

2023 Year 11 Handbook



John
Curtin
College
OF THE Arts

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Ngalak kaadatj ngalang wadjak moort wirin keniny, kawininy, kakarookiny wer warangkiny. We acknowledge our Wadjak families' spirits celebrating, laughing, dancing and singing.

The opening acknowledgement has been permitted and translated by Noongar Linguist, Sharon Gregory.

This publication is an information document for prospective students of John Curtin College of the Arts. Every effort has been made to ensure that the information in this document is correct at the date of printing April 2022.

INTRODUCTION

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

John Curtin will offer 40 School Curriculum Standards Authority ATAR and General courses, and vocational educational training (VET) credit transfer courses from which students can compile their course selection to meet WACE requirements.

In Year 11, we recommend university bound students select to study five or more ATAR courses and non-university bound students should select predominately General courses. The College recommends non-university bound students include at least one VET course in their subject selections.

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

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

TRAVIS VLADICH

Principal



AN IMPORTANT NOTE TO YEAR 10 STUDENTS/PARENTS

Course Selections for Year 11 2023

This booklet has been prepared to assist parents and students in making educational decisions for 2023 and beyond. Whenever you seek assistance, please have your most recent report with you.

Students, it is important that you follow these procedures:

1. read the information contained in this handbook;
2. see the course advisors to consider a learning program involving courses within your capabilities; please check that you have the **prerequisite Year 10 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 advice should be carefully considered before the completion and submission of the course selection sheet by **Friday, 22 July 2022**.

Staff available to help:

Course advisors

Mrs JANE NIELSEN
Email: courseadvice@jc.wa.edu.au

Or

Ms DONNA LYNCH
Email: courseadvice@jc.wa.edu.au

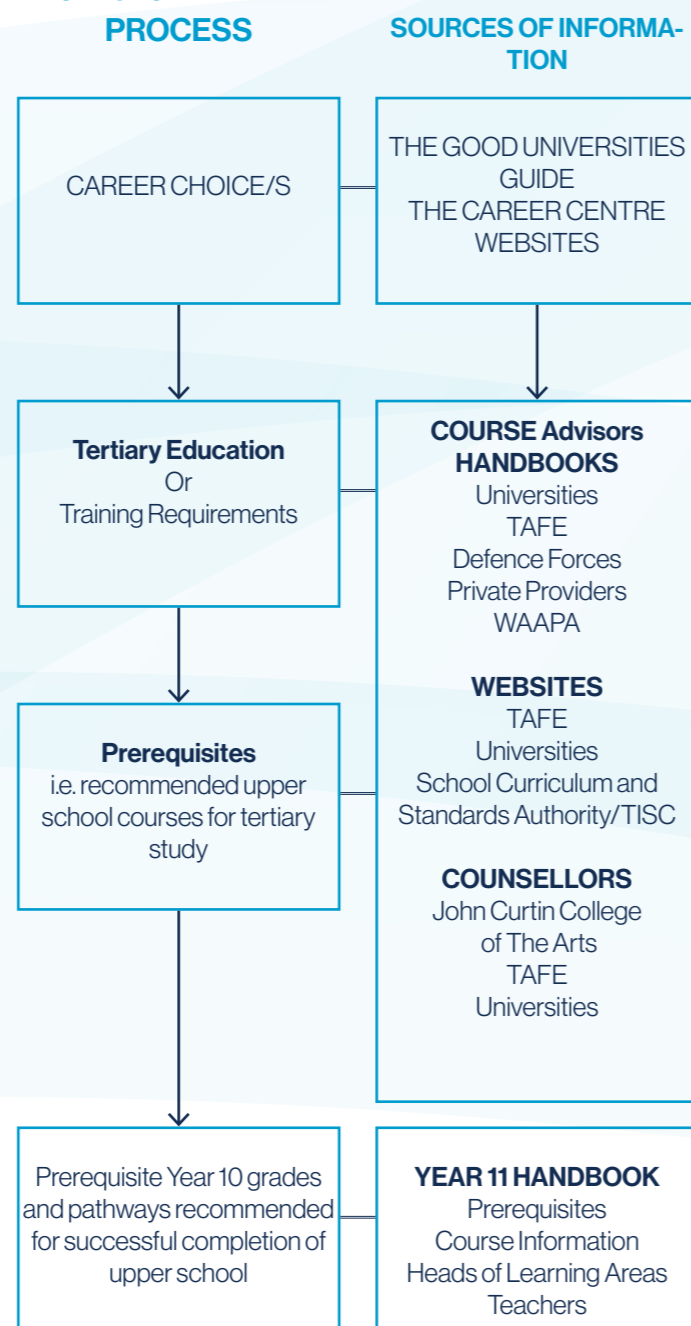
Or

Head of Student Services

Mr GAVIN BRADSHAW

Phone: 94350703

Course advising process and sources of information



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 9 and 10 of this handbook.

WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION (WACE)

This certificate is awarded to secondary school students who successfully complete the breadth and depth requirements, the achievement standards and the literacy and numeracy standard (see page 6 of this handbook). The WACE is recognised by universities, industry, TAFE and other training providers.

WESTERN AUSTRALIAN STATEMENT OF STUDENT ACHIEVEMENT (WASSA)

This certificate is issued to all Year 12 students who have completed any study that contributes towards the WACE. It lists all courses and programs that students have completed in Year 11 and 12.

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 IN WESTERN AUSTRALIA

University of Western Australia, Murdoch University, Curtin University, Edith Cowan University, University of Notre Dame. For other Australian universities, see the guides Universities in Australia or Good Universities Guide in the Learning Centre career resource centre.

UNIVERSITY ADMISSION

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

TERTIARY INSTITUTIONS SERVICE CENTRE (TISC)

Level 1, 100 Royal Street, EAST PERTH, WA 6004
Phone: 9318 8000
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

Vocational Education and Training (VET) engages students in work-related learning built on strategic partnerships between schools, training organisations, business, industry and the wider community. 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, university and/or employment. For more information on VET certificate courses available at the College please refer to pages 17 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, ATAR and/or VET Certificate courses in Years 11 and 12.

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.

WACE REQUIREMENTS FOR 2023

To achieve a WACE from 2023, a student must satisfy the following:

General requirements at John Curtin College of the Arts

- 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 at least five Year 12 courses (min four ATAR courses) or six Year 12 General courses and/or ATAR courses or a Certificate II or higher VET qualification in combination with ATAR or General courses.

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) subjects.

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 through completion of endorsed programs, or
- up to eight unit equivalents through a combination of VET and endorsed programs, but with endorsed programs contributing no more than four unit equivalents.

The amount of unit equivalence allocated to VET and endorsed programs is as follows:

- VET qualification
 - Certificate 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. A maximum of four units of equivalents is possible through 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 may be studied).

MINIMUM STANDARD OF LITERACY AND NUMERACY

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

SELECTING A PROGRAM OF STUDY

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

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

Lower school requirements for upper school courses are listed on pages 24 to 25 as well as in individual course descriptions. Students are advised to request courses that 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 2024 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 Football Specialist are expected to remain enrolled in those courses.
2. **Courses will only proceed if there are sufficient student numbers for classes to be viable.**
3. Students enrolling in Year 11 are required to choose six (6) courses.
4. It is strongly recommended for students selecting four or fewer ATAR courses to also select a VET Certificate course.
5. Students can select a maximum of two VET certificate courses.
6. It is strongly recommended that students who have not demonstrated the minimum standard of numeracy select a Mathematics course.
7. Course selections made on subject selection forms will be reviewed by a Course Advisor, and any queries will be addressed by further communication from them.

VET CONTRIBUTION TO THE BREADTH REQUIREMENT

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

WACE BREADTH OF STUDY LIST

LIST A (ARTS/LANGUAGES/SOCIAL SCIENCES)

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

LIST B (MATHEMATICS/SCIENCE/TECHNOLOGY)

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

CHOOSING COURSES

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

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

When choosing a program of study, consider:

- Abilities
- Future goals
- Interests.

Abilities

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

Future Goals

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

Interests

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

TRANSFER FROM ONE COURSE TO ANOTHER

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

- It does not involve transfer out of a GAT program or Soccer Excellence;
- It is possible on the timetable;
- It does not interfere with maximum class numbers,
- It does not interfere with future goals,
- It does not jeopardise the achievement of a WACE; and course changes must adhere to College and School Curriculum and Standard Authority deadlines.

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

Any change must be discussed with a course advisor. Final approval must be obtained from either the Course Advisor, the Head of Student Services or a Deputy Principal.

To make an appointment to change courses email: courseadvice@jc.wa.edu.au

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 score** 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 2022 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
- Mathematics: Applications with Methods
- Mathematics: Applications with Specialist

TECHNICAL AND FURTHER EDUCATION (TAFE)

WHAT DOES TAFE OFFER ?

TAFE offers some 800 courses covering around 5500 subjects. TAFE offers award courses which can be used in related job markets, as entry to higher level award courses, and in many areas TAFE students can continue their training in degree courses offered by universities.

TAFE awards listed in order of increasing value are:

- Certificates II to IV
- Diplomas
- Advanced Diplomas

Courses are offered for some or each of the awards mentioned above in many areas including:

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

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

ENTRY TO COURSES

To enter TAFE students need to meet minimum entrance requirements. Applicants for TAFE courses need to demonstrate minimum literacy and numeracy skills or AQF qualification levels and respond to selection criteria. Requirements from below need to be met:

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

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

Selection Criteria

Used When: More people applying than there are available places.

To: Rank applicants on their demonstrated skills, knowledge and experience relevant to the qualification.

What are Selection Criteria?

Selection criteria are academic and other criteria which are used to score eligible applicants competing for entry into a course where there are more applicants than places available. Examples could include:

- work experience;
- industry involvement;
- current employment.

How do I address the Selection Criteria?

If the course you are applying for asks you to address the selection criteria you will need to submit more documents. You can score points for:

- Maximum 90 points
- Work history – maximum 30 points

Credit for total hours works at 0.003 points per hour

- employment
- work experience
- community service/volunteer work

Academic achievement- maximum 60 points

Derived from the highest points from either

- secondary education results; or
- completed AQF qualifications.

TAFE Application Supportive Documentation

For your application to be complete, you must include photocopies of:

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

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

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

For further information:

- see the TAFE website at www.fulltimecourses.tafe.wa.edu.au/courses
- contact The Jobs and Skills Centre www.jobsandskills.wa.gov.au/career-planning
- talk to the John Curtin College of the Arts Course Advisors, email: courseadvice@jc.wa.edu.au

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

TAFE	UNIVERSITY
	Doctorate
	Masters Degree
	Bachelors Degree
Advanced Diploma	Advanced Diploma
Diploma	Diploma
Certificate IV	
Certificate III	
Certificate II	
Certificate I	

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

ANOTHER PATHWAY TO UNIVERSITY

ALTERNATIVE ENTRY OPTIONS (NB: Alternate Entry Programs are reviewed annually)

GAINING ADMISSION TO UNIVERSITY FROM TAFE

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

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

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

UNIVERSITY ACCESS VIA TAFE

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

University	Minimum Entry Requirement	Contact information (Universities Admissions Centre)
Curtin University	<p>Certificate IV and separate evidence of English competence.</p> <p>In many instances a diploma and subject prerequisites are recommended.</p> <p>For further information on relevant prerequisite requirements check online for the Curtin University handbook.</p>	<p>University Admission Centre: Telephone: 1300 222 888 Website: www.study.curtin.edu.au</p>
Edith Cowan University	<p>Certificate IV in an appropriate discipline as determined by ECU.</p> <p>English language competence.</p>	<p>Student Recruitment and Careers Student Services Centre: Telephone: 134 328 Email: futurestudy@ecu.edu.au Website: www.ecuworldready.com.au</p>
Murdoch University	Certificate IV	<p>Prospective Students' & Admission Centre: Telephone: 1300 687 3624 Email: study@murdoch.edu.au Website: www.murdoch.edu.au</p>
The University of Notre Dame Australia	Certificate IV and English language competence.	<p>Prospective Students Office: Telephone: (08) 9433 0533 Email: future@nd.edu.au Website: www.nd.edu.au</p>
The University of Western Australia	<p>Diploma, English language competence and subject prerequisites.</p> <p>Contact UWA directly to discuss your options.</p>	<p>Admissions Office: Telephone: 131 892 Email: future-students@uwa.edu.au Website: www.study.uwa.edu.au</p>

ANOTHER PATHWAY TO UNIVERSITY (Continued)

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 2023 (some courses excluded)

- **Experience Based Entry Scheme**-Portfolio entry for near miss ATAR students or have passed 3 ATAR subjects and have a WACE.
- **Indigenous University Orientation course** (0.5 years).
- **University Preparation course** (0.5 years).
- **University Preparation Education course** (0.5 years).

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

ECU accepts applications from students who have completed Certificate IV or above at a TAFE.

MURDOCH UNIVERSITY

Applicants with TAFE Qualification

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

Alternative Admission Pathways

- **Entry Awards** – guaranteed admission for selected students
- **Creative Portfolio Entry** – to gain entry to certain media and arts courses
- **On-Track Sprint** – free four week course for near miss students with an ATAR 60.00 – 69.95 and 45+ in ATAR English. A STAT test must be sat to meet English Language Competency.
- **On-Track** – free 14 week program for students who have had a major disruption to their studies
- **Murdoch University Preparation Course**
- **K-Track** – Contact the Kulbaradi Aboriginal Educational Centre
- **Flexi Track** - Free full time intensive 10 week course or 20 week part-time course.
- **Pre-Law** - Night course for mature age applicants who do not meet entry requirements for Bachelor of Laws

CURTIN UNIVERSITY

Applicants with TAFE Qualifications

- All TAFE Advanced Diploma, Advanced Diploma, Diploma and Certificate IV awards as well as a number of Advanced Certificate awards, satisfy Curtin's general matriculation requirement.

Curtin Enabling Programs

- **UniReady Enabling Program** is a free one semester (full time) program which can be undertaken only online. It allows students to achieve a minimum entry of a 70 ATAR, to be used for courses not requiring prerequisites such as business, humanities, health and 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 **Pre-Science and Engineering enabling course** for indigenous applicants interested in studying an undergraduate science or engineering course at Curtin.
- **StepUp** to Curtin Entry Pathway. If your ATAR is between 60.00 and 69.95 you can still apply to study at Curtin. You can be considered for courses that have no set prerequisites or for courses where you have met the prerequisites.
- **Portfolio entry** is for selected Curtin creative courses, if you don't have the requirements for entry. Submitting a portfolio enables you to demonstrate evidence of your academic achievements, qualifications and ability.

ANOTHER PATHWAY TO UNIVERSITY (Continued)

UNIVERSITY OF WESTERN AUSTRALIA

Applicants with TAFE Qualification

- Applicants with TAFE qualifications are considered for entry to all courses. Those with Advanced 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.
- **Provisional Entry Scheme** for indigenous students who have completed WACE but have not gained a sufficient high ATAR to enter their preferred course or who have a strong employment history and/or a good educational background.
- **AccessUWA** allows you to study the individual units of your choice at UWA without having to enrol in a degree course. As a student enrolled on a not-for-degree basis, you will have the option to apply for a bachelor's degree program once you have successfully completed four assessed degree-level units through AccessUWA. Depending on the units selected, you may also apply to have these units credited towards your degree. www.uwa.edu.au/study/accessuwa
- **First in Family** if you have received an ATAR of 75.00 to 79.95 and will be the first in your family to attend university, this program allows you to apply for one of our four undergraduate degrees, through a positive ATAR adjustment. www.uwa.edu.au/study/first-in-family
- **Broadway UWA** The Broadway scheme allows eligible students from a Broadway-identified Western Australian school to receive an automated ATAR adjustment. Students may be eligible for a place at UWA with an ATAR score of 75.00 or above. www.uwa.edu.au/study/broadway
- **Fairway UWA** offers support and activities throughout Year 12 for students who have faced challenging circumstances. Successful completion of the program provides those with an ATAR of 70.00 or higher an admission entry pathway to any of our three-year undergraduate degree courses. www.uwa.edu.au/study/fairway

THE UNIVERSITY OF NOTRE DAME

Standard Entry – Admission requirements

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

Tertiary Pathway Program (TPP)

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

SAMPLE OF TAFE COURSES LEADING TO UNIVERSITY DEGREES

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

Following are samples of John Curtin College of the Arts Year 12 courses which lead directly to TAFE certificates and diplomas and then articulate into degree courses at university. Select your Year 11 courses with the recommended Year 12 courses in mind.

Students must study at least six courses.

ANOTHER PATHWAY TO UNIVERSITY (Continued)

ART AND DESIGN (AREA OF STUDY)

JCCA Recommended Course	TAFE Course	Articulation Agreement	University
English General and a VET course. Plus one or two courses from the following to reflect the student's interest in the arts: <ul style="list-style-type: none"> Visual Arts* Media Production and Analysis* Dance Drama Applied information and Technology Music Design- Photography* *Helps meet folio requirements. Plus three or four other courses. Students to have six courses in total.	Advanced Diploma of Visual Art (3 years).	Entry into 2nd Semester of 2nd Year of Bachelor of Arts (Art), 18 months exemption.	Curtin University
	Diploma of Screen and Media (1 year).	Entry into 2nd Year of Bachelor of Arts (Mass Communications) OR Bachelor of Arts (Film & Television) OR Bachelor of Arts (Journalism) OR Bachelor of Arts (Internet Studies)	Curtin University
	Diploma of Digital and Interactive Games (2 years).	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 & Video OR Photomedia OR Media Studies OR Advertising OR Journalism OR Public Relations OR Mass Communication OR Bachelor of Computer Technology OR Bachelor of Science (Digital Media).	Edith Cowan University

BUSINESS (AREA OF STUDY)

JCCA Recommended Course	TAFE Course	Articulation Agreement	University
1. English General 2. VET Course 3. Mathematics Applications OR Mathematics Essential 4. Applied Information Technology Plus two other courses.	Advanced Diploma of Accounting (18 months)	Entry into 2nd Year of Bachelor of Commerce (Accounting) OR Bachelor of Commerce (Finance).	Notre Dame University
		Entry into 2nd Semester of the 2nd Year of Bachelor of Commerce (Accounting).	Murdoch University
		Entry into 2nd Year of the Bachelor of Commerce (Professional Accounting).	Murdoch University
		Bachelor of Business.	Edith Cowan University
	Diploma of Business (1 year)	Entry into 2nd Year of Bachelor of Commerce (Management).	Notre Dame University
		Entry into 2nd Year of Bachelor of Commerce (Management).	Murdoch University
		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.	Edith Cowan University

ANOTHER PATHWAY TO UNIVERSITY (Continued)

ENGINEERING (AREA OF STUDY)

JCCA Recommended Course	TAFE Course	Articulation Agreement	University
1. English General 2. VET Course 3. Mathematics Applications OR higher 4. Integrated Science Plus two other courses.	Advanced Diploma of Engineering – Civil and Structural (2 Years)	Entry into 2nd Year of Bachelor of Engineering (Civil & Construction Engineering). **Students must complete Advanced Engineering Mathematics and Calculus at TAFE.	Curtin University
	Diploma of Network Security (2 years)	Entry into 2nd Year of Bachelor of Engineering (Computer Systems Engineering). **Students must complete Advanced Engineering Mathematics and Calculus at TAFE.	Curtin University
	Advanced Diploma Engineering • Mechanical Engineering (2 years)	Entry into 2nd Year of the Bachelor of Engineering (Mechanical Engineering). **Students must complete Advanced Engineering Mathematics and Calculus at TAFE.	Curtin University

SCIENCE (AREA OF STUDY)

JCCA Recommended Course	TAFE Course	Articulation Agreement	University
1. English General 2. VET Course 3. Mathematics Essential 4. Integrated Science Plus two other courses.	Diploma of Environmental Monitoring and Technology	Entry into 2nd Year of the Bachelor of Science (Environmental Management) OR (Environment Biology).	Notre Dame University
		Entry into 2nd Year of the Bachelor of Science (Environmental Science) OR (Environmental Restoration) OR (Environmental Technology) OR (Conservation Biology).	Murdoch University

SPORT & RECREATION (AREA OF STUDY)

JCCA Recommended Course	TAFE Course	Articulation Agreement	University
1. English General 2. VET Course : -Sport and Recreation 3. Mathematics Essential 4. Integrated Science Plus one or more of the following courses: <ul style="list-style-type: none"> Outdoor Education Dance Health Studies Physical Education Studies Students to have six courses in total.	Certificate IV in Outdoor Recreation (3 semesters)	Bachelor of Health Science	Edith Cowan University
		Diploma in Sport Development (2 semesters)	Bachelor of Sports Management
	Certificate IV in Sport Development	Bachelor of Exercise & Sports Science	Edith Cowan University
		Bachelor of Exercise & Sport Science	Notre Dame University
		Bachelor of Health & Physical Education	Notre Dame University
		Bachelor of Sports Science	Murdoch University

SOURCES OF INFORMATION

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

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

For further information refer to:

John Curtin College of the Arts Learning Centre Resource Centre The careers section in the College's Learning Centre resource centre has a wide range of up-to-date information in many different formats including video and print, on careers and further study and/or training. Please ask the Learning Centre staff for assistance or contact the Course Advisors on courseadvice@jc.wa.edu.au

The Jobs and Skills Centre

Phone: 13 64 64

Web: www.jobsandskills.wa.gov.au

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

Tertiary Institutions

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

National Careers Institute

Web: www.yourcareer.gov.au

TAFE INFORMATION

Students who are interested in applying for TAFE courses are advised to access the latest information from www.dtwd.wa.gov.au Students will find detailed information on this website but if more information is needed, then contact the The Career Centre (details on this page).

Training Provider Colleges, Campuses and Centres are listed in the telephone book. The two metropolitan Colleges are:

North Metro TAFE

T:1300 300 822

E: enquiry@nmtafe.wa.edu.au

W: northmetrotafe.wa.edu.au

South Metro TAFE

A: 1 Fleet Street, Fremantle, WA 6160

T: 1800 001 001 (general and course information)

E: info@smtafe.wa.edu.au

W: southmetrotafe.wa.edu.au

These provide information about the technical College courses available, including pre-apprenticeships and selection criteria for entry to TAFE. You can contact a counsellor at the College where

a course is conducted or ask your Course Advisor for information on courses.

CAREERS AND EDUCATION WEBSITES

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

Apprenticeships and Traineeships

www.training.wa.gov.au/apprenticentre

Australian Defence Force Academy

www.defencejobs.gov.au

Australian Wide Job Search

www.jobsearch.gov.au

Career Research

www.careersonline.com.au

Centrelink

www.centrelink.gov.au

Curtin University

www.curtin.edu.au

Phone: 1300 222 888

Edith Cowan University

www.ecu.edu.au

Phone: 134 328

Job Resources Australia

www.youth.gov.au

Murdoch University

www.murdoch.edu.au

Phone: 9360 6796

My Future

www.myfuture.edu.au

National Careers Institute

www.yourcareer.gov.au

Training WA (TAFE course information)

www.dtwd.wa.gov.au

Tertiary Institutions Services Centre

www.tisc.edu.au

University of Notre Dame

www.nd.edu.au

Phone: 9433 0533

University of Western Australia

www.uwa.edu.au

Phone: 6488 3396

Vacancies Australia Wide

www.seek.com.au

Western Australian Academy of Performing Arts

www.waapa.ecu.edu.au

VOCATIONAL EDUCATION AND TRAINING (VET)

As a Registered Training Organisation (ATO), John Curtin College of the Arts (ATO 50549) provides nationally recognised certificate courses in arts related industries; The College in addition to this forms partnerships with external RTO's to deliver qualifications to our students not on our scope.

This training allows students the opportunity to leave the College well equipped to seek employment, acquire transferable soft skills, assist them with further competency-based training or to pursue further study at a tertiary institution.

The two key principles in the Vocational Education and Training (VET) programs are:

- The use of nationally accredited training qualifications. These are sets of nationally endorsed industry standard training products that include units of competency which describe the skills and knowledge needed to perform effectively in the workplace/industry.
- Work place hours / on-the-job training in the skills required within the industry area the students are studying. Many of the students have the opportunity to gain these valuable work skills here on campus through specialist tutors, industry workshops, industry excursions/incursions, IT software packages available, regular lunch time performances, the-atre rehearsals and performances.

The VET programs offered currently at the College are in the following area:

John Curtin College of the Arts RTO 50549 for:

- CUA20120 Certificate II in Dance - Contemporary- Years 11/12
- CUA30120 Certificate III in Dance - Ballet- Years 10/11/12
- CUA20220 Certificate II in Creative Industries- Front of House (FOH) Years 9-12
- CUA20220 Certificate II in Creative Industries-Media Years 11/12
- CUA20220 Certificate II in Creative Industries-Production Years 11/12
- CUA20620 Certificate II in Music - Music- Years 11/12
- CUA20620 Certificate II in Music - Music Theatre- Years 11/12
- CUA20720 Certificate II in Visual Arts - Design- Years 11/12

In an auspicing arrangement with external RTO's:

- SIS20115 Certificate II in Sport and Recreation-Football Specialist- Years 11/12
- SIS20115 Certificate II in Sport and Recreation Years 11/12
- BSB20120 Certificate II in Workplace Skills Cybersecurity Years 11/12

The **FOH course** must be commenced in Year nine. This course cannot be commenced in later years.

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

** In the best interests of the students the qualification courses are designed so that should a student leave the College at the end of Year Eleven they are able to receive a Statement of Attainment for the competencies achieved towards the qualification.

FLEXI PROGRAM

The Flexi Program allows students to attend the college **for four days and one day in Work Placement (ADWPL) or TAFE Profile Funded Course or Private Training - Fee for Service (FFS).**

This program is only available to students who are wishing to complete General/VET pathways as it does require one day a week out of the college.

Students will need to demonstrate:

- a strong work ethic and a minimum 90% attendance rate
- a commitment to meeting deadlines
- complete a work readiness program prior to commencement of ADWPL
- the necessary maturity and responsibility to work independently a positive attitude and a willingness to move out of their comfort zone.

The application process for participation in the FLEXI program will involve:

- solid Year 10 Semester One report
- attendance at information workshops
- indication of interest on subject selection form
- completion of an Expression of Interest Form.
- parent/Student interviews with VET Coordinator / Manager Student Services.
- EOI forms will be available to students from the VET office in Term Two and Three.

ADWPL

Workplace Learning (ADWPL) is a School Curriculum and Standards Authority-developed endorsed program. To complete this endorsed program, a student works in one or more workplace/s to develop a set of transferable workplace skills. The student must record the number of hours completed and the tasks undertaken in the workplace in the Authority's Workplace Learning Logbook. The student must also provide evidence of his/her knowledge and understanding of the workplace skills by completing the Authority's Workplace Learning Skills Journal after each 55 hours completed in the workplace. Unit equivalence is allocated on the basis of one unit equivalent for each 55 hours completed in the workplace, to a maximum of four units towards WACE. The total number of workplace hours will be reported on a student's WASSA.

Profile funded TAFE courses

Profile funded courses are released by North Metropolitan TAFE and South Metropolitan TAFE to schools towards the end of Term two each year. The VET Coordinator will publish and provide these courses to the Year 10 and 11 students. Courses must be **one day a week** (either Thursday or Friday). Location of campuses must be considered carefully and be aware sometimes there is a WPL component to the course.

Students must be committed to organise their application paperwork early, generally applications close around the end of August. All applications are online and therefore all resumes and supporting documents must be ready to upload. Students need to acknowledge that they may not get into a course in the first round and therefore must have a Plan B. While Profile courses are free there may be a textbook and clothing requirement to be paid

by the student.

Private Training- Fee for Service (FFS)

Students undertake a course **one day a week** (Thursday or Friday) offered by a private training organisation that is not offered by the College or TAFE's. The cost of these courses are to be covered by the parents. Once students have chosen a possible course, they **must meet with VET Coordinator** to discuss. Students will not attend RTO / course until all fees are paid.

For further information on Certificate Courses please refer to course descriptions in this handbook.



STUDENT SERVICES

HEAD OF STUDENT SERVICES

YEARS 10-12:

Mr Gavin Bradshaw

Email: Gavin.Bradshaw@education.wa.edu.

au

Phone: 9435 0703

STUDENT SERVICES OVERVIEW

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;
- behavior 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, counselling and coaching services;
- 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:

Head of Student Services (HOSS)

Two full time Heads, 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.

Student Services Coordinators (SSC)

Three coordinators support the HOSS in providing pastoral and social care of students.

Student Services Administration Officers

These officers carry out the day to day attendance and administrative tasks of student services.

Student Services Triage Officer

This person manages the initial intake and assessment of students and student appointments within the Student Services team.

College Nurses

The college nurse is employed four days per week and provides medical assistance and health and wellbeing advice.

College Psychologists

The psychologists are available to listen to and assist students cope with a range of emotional, social and learning problems.

Course Advisors

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 HOSS and SSC 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.



PROPEL: JCCA'S LEARNING SUPPORT PROGRAM

TEACHERS IN CHARGE:

PROPEL:

Dr Lynee Ivicevic

Email: Lynee.Ivicevic@education.wa.edu.au

Phone: 9435 0780

PROPEL:

Ms Emma James

Email: Emma.James@education.wa.edu.au

Phone: 9435 0736

EAL/D:

Ms Ellen Morrissey

Email: Ellen.Morrissey@education.wa.edu.au

Phone: 9435 0780

PROPEL OVERVIEW

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 the 2016 Learning Difficulties Australia's Bruce Wicking Award. This very successful program caters for students with average to above average ability, inclusive of intellectually gifted students from Years 7 to 12 and is unique in Western Australia. PROPEL is an innovative, successful and research-based model of secondary learning support that aims to provide accommodations and support to teenagers to empower them to achieve their secondary education goals.

PROPEL uses a variety of approaches to cater for the individual needs of students. These approaches are different to normal remediation processes that may not have worked in the past.

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

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

The benefit of this program are:

- students are encouraged to be in control of their learning;
- outcomes are relevant to students;
- expectations are clear and structured;
- students feel empowered to learn;
- improved academic performance/attendance;
- improved self-image;
- greater self-motivation; and
- students centered learning.

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

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

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

PROPEL has a cross-curricular focus. Students are provided with one out-of-class support period per week to assist them with the demands of the curriculum. PROPEL does not offer an alternate curriculum or intensive remediation due to resourcing limitations.

Year 11-2023 SCHOOL CURRICULUM AND STANDARDS AUTHORITY COURSES AND VET CERTIFICATES OFFERED AT JOHN CURTIN COLLEGE OF THE ARTS

UNIVERSITY PATHWAY / ATAR COURSES	GENERAL COURSES
APPLIED INFORMATION TECHNOLOGY (AEAIT)	APPLIED INFORMATION TECHNOLOGY (GEAIT)
BIOLOGY (AEBLY)	DESIGN: DIMENSIONAL (GEDES)
CHEMISTRY (AECHE)	DESIGN: PHOTOGRAPHY (GEDESP)
DANCE (GIFTED AND TALENTED) (AEDANS)	DRAMA (GIFTED AND TALENTED) (GEDRAS)
DESIGN: PHOTOGRAPHY (AEDESP)	ENGLISH (GEENG)
DRAMA (GIFTED AND TALENTED) (AEDRAS)	FOOD, SCIENCE AND TECHNOLOGY (GEFST)
ENGLISH (AEENG)	HEALTH STUDIES (GEHEA)
GEOGRAPHY (AEGEO)	INTEGRATED SCIENCE (GEISC)
HUMAN BIOLOGY (AEHBY)	LITERATURE (GELIT)
LITERATURE (AELIT)	MATERIALS, DESIGN AND TECHNOLOGY: TEXTILES (GEMDTT)
ITALIAN, SECOND LANGUAGE (AEISL)	MATHEMATICS ESSENTIAL (GEMAE)
MATHEMATICS: APPLICATIONS (AEMAA)	OUTDOOR EDUCATION (GEOED)
MATHEMATICS: METHODS (AEMAM)	PHILOSOPHY AND ETHICS (GEPAE)
MATHEMATICS: SPECIALIST (AEMAS)	PHYSICAL EDUCATION STUDIES (GEPES)
MEDIA, PRODUCTION AND ANALYSIS (AEMPA)	PSYCHOLOGY (GEPHY)
MEDIA, PRODUCTION AND ANALYSIS (GIFTED AND TALENTED) (AEMPAS)	VISUAL ARTS (GIFTED AND TALENTED)(GEVARS)
MODERN HISTORY (AEHIM)	VISUAL ARTS (GEVAR)
MUSIC: CONTEMPORARY (AEMUSC)	
MUSIC: CONTEMPORARY (GIFTED AND TALENTED) (AEMUSCS)	
MUSIC: CONTEMPORARY (MUSIC THEATRE – GIFTED AND TALENTED) (AEMUSCT)	
MUSIC: WESTERN ART (AEMUSW)	
MUSIC: WESTERN ART (GIFTED AND TALENTED) (AEMUSWS)	
PHYSICAL EDUCATION STUDIES (AEPES)	
PHYSICS (AEPHY)	
PHILOSOPHY AND ETHICS (AEPAE)	
POLITICS AND LAW (AEPAL)	
PSYCHOLOGY (AEPHY)	
VISUAL ARTS (GIFTED AND TALENTED) (AEVARS)	
VOCATIONAL (VET) COURSES	
BALLET: (CUA30120 CERTIFICATE III IN DANCE) (GIFTED AND TALENTED) (CEBALS)	CYBERSECURITY: (BSB20120 CERTIFICATE II IN WORKPLACE SKILLS) (CECYBER)
DANCE: (CUA20120 CERTIFICATE II IN DANCE) (CEDAN)	DANCE: (CUA20120 CERTIFICATE II IN DANCE) (GIFTED AND TALENTED) (CEDANS)
DESIGN: (CUA20720 CERTIFICATE II IN VISUAL ARTS) (CEDESTG)	FOOTBALL SPECIALIST: (SIS20115 CERTIFICATE II IN SPORT AND RECREATION) (CEFBL)
FRONT OF HOUSE: (CUA20220 CERTIFICATE II IN CREATIVE INDUSTRIES) (CEFOH)	MEDIA: (CUA20220 CERTIFICATE II IN CREATIVE INDUSTRIES) (CEMEDIA)
MEDIA: (CUA20220 CERTIFICATE II IN CREATIVE INDUSTRIES) (GIFTED AND TALENTED)(CEMEDIS)	MUSIC: (CUA20620 CERTIFICATE II IN MUSIC) (CEMUS)
MUSIC: (CUA20620 CERTIFICATE II IN MUSIC) (GIFTED AND TALENTED) (CEMUSS)	MUSIC: MUSIC THEATRE (CUA20620 CERTIFICATE II IN MUSIC) (GIFTED AND TALENTED) (CEMUSMT)
PRODUCTION: (CUA20220 CERTIFICATE II IN CREATIVE INDUSTRIES) (CEPROD)	SPORT AND RECREATION: (SIS20115 CERTIFICATE II IN SPORT AND RECREATION) (CESPORT)

PREREQUISITES FOR YEAR 11 COURSES 2023

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

TYPE OF COURSE	COURSE	PREREQUISITES
GENERAL	Applied Information Technology (GEAIT)	Nil
ATAR	Applied Information Technology (AEAIT)	Entry into ATAR English
VET	Ballet: CUA30120 Certificate III in Dance (Gifted & Talented) (CEBALS)	Through GAT testing and teacher recommendation only. Recommended students also enrol in ATAR Dance (GAT)
ATAR	Biology (AEBLY)	Grade B in Year 10 Science, particularly in the unit Life Sciences and entry into Mathematics Applications is desirable
ATAR	Chemistry (AECHE)	Grade B in Year 10 Science, particularly in the Chemistry unit plus entry into Mathematics: Applications (entry into Mathematics: Methods is desirable)
VET	Cybersecurity: BSB20120 Certificate II in Workplace Skills (CECYBER)	Nil
ATAR	Dance (Gifted & Talented) (AEDANS)	Through GAT testing only
VET	Dance: CUA20120 Certificate II in Dance (CEDAN)	Previous dance experience is essential. Students must audition and have Ms Atkinson's approval to enrol.
VET	Dance: CUA20120 Certificate II in Dance (Gifted and Talented) (CEDANS)	Through GAT testing only
GENERAL	Design: Dimensional (GEDESD)	Nil
GENERAL	Design: Photography (GEDESP)	Nil
ATAR	Design: Photography (AEDESP)	Entry into ATAR English
VET	Design: CUA20720 Certificate II in Visual Arts (CEDESTG)	Nil
GENERAL	Drama (Gifted and Talented) (GEDRAS)	Through GAT testing only.
ATAR	Drama (Gifted & Talented) (AEDRAS)	Through GAT testing only
GENERAL	English (GEENG)	Nil
ATAR	English (AEENG)	Grade B in Year 10 English
GENERAL	Food Science & Technology (GEFST)	Nil, special dietary requirements not always accommodated.
VET	Football Specialist: SIS20115 Certificate II in Sport and Recreation (CEFBSL)	By selection only
VET	Front of House: CUA20220 Certificate II in Creative industries (CEFOH)	Successful completion of units of competency in Year 10 (entry to the course is in Year 9)
ATAR	Geography (AEGEO)	Grade B in Humanities
GENERAL	Health Studies (GEHEA)	Nil
ATAR	Human Biology (AEHBY)	Grade B in Year 10 Pathway 1 Science, particularly in the unit Life Sciences and entry into Mathematics Application is desirable
GENERAL	Integrated Science (GEISC)	Nil
ATAR	Italian Second Language (AEISL)	Grade C in Year 10 Italian
GENERAL	Literature (GELIT)	Nil
ATAR	Literature (AELIT)	Grade A in Year 10 English
GENERAL	Materials, Design and Technology: Textiles (GEMDTT)	Nil
ATAR	Mathematics: Applications (AEMAA)	70% in Year 10 Mainstream Pathway or teacher recommendation
GENERAL	Mathematics: Essential (GEMAE)	Teacher recommendation
ATAR	Mathematics: Methods (AEMAM)	70% in Year 10 AEP or 75% in Pathway 1 or teacher recommendation
ATAR	Mathematics: Specialist (AEMAS)	70% in Year 10 AEP Pathway. Also students must be enrolled concurrently in Mathematics: Methods. Teacher recommendation is essential.
VET	Media: CUA20220 Certificate II in Creative Industries (CEMEDIA)	Nil
VET	Media: CUA20220 Certificate II in Creative Industries (Gifted and Talented) (CEMEDIS)	Through GAT testing only
ATAR	Media, Production & Analysis (AEMPA)	Previous media experience and entry into ATAR English. Student must consult with the Dean of the Arts before enrolling in this course.
ATAR	Media, Production & Analysis (Gifted & Talented) (AEMPAS)	Through GAT testing only

PREREQUISITES FOR YEAR 11 COURSES 2023

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

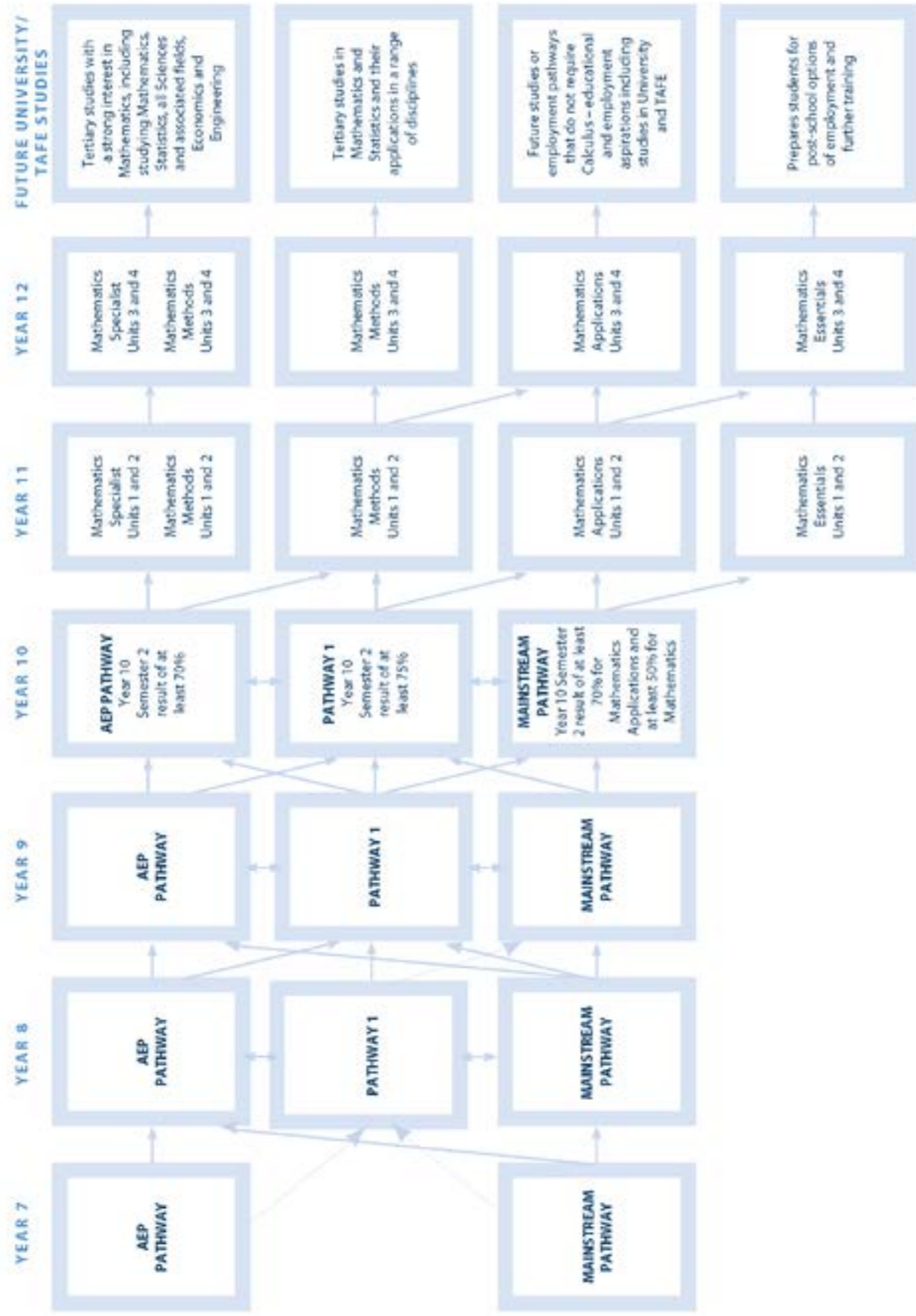
TYPE OF COURSE	COURSE	PREREQUISITES
ATAR	Modern History (AEHIM)	Grade B in Humanities
VET	Music: CUA20620 Certificate II in Music (CEMUS)	Completion of Year 10 Music Enrichment. Students must also have approval from the Director of Music to enrol.
VET	Music: CUA20620 Certificate II in Music (Gifted & Talented) (CEMUSS)	Through GAT testing only
VET	Music: Music Theatre (Gifted & Talented) CUA20620 Certificate II in Music (CEMUSMT)	Through GAT testing only
ATAR	Music: Contemporary (AEMUSC)	Completion of Years 7 to 10 enrichment music, instrumental/ vocal tuition for a minimum of three years, grade B in Year 10 Music or teacher recommendation
ATAR	Music: Contemporary (Gifted & Talented) (AEMUSCS)	Through GAT testing only and attaining a grade B in Year 10 Music or teacher recommendation
ATAR	Music: Contemporary (Music Theatre Gifted & Talented) (AEMUSCT)	Through GAT testing only and attaining a grade B in Year 10 Music Theatre or teacher recommendation
ATAR	Music: Western Art (AEMUSW)	Completion Years 7 to 10 enrichment music, instrumental/vocal tuition for a minimum of three years, grade B in Year 10 Music and teacher recommendation
ATAR	Music: Western Art (Gifted & Talented) (AEMUSWS)	Through GAT testing only and attaining a grade B in Year 10 Music or teacher recommendation
GENERAL	Outdoor Education (GEOED)	Competent and confident open water swimmers
GENERAL	Philosophy and Ethics (GEPAE)	Nil
ATAR	Philosophy and Ethics (AEPAE)	Grade B in Year 10 Humanities
GENERAL	Physical Education Studies (GEPES)	Nil
ATAR	Physical Education Studies (AEPES)	Grade B in Year 10 Pathway 1 Science, English and Physical Education
ATAR	Physics (AEPHY)	Grade B in Year 10 Pathway 1 Science, particularly in the Physics unit and entry to Mathematics: Applications (entry into Math Methods is desirable)
ATAR	Politics and Law (AEPAL)	Grade B in Humanities
VET	Production: CUA20220 Certificate II in Creative Industries (CEPROD)	Nil
GENERAL	Psychology (GEPsy)	Nil
ATAR	Psychology (AEPsy)	Grade B in Humanities and recommended entry to Mathematics: Applications
VET	Sport and Recreation: SIS20115 Certificate II in Sport and Recreation (CESPORT)	Grade C in Year 10 Physical Education
ATAR	Visual Arts (Gifted and Talented) (AEVARS)	Through GAT testing only
GENERAL	Visual Arts (Gifted and Talented) (GEVARS)	Through GAT testing only
GENERAL	Visual Arts (GEVAR)	Nil

IMPORTANT INFORMATION FOR STUDENTS AND PARENTS

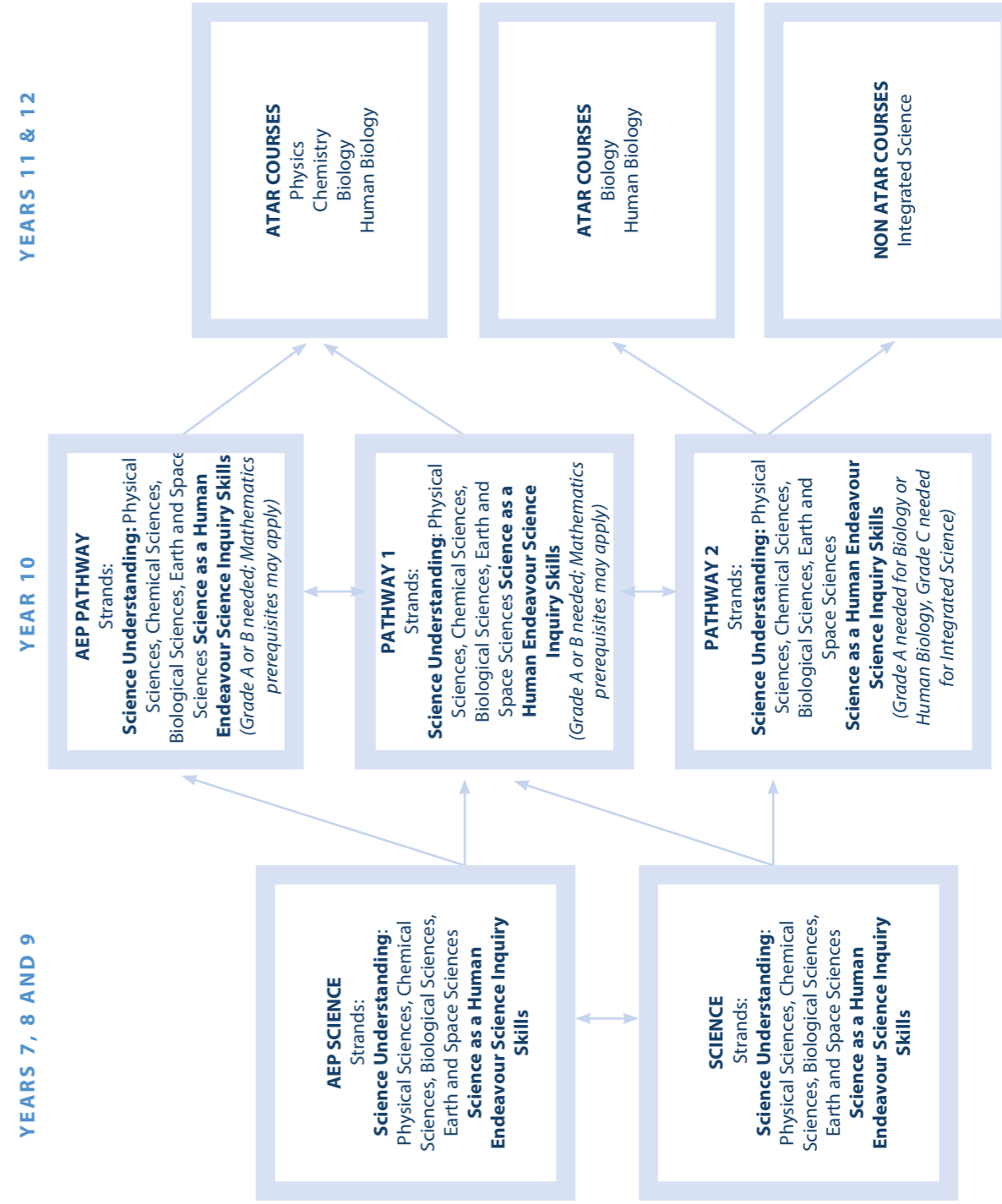
- Prerequisites provided in this handbook are intended as a guide. Students are advised to follow teacher recommendations when selecting courses to study in upper school.
- All WACE course unit pairs are delivered at John Curtin College of the Arts as combined concurrent year long courses.
- Courses will only run if there are sufficient student numbers for classes to be viable.
- Students can not enrol in the following course combinations:**
 - Contemporary Music with Western Art Music
 - Mathematics: Applications with Methods
 - Mathematics: Applications with Specialist
 - Design: Photography – ATAR with General
 - CUA30120 Certificate III in Dance (Ballet) with CUA20120 Certificate II in Dance
 - CUA20620 Certificate II in Music with CUA20620 Certifi-

- cate II in Music - Music Theatre
 - SIS20115 Football Specialist and SIS20115 Sport and Recreation
 - Philosophy and Ethics- ATAR with General
 - Psychology- ATAR with General
 - Physical Education Studies- ATAR with General
 - English- ATAR with General
 - Literature- ATAR with General
 - Design- Dimensional with Photography General or ATAR
- 5. Only in exceptional circumstances can students undertake Certificate II in Creative Industries in more than one context:**
- Media
 - Front of House
 - Production
- Students must consult with Mr Sibson (Deputy Principal) if they would like to do more than one context.

MATHEMATICS COURSES AND PATHWAYS



SCIENCE COURSES AND PATHWAYS





COURSE DESCRIPTIONS

APPLIED INFORMATION TECHNOLOGY

GENERAL COURSE GEAIT

Prerequisites: Nil

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

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

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

In Year 12, this course leads onto GTAIT.

APPLIED INFORMATION TECHNOLOGY

ATAR COURSE AEAIT

Prerequisites: Entry into ATAR English

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

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

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

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

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

In Year 12, this course leads onto ATAIT.

BALLET

CUA30120 Certificate III in Dance (Gifted and Talented)

VET COURSE CEBALS

Prerequisites: This course is available only for continuing GAT ballet students. It's recommended students also enrol in the ATAR Dance Gifted and Talented course.

GAT Ballet students in Year 11 continue with CUA30120 Certificate III in 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 comprises studio tuition in all aspects of ballet and contemporary dance and will be delivered during school curriculum time, in after school workshops and Saturday mornings. Upon completion of the course Year 12, students will be issued with AQF Certification from JCCA.

CUA30120 Certificate III in Dance is a rigorous course enabling students to experience dance from a pre-professional perspective. All students become part of the college Project Company, working and performing with industry professionals and highly expert teachers.

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

Students selecting this course cannot select CUA20120 Certificate II in Dance.

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

COURSE DESCRIPTIONS continued

BIOLOGY

ATAR COURSE AEBLY

Prerequisites: Grade B in Year 10 Pathway 1 Science, particularly in for the Life Sciences unit; entry into Mathematics: Applications is desirable.

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 course will be taught in an integrated way.

The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair.

Unit 1-Ecosystems and biodiversity

In this unit students analyse abiotic and biotic ecosystem components and their interactions, using classification systems for data collection, comparison and evaluation.

Unit 2- From single cells to multicellular organisms

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

In Year 12, this course leads on to ATBLY.

CHEMISTRY

ATAR COURSE AECHE

Prerequisites: Grade B in Year 10 Pathway 1 Science, particularly in the Chemistry unit; entry into Mathematics: Applications (entry into Mathematics: Methods is desirable).

The Chemistry 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 chemistry course will be taught in an integrated way.

The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair.

Unit 1- Chemical fundamentals: structure, properties and reactions

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

Unit 2- Molecular interactions and reactions

In this unit students continue to develop their understanding of bonding models and the relationship between structure, properties and reactions, including consideration of the factors that affect the rate of chemical reactions. Students investigate the unique properties of water, acids and bases, and the use of chemical equations to calculate the concentrations and volumes of solutions involved in chemical reactions.

In Year 12, this course leads onto ATCHE.

CYBERSECURITY

BSB20120 Certificate II in Workplace Skills

VET COURSE CECYBER

Prerequisites: Nil

In Year 11 students have the opportunity to undertake units of competency toward the achievement of BSB20120 Certificate II in Workplace Skills with a cybersecurity context. The certificate course aims to develop the necessary skills in preparation for work in a digital, online environment where individuals, businesses and governments are increasingly at risk of falling victim to cyber-attacks.

There will be opportunities for students to learn from industry professionals, including the Australian Signals Directorate. Critical thinking and problem-solving skills will be refined as students participate in industry supported Capture the Flag hacking events. Students will develop their collaboration and communication skills by creating cyber safety educational materials for the wider college community.

Students will be required to maintain the professional ethics of the information security industry as they develop general information and communications technology hardware and security skills to protect against spam, viruses and other potential threats. A case study on an organisation will provide students with the skills to identify the information assets of a business and the types of security responses and procedures available to secure these assets and protect the organisation.

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 the requirements towards a student's WACE but not an ATAR. There is no compulsory examination or externally set task for this course.

At the time of publication, the college is negotiating a formal partnership agreement with an RTO for delivery of the qualification.

COURSE DESCRIPTIONS continued

DANCE (Gifted and Talented)

ATAR COURSE AEDANS

Prerequisites: Through GAT testing.

Dance encourages artistic creativity and the active use of the imagination. This course focuses on the interrelationship between the practical and theoretical aspect of dance. Students engage in the making and performing of movement and develop a keen appreciation of its meaning through the analysis of dance works and dance in context.

Dance ideas are presented through a variety of forms and through critical decision making students explore how movement is manipulated and refined to reflect choreographic intent.

Students experience enjoyment and personal achievement through expressing and challenging themselves physically. ATAR dance offers students the opportunity to perform at a high level. Participation may lead to opportunities for future study in dance or related arts fields.

Through participation in Dance ATAR course, students also develop transferable skills essential to their future such as communication, collaborative teamwork, negotiation, conflict resolution and problem solving as well as the ability to organise, analyse and evaluate.

Dance is a dynamic course that has the potential to shape and support powerful 21st century thinkers.

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

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

DANCE

CUA20120 Certificate II in Dance VET COURSE CEDAN

Prerequisites: Previous dance experience is essential. Students must audition and have Ms Atkinson's approval to enrol.

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

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

Students will also develop fitness, improvisation and dance composition skills, working with industry professionals and expert college staff. Students will have the opportunity to be involved in six performances across the two years of the certificate course.

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

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

DANCE (Gifted and Talented)

CUA20120 Certificate II in Dance VET COURSE CEDAN

Prerequisites: Through GAT testing only

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

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

Students will also develop fitness, improvisation and dance composition skills, working with industry professionals and expert college staff. Students will have the opportunity to be involved in six performances across the two years of the certificate course.

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

Student's selecting this course cannot select CUA30113 Ballet: Certificate III in Dance.

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

COURSE DESCRIPTIONS continued

DESIGN: DIMENSIONAL GENERAL COURSE GEDES

Prerequisites: Nil

All objects within the built world, from architecture, to clothing, to furniture, and everything in between has been designed with some purpose in mind.

Designers employ a wide range of principles, methods and techniques drawn from a variety of different disciplines such as psychology, communication, technical graphics, engineering, architecture, sociology, cultural studies, marketing and economics. Application of these skills results in products that are engaging, useful, and sustainable.

We live in a world that exposes us to a constant barrage of design communication. Sometimes the intention of design is to inform, educate or entertain. Often the intention is also to influence or persuade. An understanding of design and how it works enhances an individual's ability to interact with their environment, learn from it, and 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 Dimensional Design course will examine how and why products are designed and provide students the opportunity to design, prototype and build their own physical, three-dimensional products to suit an identified need. Students will work with a range of materials and construction techniques, and will learn how to iterate designs through rapid prototyping, sketching, and Computer Aided Design skills.

This course also emphasises the scope of design in professional and trade based industries allowing students to maximise vocational and/or university pathways.

Students choosing this course cannot select:

- Design: Photography General (GEDES)
- Design: Photography ATAR (AEDES)

In Year 12, this course leads onto GTDES.

DESIGN: PHOTOGRAPHY

GENERAL COURSE GEDES

Prerequisites: Nil

In Year 11 students will study the fundamentals of Design process and practice. Students explore that design can be used to provide solutions to design problems and communication needs. They are introduced to basic design skills and a range of techniques within defined contexts to demonstrate control over the elements and principles of design.

They will also investigate personal design. Students will learn that they visually communicate aspects of their personality, values and beliefs through their affiliations and their manipulation of personal surroundings and environments. Students explore design elements and principles and the design process in a project communicating something of themselves. Students increase familiarity with basic production skills and processes, materials, and technologies.

Student creativity and skills will be developed through traditional and digital platforms. The Design context includes Photography, Illustration and Graphics.

Creative projects can include exhibition invitation or poster, portfolio website, book cover, advertising photography, book/magazine cover, or Polaroid collage or T-shirt/hoodie designs, personal logo and stationery, personal invitation, front cover and/or illustration design for children's story using self-portrait, magazine advertisement for object of personal taste, for example, shoes, fashion, bikes, food; character design and promotional poster.

Students choosing this course cannot select:

- Design: Photography ATAR (AEDES)
- Design: Dimensional (GEDES)

In Year 12, this course leads onto GTDES.

DESIGN: PHOTOGRAPHY

ATAR COURSE AEDES

Prerequisites: Entry into ATAR English

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

Students study product and cultural design which covers concepts such as commercial design constraints of client and consumer, intellectual property, ethics of representation, understanding codes and conventions and develop skills and technologies. Students will also investigate how the diversity of culture necessitates for the diversity of design solutions and products.

Using photography and graphic design students have the opportunity to explore and create multi-medium branding and popular media forms such as magazine book or video game front cover designs, calendars, festival programmes, surf/skateboard graphics, fashion/still-life/landscape photography, label designs, t-shirt and apparel design, billboards and product advertising and also explore areas such as festival photography band promotion, montage photography, portrait, and, social/cultural documentary styles.

Students choosing this course cannot select:

- Design: Photography General (GEDES)
- Design: Dimensional (GEDES)

In Year 12, this course leads onto ATDES.

COURSE DESCRIPTIONS continued

DRAMA (Gifted and Talented)

GENERAL COURSE GEDRAS

Prerequisites: Through GAT testing only. Students must see Director of Drama.

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

Students work in this course includes production and design aspects involving directing, scenography, costumes, props, promotional materials and sound and lighting. They present drama to make meaning for a range of audiences and adapt their drama to suit different performances. The focus of this course is primarily on ensemble performance and team work, specifically children's 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 costumes, external guest tutors, extension workshops and performances.

In Year 12, this course leads onto GTDRAS.

DRAMA (Gifted and Talented)

ATAR COURSE AEDRAS

Prerequisites: Through GAT testing only.

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

Students' work in this course includes production and design aspects involving directing, scenography, costumes, props, promotional materials and sound and lighting. They present drama to make meaning for a range of audiences and adapt their drama to suit different performance settings. The focus in this course is on both individual and ensemble performances. They also explore the roles of actor, director, scenographer, lighting designer, sound designer, costume designer and dramaturge.

There are practical and written examinations in Semester 1 and 2.

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

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

ENGLISH

GENERAL COURSE GEENG

Prerequisites: Nil.

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

Students choosing this course cannot select:

- English ATAR (AEENG)

In Year 12, this course leads onto GTENG.

COURSE DESCRIPTIONS continued

ENGLISH

ATAR COURSE AEENG

Prerequisites: Grade B in Year 10 English.

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

Students choosing this course cannot select:

- English General (GEENG)

In Year 12, this course leads onto ATENG.

FOOD SCIENCE AND TECHNOLOGY

GENERAL COURSE GEFST

Prerequisites: Nil.

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

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

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

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

In Year 12, this course leads onto GTFST.

FOOTBALL SPECIALIST

SIS20115 Certificate II in Sport and Recreation

VET COURSE CEFBLS

Prerequisites: Currently in Football program.

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

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

The practical elements of the course may include:

- first Aid training;
- refereeing qualification (Level 4);
- assisting in preparing and conducting football sessions;
- assisting with college and sporting carnivals;
- understanding of the sport, fitness and recreation industry;
- maintaining and providing equipment for sporting events; and
- awareness and understanding of workplace health and safety.

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

Students will require their own device as assessment tasks are completed online.

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

At the time of publication, the college is negotiating a formal partnership agreement with an RTO for delivery of the qualification.

Please note that if payment of the annual charges have not been made in full and there is no payment plan in place, the student may not be able to access some resources such as bus transport, external guest tutors or interschool fixtures.

Students selecting this course cannot select:

- SIS20175 Certificate II in Sport and Recreation

COURSE DESCRIPTIONS continued

FRONT OF HOUSE

CUA20220 Certificate II in Creative Industries

VET COURSE CEFOH

Prerequisites: Successful completion of units of competency in Year Nine and Ten. **NB: Classes for this course are conducted outside normal college hours.**

Students who completed units of competency in Year Nine and Ten continue completing further units of competency, ushering duties and mentoring younger ushers.

To complete the practical component of this nationally accredited certificate course students continue to usher at college productions and events.

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

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

GEOGRAPHY

ATAR COURSE AECEO

Prerequisites: Grade B in Year 10 Humanities.

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

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

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

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

In Year 12, this course leads onto ATGEO.

HEALTH STUDIES

GENERAL COURSE GEHEA

Prerequisites: Nil.

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

In Year 12, this course leads onto GTHEA.

HUMAN BIOLOGY

ATAR COURSE AEHBY

Prerequisites: Grade B in Year 10 Pathway 1 Science, particularly in the Life Science unit; entry into Mathematics: Application is desirable.

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 the Human Biology course will be taught in an integrated way.

The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair.

Unit 1- The functioning human body

In this unit, students analyse the structure and function of body systems and the interrelationships between systems, support metabolism and body functioning.

Unit 2- Reproduction and inheritance

In this unit, students study the reproductive system of males and females, the mechanisms of transmission of genetic material from generation to generation and the effects of the environment on gene expression.

In Year 12, this course leads onto ATHBY.

INTEGRATED SCIENCE

GENERAL COURSE GEISC

Prerequisites: Nil.

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

This subject encourages students to be curious about the world around them and assume a balanced view of the benefits and challenges presented by science and technology. It is inclusive and aims to be attractive to students with a wide variety of backgrounds, interests and career aspirations.

The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The content within Unit 1 and Unit 2 can be taught in an integrated way in one or more contexts over the year.

Unit 1

The emphasis of this unit is on biological and Earth systems, focusing on the following topics:

- Interrelationships between Earth systems
- Structure and function of biological systems
- Ecosystems and sustainability
- Species continuity and change.

Unit 2

The emphasis of this unit is on physical and chemical systems, focusing on the following topics:

- Atomic structure
- Chemical reactions
- Mixtures and solutions
- Motion and forces
- Energy

In Year 12, this course leads onto ATHBY.

ITALIAN SECOND LANGUAGE

ATAR COURSE AEISL

Prerequisites: Grade C in Year 10 Italian.

The Italian ATAR Course focuses on the personal and social world, making cultural and intercultural references to enrich spoken and written answers in the target language. Students will work through topics that encourage them to reflect on: family; friends; school; traditions; events; celebrations; travel; and technology. These topics will form the context for intercultural understandings and communication in the target language. The course has two core components; written and oral work. One lesson per week will be solely dedicated to conversation/speaking practice.

Studying Italian will be a valuable lifelong asset, which employers find highly attractive in fields including but not limited to, medicine, space, science, mining and engineering. Italian companies in Australia are leading some of the biggest projects and contracts in these fields. Italian also provides a gateway for learning other Romance languages, accessing Italy's rich literary, music and artistic heritage and reflecting on Italy's global contributions in areas such as: the arts; philosophy; architecture; design; gastronomy; and fashion.

Italian remains as one of the most popular languages that people worldwide choose to learn as a second language and for an aspiring traveller it is an official language of Switzerland and Slovenia but it is also a well known language in Malta, Monaco, the region of Nice (France), Corsica, Albania, Somalia and Ethiopia.

In Year 12, this course leads onto ATISL.

LITERATURE

GENERAL COURSE GELIT

Prerequisites: Nil.

In the Literature General course, students learn to create readings of literary texts and to create their own texts, including essays, poems, short stories, plays and multi-modal texts. Students learn to read texts in terms of their cultural, social and historical contexts; their values and attitudes; and their generic conventions and literary techniques. Students learn to create texts paying attention to contexts, values and conventions. Students learn about literary language, narrative, image and the power of representation. Students experience the aesthetic and intellectual pleasure that reading and creating literary texts can bring.

Students choosing this course cannot select:

- Literature ATAR (AELIT)

LITERATURE

ATAR COURSE AELIT

Prerequisites: Grade A in Year 10 English.

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

Students choosing this course cannot select:

- Literature General (GELIT)

In Year 12, this course leads onto ATLIT.

MATERIALS, DESIGN AND TECHNOLOGY: TEXTILES

GENERAL COURSE GEMDTT

Prerequisites: Nil.

The Materials Design and Technology Textiles General course is an excellent introduction to understanding what creates a good design, utilising suitable fabrics due to their fiber properties, adopting appropriate methods of garment construction and to evaluate the success of a product against the needs of the client.

This is a practical course where students work with textiles, fabric and materials focusing on the design and manufacturing of a range of items. Students have the opportunity to develop and practise skills that contribute to creating a physical product, while acquiring an appreciation of the application of the design process, and an understanding of the need for materials sustainability. Students research and test materials and use strategies to develop innovative and creative ideas. They apply skills of management in planning and implementing a process at the same time as they manipulate tools and machines to produce high-quality articles.

Through the development of a range of products students will learn and practice manufacturing processes and technologies, including principles of design, planning and management. As well as the practical abilities that will be developed, students will also have the opportunity to work on the skills of self-direction and self-accountability, collaboration, and a strong focus on creativity.

In this course students will learn to up-cycle and/ or make new items of their own choosing including: Clothing; collared shirts, dresses, skirts, shorts, pants, jumpers, jackets etc. Bags; tote bag, handbag etc.

In Year 12, this course leads onto GTMDTT.

COURSE DESCRIPTIONS continued

MATHEMATICS: APPLICATION

ATAR COURSE AEMMA

Prerequisites: 70% in the Year 10 Main-stream pathway or teacher recom-mendation.

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

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

Students choosing this subject cannot select:

- **MATHEMATICS METHODS (AEMAM) OR**
- **MATHEMATICS SPECIALIST (AEMAS)**

In Year 12, this course leads onto ATMAA.

MATHEMATICS: ESSENTIALS

GENERAL COURSE GEMAE

Prerequisites: Teacher recommenda-tion. Students who have not attained OLN A in Year 10 will need to enrol in this course.

The Mathematics Essentials General course focuses on using mathematics effectively, efficiently and critically to make informed decisions.

It provides students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning and community settings. This course provides the opportunity for students to prepare for postschool options of employ-ment and further training.

In Year 12, this course leads onto GTMAE.

MATHEMATICS: METHODS

ATAR COURSE AEMAM

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

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

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

Students choosing this subject cannot select:

- **MATHEMATICS APPLICATIONS (AEMAA).**

In Year 12, this course leads onto ATMAM.

COURSE DESCRIPTIONS continued

MATHEMATICS: SPECIALIST

ATAR COURSE AEMAS

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

This course provides opportunities be-yond those presented in the Mathematics Methods ATAR course to develop rigor-ous mathematical arguments and proof and to use mathematical models more extensively. Mathematics Specialist con-tains topics in functions and calculus that build on and deepen the ideas presented in the Mathematics Methods course, as well as demonstrate their application in many areas.

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

Students choosing this subject cannot select:

- **Mathematics Applications (AE-MAA)**

In Year 12, this course leads onto ATMAS.

Note: ATMAM must be studied concu-rrently with this course.

MEDIA

CUA20220 Certificate II in Creative Industries VET COURSE CEMEDIA

Prerequisites: Nil.

This practical media course is recom-mended for students in Year 11 who are interested in the Film and TV industry and the knowledge to operate in a changing digital media world.

Students will participate in:

- digital video editing;
- scriptwriting;
- directing;
- sound recording and audio editing;
- online cross promotions;
- lighting;
- filming productions;
- Adobe premiere to digital editing; and
- Adobe Photoshop.

Students studying this course will have the opportunity to use industry standard software including Premiere, Photoshop and After Effects. Students are required to participate in Media camps, weekend workshops, industry excursions and incursions.

Many of the learning experiences in the media course are student-centred to en-courage students to take responsibility for their learning and work at their own pace.

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

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

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

MEDIA (Gifted and Talented)

CUA20220 Certificate II in Creative Industries VET COURSE CEMEDIS

Prerequisites: Through GAT testing only.

This practical media course is recom-mended for students in Year 11 who are interested in the Film and TV industry and the knowledge to operate in a changing digital media world.

Students will participate in:

- digital video editing;
- scriptwriting;
- directing;
- sound recording and audio editing;
- online cross promotions;
- lighting;
- filming productions;
- Adobe premiere to digital editing; and
- Adobe Photoshop.

Students studying this course will have the opportunity to use industry standard software including Premiere, Photoshop and After Effects. Students are required to participate in Media camps, weekend workshops, industry excursions and incursions.

Many of the learning experiences in the media course are student-centred to en-courage students to take responsibility for their learning and work at their own pace.

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

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

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

COURSE DESCRIPTIONS continued

MEDIA, PRODUCTION AND ANALYSIS (Gifted and Talented)

ATAR COURSE AEMPAS

Prerequisites: Through GAT testing only.

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

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

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

In Year 12, this course leads onto ATMPAS.

MEDIA, PRODUCTION AND ANALYSIS

ATAR COURSE AEMPA

Prerequisites: Previous media experience and entry into ATAR English. Student must consult with the Dean of the Arts before enrolling in this course.

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

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

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

In Year 12, this course leads onto ATMPA

MODERN HISTORY

ATAR COURSE AEHIM

Prerequisites: Grade B in Year 10 Humanities.

The Modern History ATAR course enables students to study the forces that have shaped today's world and provides them with a broader and deeper comprehension of the world in which they live. While the focus is on the 20th century, the course encourages students to make connections with the changing world of the 21st century. Modern history enhances students' curiosity and imagination and their appreciation of larger themes, individuals, movements, events and ideas that have shaped the contemporary world.

Unit 1— Capitalism in the United States of America 1907 - 1941

Students study capitalism (1907-1941) in America including the ideas and consequences of the impact of WWI, the 1920s and WWII until 1941, the growth of consumerism, the shaping of American values and the impact of capitalism on different groups within American society.

Unit 2 - Nazism in Germany 1918 - 1945

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

In Year 12, this course leads onto ATHIM.

COURSE DESCRIPTIONS continued

MUSIC

CUA20620 Certificate II in Music

VET COURSE CEMUS

Prerequisites: Completion of Year 10 Music enrichment. Students must also have approval from the Director of Music to enrol.

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

Students who completed the Enrichment Music course in lower school are provided with a continuation of their instrumental/voice tuition through the IMSS program, 20 minutes per week throughout Years 11 and 12. Ensemble attendance is a compulsory requirement for all Certificate II music students. Students are required to participate in a minimum of one ensemble. Students will be expected to perform at college events and to the wider community.

Students will have the opportunity to experience:

- WAAPA tours;
- attending recording studios and recording original pieces of music;
- solo and group performances;
- participating in industry gigs;

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

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

MUSIC (Gifted and Talented)

CUA20620 Certificate II in Music

VET COURSE CEMUSS

Prerequisites: Through GAT testing only.

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

Students who completed the GAT Music course in lower school are provided with a continuation of their instrumental/voice tuition through the IMSS program, 20 minutes per week throughout Years 11 and 12. Ensemble attendance is a compulsory requirement for all Certificate II music students. Students are required to participate in a minimum of two ensembles. Students will be expected to perform at college events and to the wider community.

Students will have the opportunity to experience:

- WAAPA tours;
- attending recording studios and recording original pieces of music;
- solo and group performances; and
- participating in industry gigs.

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

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

Students choosing this subject cannot select:

- CUA20620 Certificate II in Music-Music Theatre.

MUSIC: CONTEMPORARY

ATAR COURSE AEMUSC

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

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

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

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

Students are required to participate in a minimum of one ensemble.

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.

Students choosing this subject cannot select:

- Music Western Art (AEMUSW)

In Year 12, this course leads onto ATMUSC.

COURSE DESCRIPTIONS continued

MUSIC: CONTEMPORARY (Gifted and Talented)

ATAR COURSE AEMUSCS

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

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

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

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

Students are required to participate in a minimum of two ensembles.

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.

Students choosing this subject cannot select:

- Music Western Art (AEMUSW)

In Year 12, this course leads onto ATMUSCS.

MUSIC: MUSIC THEATRE (Gifted and Talented)

ATAR COURSE AEMUSCT

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

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

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

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

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

Students choosing this subject cannot select:

- Music Western Art (AEMUSWS)

In Year 12, this course leads onto ATMUSCT.

MUSIC: MUSIC THEATRE (Gifted and Talented)

CUA20620 Certificate II in Music

VET COURSE CEMUSMT

Prerequisites: Through GAT testing only.

Students work independently and in groups to develop their skills and knowledge in aspects of the music theatre industry. The majority of learning is based on practical activities with music theatre performances as the focus. Students will also complete research tasks based on the history of music theatre, relevant theatre terminology and significant musicals and performers.

Students undertake units of competency in the following areas in Year 11:

- contribute to health and safety of self and others;
- work effectively with others;
- develop ensemble skills for playing and or singing music;
- perform basic jazz dance techniques ; and
- applying knowledge of music culture to music making.

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

Students will be expected to participate in the major college musical and cabaret for Years 11 and 12. Attendance at rehearsals, weekend workshops and performances are an essential element of this course.

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

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

Students choosing this subject cannot select:

- CUA20620 Certificate II in Music

COURSE DESCRIPTIONS continued

MUSIC: WESTERN ART

ATAR COURSE AEMUSW

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

This course will be delivered in the context of Western Art Music which involves the study of the European tradition of art music and its development over time. Students extend and apply their skills, knowledge and understanding of music to create, communicate and evaluate music ideas with increasing depth and complexity.

They continue to develop and consolidate aural and music literacy skills, learning how the elements of music can be applied, combined and manipulated when listening, performing, composing and analysing music.

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

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

Students are required to participate in a minimum of one ensemble.

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.

Students choosing this subject cannot select:

- Music: Contemporary(AEMUSC)

In Year 12, this course leads onto ATMUSW.

MUSIC: WESTERN ART (Gifted and Talented)

ATAR COURSE AEMUSWS

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

This course will be delivered in the context of Western Art Music which involves the study of the European tradition of art music and its development over time. Students extend and apply their skills, knowledge and understanding of music to create, communicate and evaluate music ideas with increasing depth and complexity.

They continue to develop and consolidate aural and music literacy skills, learning how the elements of music can be applied, combined and manipulated when listening, performing, composing and analysing music.

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

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

Students are required to participate in a minimum of two ensembles.

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 performance.

Students choosing this subject cannot select:

- Music: Contemporary(AEMUSCS)

In Year 12, this course leads onto ATMUSWS.

OUTDOOR EDUCATION

GENERAL COURSE GEOED

Prerequisites: Competent and confident open water swimmers.

Outdoor Education aims to develop an understanding of students relationship with the environment, their peers and themselves. The course focuses on a range of experiences including bush-walking, snorkeling and orienteering.

It provides students with an opportunity to develop essential outdoor skills and life skills such as communication, leadership and self management, whilst building a comprehensive understanding of the role they play in the environment. Students will be required to participate in a range of short duration excursions/expeditions in selected outdoor activities. They are encouraged to step outside of their comfort zone and embrace an array of different opportunities.

In Year 12, this course leads onto GTOED.

COURSE DESCRIPTIONS continued

PHILOSOPHY AND ETHICS

GENERAL COURSE GEPAE

Prerequisites: Nil.

The Philosophy and Ethics General Course develops thinking skills and moral reasoning that students apply to a range of practical situations in their personal, social and working lives. The study of Philosophy gives students a set of skills that better enable them to understand, evaluate and engage with their internal and external world and community. Employers are increasingly searching for people who can analyse new situations and devise and evaluate appropriate strategies to manage them.

Philosophical thought shapes what people think, what they value, and what they consider to be true. Philosophy is a practical activity. We 'do' Philosophy, for example, when we seek to define something, when we challenge assumptions, when we construct an argument, and when we think about what we are doing and why.

Philosophical inquiry requires that we question our assumptions, beliefs and our reasons for holding them. The Philosophy and Ethics General course aims to empower students to make independent judgments on the basis of reason.

Students choosing this subject cannot select:

- **Philosophy and Ethics ATAR (AEPAE)**

In Year 12, this course leads onto GTPAE.

PHILOSOPHY AND ETHICS

ATAR COURSE AEPAE

Prerequisites: Grade B in Year 10 Humanities.

Philosophical thought shapes what people think, what they value, what they consider to be true and how they engage with others and the world around them. It is one of the foundations of all academic disciplines. It seeks to shed light on questions such as: What is real? What and how do we understand? How should we live? What is it to be human? and Who am I? Philosophical inquiry requires that we question our assumptions, beliefs and our reasons for holding them. The Philosophy and Ethics ATAR course aims to empower students to make independent judgments on the basis of reason.

Philosophy has practical applications. We apply philosophy when we seek to define something, when we challenge assumptions, when we construct an argument, and when we think about what we are doing, how are we doing it and to what ends. The study of philosophy gives us a set of skills that better enables us to understand, evaluate and engage with our world, whether that is our personal or our social world, our world of work or the wider question of how the world works.

In Philosophy and Ethics, disagreement is common. Methods of inquiry and the skill of critical reasoning help us deal more effectively with disagreement. This course places considerable emphasis on students contributing constructively to a philosophical Community of Inquiry.

Unit 1- Reason and persons

Students examine reasoning, inference, doubt and proof; the construction of world views; ideas of mind, body and person-hood; ideas of action, intention, motives, free-will and determinism; and the elements of a personal ethic.

Unit 2- Reason and culture

Students examine ideas of beauty and aesthetics; the interpretation of art and literature; the idea of culture; intuition and emotion; and personal relations and friendship.

Students choosing this subject cannot select:

- **Philosophy and Ethics General (GEPAE)**

In Year 12, this course leads onto ATPAE

PHYSICAL EDUCATION STUDIES

GENERAL COURSE GEPES

Prerequisites: Nil

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

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

This course prepares students for a variety of employment pathways in the sport, leisure and recreation industries, education, sport development and youth work. The course also equips students to take on volunteer and leadership roles in community activities.

Students choosing this subject cannot select:

- **Physical Education Studies ATAR (AEPES)**

In Year 12, this course leads to GTPES

COURSE DESCRIPTIONS continued

PHYSICAL EDUCATION STUDIES

ATAR COURSE AEPES

Prerequisites: Grade B in Year 10 Pathway 1 Science, English and Physical Education.

This course focuses on the complex relationships between motor learning and biomechanical and physiological factors that influence individual and team performance. Students engage as performers, leaders, coaches, analysts and planners of physical activity. Physical activity serves as a source of content and data, as well as a medium for learning.

Learning in this course involves participation linked closely with written, oral and practical experiences. Students will analyse and evaluate their performance and that of other students, apply theoretical principles and plan programs to enhance performance. Physical activity and sport are used to develop skills and performance along with an understanding of physiological, biomechanical and skill learning applications.

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

Students choosing this subject cannot select:

- **Physical Education Studies General (GEPES)**

In Year 12, this course leads onto ATPES.

PHYSICS

ATAR COURSE AEPHY

Prerequisites: Grade B in Year 10 Pathway 1, Science particularly in the Physics unit, entry into Mathematics: Applications (entry into Mathematics: Methods is desirable).

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 Years 7 to 10 Science curriculum. The three strands of this course are taught in an integrated way.

The Year 11 syllabus is divided into two units, each of one semester duration which are typically delivered as a pair.

Unit 1- Thermal, nuclear and electrical physics

Students investigate energy production by considering heating processes, radioactivity and nuclear reactions and investigate energy transfer and transformation in electrical circuits.

Unit 2- Linear motion and waves

Students describe, explain and predict linear motion, and investigate the application of wave models to sound phenomena.

In Year 12, this course leads onto ATPHY

POLITICS AND LAW

ATAR COURSE AEPAL

Prerequisites: Grade B in Year 10 Humanities.

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

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

In Year 12, this course leads onto ATPAL.

COURSE DESCRIPTIONS continued

PRODUCTION

CUA20220 Certificate II in Creative Industries

VET COURSE CEPROD

Prerequisites: Nil.

Students in Year 11 have the opportunity to complete units of competency towards the achievement of CUA20220 Certificate II in Creative Industries: Production context. This provides students with foundational skills in a broad range of technical theatre applications. Student design sound and lighting installations, set up and mix live music, assist during live productions, learn basic staging skills, and work with a range of hand and power tools used to construct scenery and properties.

Students enhance their talent and abilities required by the technical theatre industry through the creation of their own original live production. Students operate both independently and in groups to create dynamic and compelling work based around a common theme. Past works have included Son et Lumiere installations where students communicate to the audience through the clever use of sound and light.

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

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

PSYCHOLOGY

GENERAL COURSE GEPSY

Prerequisites: Nil.

Psychology aims to answer important questions such as what motivates people and what factors influence their development. Psychological knowledge helps us understand the way we think, biological influences and personality, and psychological understandings can be applied broadly to many different areas of our lives. In this course, students will gain psychological understandings about themselves and the world around them. Students will be involved in the exploration and analysis of data to illustrate how scientific research methods are used to examine different concepts within psychology.

General Psychology explores the nature of human behaviour, thinking and relationships. This is extremely useful in gaining insight into how people operate as individuals, within group situations and as part of society as a whole. This course would suit students studying in a general course pathway; those heading into the workplace after school, and those who want to develop skills in a discussion based, engaging and interesting class. The study of psychology is highly relevant to further studies in health professions, education, human resources, social sciences, sales, media, and marketing, and aims to provide a better understanding of human behavior and the means to enhance quality of life.

Students choosing this subject cannot select:

- **Psychology ATAR(AEPSY)**

In Year 12, this course leads onto GTPSY

PSYCHOLOGY

ATAR COURSE AEPSY

Prerequisites: Grade B in Year 10 Humanities and recommended entry to ATAR Mathematics Applications.

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

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

Students choosing this subject cannot select:

- **Psychology General (GEPsy)**

In Year 12, this course leads to ATPSY.

COURSE DESCRIPTIONS continued

SPORT AND RECREATION

SIS20115 Certificate II in Sport and Recreation

VET COURSE CESPORT

Prerequisites: Grade C in Year 10 Physical Education.

Students studying this course will be able to complete the nationally accredited certificate course which offers students the opportunity to take on leadership roles and actively participate in multiple sporting areas throughout the course.

The course includes theoretical and practical tasks including areas such as:

- organise and complete daily work activities;
- facilitate groups;
- assisting and developing activity sessions; and
- acquiring an understanding of working effectively in sport, fitness and recreation industries.

Various sports are used as practical sessions to support the above. Students will have the opportunity to coach peers and lower school students in various sporting areas, assist with the organisation and running of College carnivals. Students will require a physical education uniform as prescribed by the college.

Students will require their own devices as assessment task are completed online.

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

At the time of publication, the college is negotiating a formal partnership agreement with an RTO for delivery of the qualification.

Students choosing this subject cannot select:

- **Football Specialist- SIS20115 Certificate II in Sport and Recreation**

VISUAL ARTS (Gifted and Talented)

GENERAL COURSE GEVARS

Prerequisites: Through GAT testing only.

The Year 11 syllabus is divided into two units.

Unit 1

The focus for this unit is experiences. Students develop artworks based on their lives and personal experiences, observations of the immediate environment, events and/or special occasions. They participate in selected art experiences aimed at developing a sense of observation.

Students discover ways to compile and record their experiences through a range of art activities and projects that promote a fundamental understanding of visual language. They use experiences to develop appreciation of the visual arts in their everyday lives.

Students acquire various skills using processes of experimentation and discovery. Imaginative picture making is primarily concerned with experiences of the self and of the immediate environment, including aspects of family life, social activities, communal occasions and other shared activities.

Unit 2

The focus for this unit is explorations. Students explore ways to generate and develop ideas using a variety of stimulus materials and exploration from their local environment. They use a variety of inquiry approaches, techniques and processes when creating original artworks.

When exploring ideas and approaches to art making, students investigate the work of other artists. They learn to identify stylistic features of art forms from different times and places and explore ways to manipulate art elements and principles to generate, develop and produce their own artwork.

In developing subject matter for artworks, students explore ways to express personal beliefs, opinions and feelings. They manipulate a variety of media and materials in a range of art forms, recording and reflecting on their artistic achievements.

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

In Year 12, this course leads onto GTVARS.

VISUAL ARTS

GENERAL COURSE GEVAR

Prerequisites: Nil

The Year 11 syllabus is divided into two units.

Unit 1

The focus for this unit is experiences. Students develop artworks based on their lives and personal experiences, observations of the immediate environment, events and/or special occasions. They participate in selected art experiences aimed at developing a sense of observation.

Students discover ways to compile and record their experiences through a range of art activities and projects that promote a fundamental understanding of visual language. They use experiences to develop appreciation of the visual arts in their everyday lives.

Students acquire various skills using processes of experimentation and discovery. Imaginative picture making is primarily concerned with experiences of the self and of the immediate environment, including aspects of family life, social activities, communal occasions and other shared activities.

Unit 2

The focus for this unit is explorations. Students explore ways to generate and develop ideas using a variety of stimulus materials and exploration from their local environment. They use a variety of inquiry approaches, techniques and processes when creating original artworks.

When exploring ideas and approaches to art making, students investigate the work of other artists. They learn to identify stylistic features of art forms from different times and places and explore ways to manipulate art elements and principles to generate, develop and produce their own artwork.

In developing subject matter for artworks, students explore ways to express personal beliefs, opinions and feelings. They manipulate a variety of media and materials in a range of art forms, recording and reflecting on their artistic achievements.

In Year 12, this course leads onto GTVAR.

COURSE DESCRIPTIONS continued

VISUAL ARTS (Gifted and Talented)

ATAR COURSE AEVARS

Prerequisites: Through GAT testing only.

In the Visual Arts ATAR course students engage in traditional, modern and contemporary media and techniques within the broad areas of art forms. The course promotes innovative practice. Students are encouraged to explore and represent their ideas and gain an awareness of the role that artists and designers play in reflecting, challenging and shaping societal values.

The Visual Arts ATAR course allows students to develop aesthetic understandings and a critical awareness to appreciate and make informed evaluations of art through their engagement of their own art practice and the work of others.

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

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

2022 Year 11 Course Charges		
Course Code	Course	Total
ACAIT	Applied Information Technology ATAR 11	\$80.00
TEAIT	Applied Information Technology ATAR 11 Tutorial	\$0.00
GEAIT	Applied Information Technology General 11	\$70.00
AEBLY	Biology ATAR 11	\$70.00
TEBLY	Biology ATAR 11 Tutorial	\$0.00
AECHE	Chemistry ATAR 11	\$70.00
TECHE	Chemistry ATAR 11 Tutorial	\$0.00
AEDANS	Dance ATAR 11 Gifted and Talented	\$400.00
TEDAN	Dance ATAR 11 Tutorial	\$0.00
GEDESD	Design: Dimensional General 11 (New Subject 2023)	TBA
AEDESP	Design: Photography ATAR 11	\$150.00
TEDESP	Design: Photography ATAR 11 Tutorial	\$0.00
GEDESP	Design: Photography General 11	\$150.00
AEDRAS	Drama ATAR 11 Gifted and Talented	\$400.00
TEORA	Drama ATAR 11 Tutorial	\$0.00
GEDRAS	Drama General 11 Gifted and Talented	\$300.00
ACCNG	English ATAR 11	\$70.00
TEENG	English ATAR 11 Tutorial	\$0.00
GEENG	English General 11	\$60.00
GEFST	Food Science and Technology General 11	\$240.00
AEGEO	Geography ATAR 11	\$60.00
TEGEO	Geography ATAR 11 Tutorial	\$0.00
TEHFS	Health & Fitness Tutorial	\$0.00
GEHEA	Health Studies General 11	\$60.00
AEBY	Human Biology ATAR 11	\$70.00
TEBY	Human Biology ATAR 11 Tutorial	\$0.00
GEISC	Integrated Science General 11	\$70.00
ACISL	Italian: Second Language ATAR 11	\$77.00
AELIT	Literature ATAR 11	\$60.00
TELIT	Literature ATAR 11 Tutorial	\$0.00
GELIT	Literature General 11 (New Subject 2023)	TBA
GEMDTT	Materials, Design and Technology: Textiles General 11	\$100.00
AEMAA	Mathematics: Applications ATAR 11	\$60.00
TEMAA	Mathematics: Applications ATAR 11 Tutorial	\$0.00
GEMAE	Mathematics: Essentials General 11	\$60.00
AEMAM	Mathematics: Methods ATAR 11	\$60.00
TEMAM	Mathematics: Methods ATAR 11 Tutorial	\$0.00
AEMAS	Mathematics: Specialist ATAR 11	\$60.00
TEMAS	Mathematics: Specialist ATAR 11 Tutorial	\$0.00
AEMPAS	Media, Production and Analysis ATAR 11 Gifted and Talented	\$150.00
AEMPA	Media, Production and Analysis ATAR 11	\$300.00
AEHIM	Modern History ATAR 11	\$60.00
TEHIM	Modern History ATAR 11 Tutorial	\$0.00
TEMUSC	Music: Contemporary Music ATAR 11 Tutorial	\$0.00
TEMUSCT	Music: Contemporary Music ATAR 11 Music Theatre Tutorial	\$0.00
AEMUSCT	Music: Contemporary Music ATAR 11 Music Theatre Gifted and Talented	\$150.00
AEMUSC	Music: Contemporary Music ATAR 11	\$400.00
AEMUSCS	Music: Contemporary Music ATAR 11 Gifted and Talented	\$400.00
AEMUSW	Music: Western Art Music ATAR 11	\$400.00
AEMUSWS	Music: Western Art Music ATAR 11 Gifted and Talented	\$400.00
GEOED	Outdoor Education General 11	\$170.00
ACPAE	Philosophy and Ethics ATAR 11	\$60.00
GEPAE	Philosophy and Ethics General 11	\$60.00
ACPES	Physical Education Studies ATAR 11	\$190.00
TEPES	Physical Education Studies ATAR 11 Tutorial	\$0.00
GEPES	Physical Education Studies General 11	\$190.00
ACPHY	Physics ATAR 11	\$70.00
TEPHY	Physics ATAR 11 Tutorial	\$0.00
AEPAL	Politics and Law ATAR 11	\$60.00
TEPAL	Politics and Law ATAR 11 Tutorial	\$0.00
PI04	Private Study	\$0.00
AEPSY	Psychology ATAR 11	\$80.00
TEPSY	Psychology ATAR 11 Tutorial	\$0.00
GEPSY	Psychology General 11	\$80.00

VET Certificate Courses		
ADWPL	Workplace Learning	\$50.00
CEBALS	CUA30120 Certificate III in Dance: Ballet Gifted and Talented	\$1,630.00
CEBALFT	CUA30120 Certificate III in Dance: Ballet Fulltime Gifted and Talented	\$1,830.00
CEMEDIS	CUA20220 Certificate II in Creative Industries: Media Gifted and Talented	\$300.00
CEDAN	CUA20120 Certificate II in Dance	\$400.00
CEDANS	CUA20120 Certificate II in Dance Gifted and Talented	\$400.00
CEMUS	CUA20620 Certificate II in Music	\$450.00
CEMUSMT	CUA20620 Certificate II in Music: Music Theatre Gifted and Talented	\$500.00
CEMEDIA	CUA20220 Certificate II in Creative Industries: Media	\$300.00
CEPROD	CUA20220 Certificate II in Creative Industries: Production	\$400.00
CEMUSS	CUA20620 Certificate II in Music: Music Gifted and Talented	\$450.00
CESPORT	SIS20115 Certificate II in Sport and Recreation	\$300.00
CECYBER	BSB20120 Certificate II in Workplace Skills: Cybersecurity	\$330.00



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