEMUSC.

Approximate course charge: $250.00 plus Performance levy: $50.00

The Year 12 syllabus is divided into two units which are delivered as a pair.

Across the two units, 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 specific context(s) selected for study. 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.

Contemporary Music 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.

The Contemporary Music areas of study (genres) selected for study at John Curtin College of the Arts are:

- pop
- rock.

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.

This course counts towards a student’s WACE and ATAR. There is a COMPULSORY external examination.

MUSIC: CONTEMPORARY MUSIC (Gifted and Talented)

ATAR COURSE ATMUSCS

Prerequisites: Through GAT testing only.

Approximate course charge: $250.00 plus Performance levy: $50.00

The Year 12 syllabus is divided into two units which are delivered as a pair.

Across the two units, 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 specific context(s) selected for study. 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.

Contemporary Music 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.

The Contemporary Music areas of study (genres) selected for study at John Curtin College of the Arts are:

- pop
- rock.

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.

This course counts towards a student’s WACE and ATAR. There is a COMPULSORY external examination.

MUSIC: CONTEMPORARY MUSIC (Music Theatre – Gifted and Talented)

ATAR COURSE ATMUSCT

Prerequisites: Through GAT testing only.

Approximate course charge: $250.00 plus Costume levy: $75.00 Performance levy: $75.00

The Year 12 syllabus is divided into two units which are delivered as a pair.

Across the two units, 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 specific contexts selected for study. They apply critical listening and thinking skills and develop aesthetic understanding through comparing and analysing musical works.

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The Contemporary Music areas of study (genres) selected for study at John Curtin College of the Arts are:

- pop
- rock.

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.

This course counts towards a student’s WACE and ATAR. There is a COMPULSORY external examination.
MUSIC: CONTEMPORARY MUSIC (Music Theatre – Gifted and Talented)

GENERAL COURSE GTMUSCT

Prerequisites: Through GAT testing only.

Approximate course charge: $250.00 plus Costume levy: $75.00
Performance levy: $75.00

The Year 12 syllabus is divided into two units which are delivered as a pair.

In this course, students develop their skills, knowledge and understanding to listen to, compose, perform and analyse music theatre music styles. They develop aural and music literacy skills and learn how the elements of music theatre can be applied when performing and composing musical works and exploring how social, cultural and historical factors shape music theatre in the specific contexts selected for study.

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

The context selected for study of General Music at John Curtin is Music Theatre.

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.

This course counts towards a student’s WACE but not an ATAR. There is a NO COMPULSORY external examination.

MUSIC: WESTERN ART MUSIC

ATAR COURSE ATMUSW

Prerequisites: Successful achievement in AEMUSW.

Approximate course charge: $250.00 plus Performance levy: $50.00

The Year 12 syllabus is divided into two units which are delivered as a pair.

Across the two units, 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 specific contexts selected for study. 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.

For this course, Western Art Music involves the study of the European tradition of art music and its development over time. The Western Art Music areas of study (genres) selected for study at John Curtin College of the Arts are:

• choral music
• concerto

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.

This course counts towards a student’s WACE and ATAR. There is a COMPULSORY external examination.

MUSIC: WESTERN ART MUSIC (Gifted and Talented)

ATAR COURSE ATMUSWS

Prerequisites: Through GAT testing only.

Approximate course charge: $250.00 plus Performance levy: $50.00

The Year 12 syllabus is divided into two units which are delivered as a pair.

Across the two units, 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 specific contexts selected for study. 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.

For this course, Western Art Music involves the study of the European tradition of art music and its development over time. The Western Art Music areas of study (genres) selected for study at John Curtin College of the Arts are:

• choral music
• concerto

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.

This course counts towards a student’s WACE and ATAR. There is a COMPULSORY external examination.
Unit 4 – Mountain Biking
The focus of this unit is to give students greater exposure to the outdoors. An experiential approach is encouraged, to discover what being active in the environment entails. Outdoor activities are reinforced, higher technical skills are developed and appropriate practices are applied to ensure safe participation. Students continue to use their navigation and camping skills while introduced to basic bike mechanic skills, mountain bike terminology and mountain bike riding skills. They work to develop time management and goal setting skills and become familiar with leadership styles and strategies to work effectively with others. The students will attend a camp in Dwellingup. The mountain bike trail will encompass parts of the Dwellingup and Marinup areas and will offer a wide range of trails, to suit all riding levels. This camp will extend students’ knowledge and understanding of the more extreme activities our natural environment can offer.

This course counts towards a student’s WACE but not an ATAR. There is NO COMPULSORY external examination.

PHYSICS
ATAR COURSE ATPHY
Prerequisites: Grade C or better in AEPHY.
Approximate course charge: $70.00

The Physics ATAR course has three interrelated strands: Science Inquiry Skills, Science as a Human Endeavour and Science Understanding, which build on students’ learning in the Year 7–10 Science curriculum. The three strands of the Physics ATAR course will be taught in an integrated way.

The Year 12 syllabus is divided into two units which are delivered as a pair.

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

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

This course counts towards a student’s WACE and ATAR. There is a COMPULSORY external examination.
**POLITICS AND LAW**

**ATAR COURSE ATPAL**

**Prerequisites:** Successful achievement in AEPAL or acceptance into ATENG or ATLIT.

**Approximate course charge:** $50.00

The Year 12 syllabus is divided into two units which are delivered as a pair.

**Unit 3 – Political and Legal power**

This unit examines various aspects of the political and legal system established by the Commonwealth Constitution (Australia), including the roles and powers of the legislative, executive and judicial branches of government, with a comparison to a non-Westminster system; the influence of individuals, political parties and pressure groups on the law making process of parliament and the courts; and the operation of federalism and the balance of power between the Commonwealth and the States in Australia.

Political and legal developments and contemporary issues (the last three years) are used to provide a framework for the unit. An understanding of the Year 11 content is assumed knowledge for students in Year 12.

**Unit 4 – Accountability and Rights**

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

Political and legal developments and contemporary issues (the last three years) are used to provide a framework for the unit. An understanding of the Year 11 content is assumed knowledge for students in Year 12.

**This course counts towards a student’s WACE and ATAR. There is a COMPULSORY external examination.**

**PRODUCTION**

**Certificate II in Creative Industries CUA20215**

**VET COURSE CTPROD**

**Prerequisites:** Completion of Year 11 Production units of competence.

**Approximate course charge:** $300.00

This is the second year of a two year course.

The course is recommended for students in Year 12 who are interested in gaining skills and the knowledge to perform a broad range of functions in:

- staging;
- set and prop design and construction;
- lighting;
- audio;
- assistant stage management; and
- use of hand and power tools.

Students studying this course will 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 backstage theatre industry.

The course also provides experience in a range of specialisations such as rostra construction, prop sourcing and maintenance, lighting boards and backstage management which enables students to pursue their specific interest within the industry.

Many of the learning experiences within the Production course are student-centred to encourage students to take more responsibility for their own learning and to work at their own pace. Also, students will be trained as assistant stage managers and will work on college productions for a minimum of 55 hours in order to become competent backstage workers at both the Ellen Street and Curtin Theatres.

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 for this course.

**PSYCHOLOGY**

**ATAR COURSE ATPSY**

**Prerequisites:** Successful achievement in AEPSY.

**Approximate course charge:** $50.00

The Year 12 syllabus is divided into two units which are delivered as a pair.

**Unit 3**

This unit focuses on the functions of the lobes of the cerebral cortex and examines how messages are transmitted from the brain to the body. It explores how behaviour is influenced by learning and other factors, and the impact of others on individual behaviour. Students examine socialisation processes observed within families and how social background and gender can shape communication styles. Students expand on their knowledge of ethics in psychological research as they engage in detailed investigations.

**Unit 4**

This unit focuses on developmental and contemporary personality theories and behaviours observed when individuals are examined in the social context. Students analyse the causes of conformity and obedience and gain an understanding of the factors that shape a sense of community. Students continue to develop their understanding and application of psychological research methods.

**This course counts towards a student’s WACE and ATAR. There is a COMPULSORY external examination.**
SPORT AND RECREATION
Certificate II in Sport and Recreation SIS20115

VET COURSE CTSOCS
Prerequisites: By selection only.
Approximate course charge: $450.00
This is the second year of a two year course.
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 complete the nationally accredited certificate course which offers the opportunity to take on leadership roles throughout the course.
The practical elements of the course may include:
- First Aid;
- refereeing qualification (Level 4);
- assisting in preparing and conducting soccer sessions; 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 for this course.

Students choosing this course cannot select: Certificate II in Sport and Recreation SIS20115

TECHNICAL GRAPHICS
Certificate II in Visual Arts CUA20715

VET COURSE CTDESTG
Prerequisites: Completion of Year 11 Technical Graphics units of competence.
Approximate course cost: $160.00
This is the second year of a two year course.
Students studying this course will complete the nationally accredited certificate course.
This qualification allows students to develop the basic creative and technical skills that underpin visual art and design practice.
The course is designed for people who wish to work in visual arts related industries such as architecture, landscape architecture, industrial design, interior design, interior decoration, graphic design, painting/decorating, fashion design, web design, advertising or photography as well as becoming a make-up artist or crafts person.
After achieving this qualification, students would progress to a wide range of other qualifications in visual arts or the creative industries more broadly.
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 for this course.

Students choosing this course cannot select VISUAL ARTS (Gifted and Talented) (ATVARS) or VISUAL ARTS (Gifted and Talented) (GTVARS).
VISUAL ARTS (Gifted and Talented)

ATAR COURSE ATVARS

Prerequisites: Through GAT testing only.

Approximate course charge: $400.00

The Visual Arts ATAR course encompasses the practice and theory of the broad areas of art, craft and design. Students have opportunities to express their imagination, develop personal imagery and skills and engage in the making and presentation of artwork. They develop aesthetic understandings and a critical awareness that assists them to appreciate and make informed evaluations of art.

The Year 12 syllabus is divided into two units which are delivered as a pair.

Unit 3 – Commentaries

The focus for this unit is commentaries. In this unit, students engage with the social and cultural purposes of art making to produce a unique and cohesive body of work. Broad and innovative inquiry includes the conceptualisation and documentation of experiences within contemporary society. Students transform ideas and develop concepts using innovative approaches to art making and presentation. They document their thinking and working practices, having the flexibility to work across media and art forms.

Unit 4 – Points of view

The focus for this unit is points of view. Students identify and explore concepts or issues of personal significance in the presentation of a sustained, articulate and authentic body of work. They engage in sustained inquiry, exploring ideas and developing concepts to communicate a personal point of view.

Students investigate a range of solutions using visual language and document the progressive resolution of thinking and working practices. Skills, techniques and processes are combined in the pursuit of new art forms, innovation and personal style.

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 exhibitions.

This course counts towards a student’s WACE and ATAR. There is a COMPULSORY external examination.

VISUAL ARTS (Gifted and Talented)

GENERAL COURSE GTVARS

Prerequisites: Through GAT testing only.

Approximate course charge: $350.00

The Visual Arts General course encompasses the practice and theory of the broad areas of art, craft and design. Students have opportunities to express their imagination and develop personal imagery, skills and engage in the making and presentation of artworks. They develop aesthetic understandings and a critical awareness that assists them to appreciate and make informed evaluations of art.

The Year 12 syllabus is divided into two units which are delivered as a pair.

Unit 3 – Inspirations

The focus for this unit is inspirations. Students become aware that artists gain inspiration and generate ideas from diverse sources, including what is experienced, learned about, believed in, valued, imagined or invented. The breadth of this focus allows choice of learning contexts that are related to students’ interests.

In this unit, students develop their knowledge and understanding of visual language and apply this to both art making and art interpretation. Through exploration, investigation and experimentation, they develop skills in inquiry, recording observations and manipulating media to create artworks in selected art forms.

Unit 4 – Investigations

The focus for this unit is investigations. Students explore and develop ideas through the investigation of different artists, art forms, processes and technologies. Students investigate spontaneous and analytical styles of drawing, experimenting with a range of media and techniques. They further develop their knowledge and understanding of visual language and apply this to both art making and art interpretation.

In particular, students explore the expressive potential of media techniques and processes, considering their inherent qualities in the development and presentation of their artworks. They investigate ways to document their thinking and working practices, refining their reflection and decision-making 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 external guest tutors, extension workshops and exhibitions.

This course counts towards a student’s WACE but not an ATAR. There is NO COMPULSORY external examination.