

# 2023 Year 12 Handbook



John  
Curtin  
College  
OF THE  
Arts

# Contents

INTRODUCTION	3
AN IMPORTANT NOTE TO Year 12 STUDENTS/PARENTS	4
THE WACE: ESSENTIAL INFORMATION	5
WACE REQUIREMENTS FOR 2023	5
SELECTING A PROGRAM OF STUDY	6
CHOOSING COURSES	7
TECHNICAL AND FURTHER EDUCATION (TAFE)	8
ANOTHER PATHWAY TO UNIVERSITY	9
SOURCES OF INFORMATION	13
VOCATIONAL EDUCATION AND TRAINING (VET)	14
FLEXI PROGRAM	14
STUDENT SERVICES	16
PROPEL: JCCA'S LEARNING SUPPORT PROGRAM	18
SCHOOL CURRICULUM AND STANDARDS AUTHORITY COURSES AND VET CERTIFICATES OFFERED	19
PREREQUISITES FOR Year 12 COURSES 2022	20
MATHEMATICS COURSES AND PATHWAYS	22
SCIENCE COURSES AND PATHWAYS	23
COURSE DESCRIPTIONS	25

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

In Year 12, university bound students must select to study four or more ATAR courses and non-university bound students should select predominately General courses. 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 counselling staff as part of the course selection process. Counselling staff make use of teachers' recommendations based on each student's current achievement. I would like to encourage all parents to seek as much information as they need from the college to make these important decisions. Please feel very welcome to contact teachers, course counsellors, deputy principals or myself to clarify any issues.

TRAVIS VLADICH

Principal



# AN IMPORTANT NOTE TO YEAR 12 STUDENTS/PARENTS

## Course Selections for Year 12 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 12 background** to study a particular course (see pages 20-21 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, 24 June 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

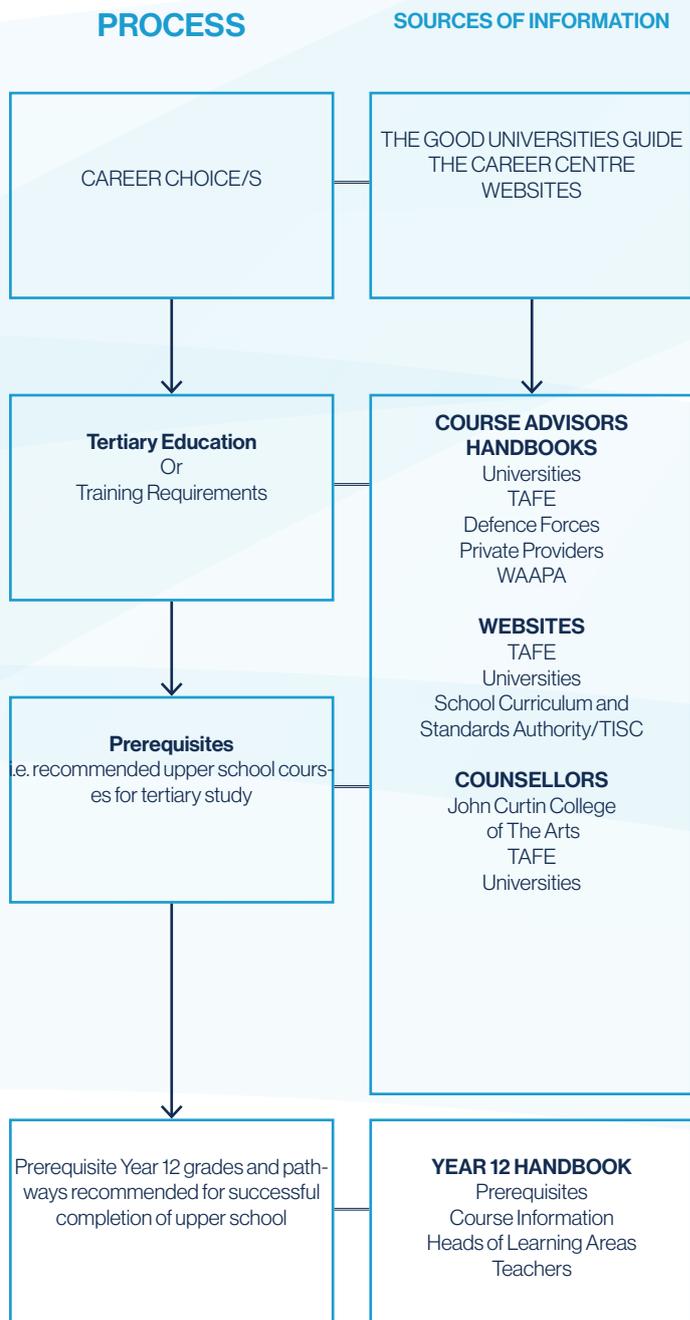
Or

#### 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](http://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 12 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](http://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](mailto: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 14 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 12) 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.

# THE 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.

# 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 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.

Requirements for Year 12 courses are listed on pages 20 to 21 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 Note 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. **Year 12 students enrolled mainly in non-ATAR courses, including VET must study six courses for the year.**
4. **Year 12 students enrolled in at least four ATAR courses may elect to study only five courses for the year.**
5. Students can select a maximum of two VET certificate courses, which have been commenced in Year 11.
6. It is strongly recommended that students who have not demonstrate the minimum standard of numeracy select a Mathematics course.
7. Approval for course changes will only be given on written request from the student's parents/guardians and after an interview with the course advisor or careers coordinator or manager of student services or a deputy principal.

## 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 Ethics
VAR	Visual Art

### LIST B (MATHEMATICS/SCIENCE/TECHNOLOGY)

AIT	Applied Information Technology
BIO	Biology
CHE	Chemistry
DES	Design-Photography
FST	Food Science Technology
HBS	Human Biology
ISC	Intergrated Science
MDT	Material Design and Technology-Textiles Material Design and Technology-Wood
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 11 achievement is the best indicator. Also your teachers' recommendations are an important part of the upper school course selection process.

## Future Goals

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

## Interests

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

## TRANSFER FROM ONE COURSE TO ANOTHER

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

- It does not involve transfer out of a GAT program or Soccer Excellence;
- It is possible on the timetable;
- It does not interfere with maximum class numbers,
- It does not interfere with future goals,
- 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.

To enter TAFE students need to meet minimum entrance requirements,

## 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 12 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 worked 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](http://www.fulltimecourses.tafe.wa.edu.au/courses)
- contact The Jobs and Skills Centre [www.jobsandskills.wa.gov.au/career-planning](http://www.jobsandskills.wa.gov.au/career-planning)
- talk to the John Curtin College of the Arts Course Advisors, email: [courseadvice@jc.wa.edu.au](mailto: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](http://www.tisc.edu.au).

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

## UNIVERSITY ACCESS VIA TAFE

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

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: <a href="http://www.study.curtin.edu.au">www.study.curtin.edu.au</a></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: <a href="mailto:futurestudy@ecu.edu.au">futurestudy@ecu.edu.au</a> Website: <a href="http://www.ecuworldready.com.au">www.ecuworldready.com.au</a></p>
Murdoch University	Certificate IV	<p>Prospective Students' &amp; Admission Centre: Telephone: 1300 687 3624 Email: <a href="mailto:study@murdoch.edu.au">study@murdoch.edu.au</a> Website: <a href="http://www.murdoch.edu.au">www.murdoch.edu.au</a></p>
The University of Notre Dame Australia	Certificate IV and English language competence.	<p>Prospective Students Office: Telephone: (08) 9433 0533 Email: <a href="mailto:future@nd.edu.au">future@nd.edu.au</a> Website: <a href="http://www.nd.edu.au">www.nd.edu.au</a></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: <a href="mailto:future-students@uwa.edu.au">future-students@uwa.edu.au</a> Website: <a href="http://www.study.uwa.edu.au">www.study.uwa.edu.au</a></p>
CQ University	Certificate IV and English language competence.	<p>Student Recruitment Team Telephone: (08) 9260 4081 Email: <a href="mailto:studentrecruitment@cqu.edu.au">studentrecruitment@cqu.edu.au</a> Website: <a href="http://www.study.uwa.edu.au">www.study.uwa.edu.au</a></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 Kulbarði 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.

## 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](http://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](http://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](http://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](http://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 12 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"> <li>• Visual Arts*</li> <li>• Media Production and Analysis*</li> <li>• Dance</li> <li>• Drama</li> <li>• Applied information and Technology</li> <li>• Music</li> <li>• Design- Photography*</li> </ul> *Helps meet folio requirements. 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) <b>OR</b> Bachelor of Arts (Film & Television) <b>OR</b> Bachelor of Arts (Journalism) <b>OR</b> 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 <b>OR</b> Film & Video <b>OR</b> Photomedia <b>OR</b> Media Studies <b>OR</b> Advertising <b>OR</b> Journalism <b>OR</b> Public Relations <b>OR</b> Mass Communication <b>OR</b> Bachelor of Computer Technology <b>OR</b> 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 <b>OR</b> 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) <b>OR</b> 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 <b>OR</b> Social Sciences (Leisure Management) <b>OR</b> Social Sciences (Sport Management) <b>OR</b> Tourism Management <b>OR</b> Hospitality Management <b>OR</b> e-Commerce <b>OR</b> 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 <b>OR</b> 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 <ul style="list-style-type: none"> <li>Mechanical Engineering (2 years)</li> </ul>	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) <b>OR</b> (Environment Biology).	Notre Dame University
		Entry into 2nd Year of the Bachelor of Science (Environmental Science) <b>OR</b> (Environmental Restoration) <b>OR</b> (Environmental Technology) <b>OR</b> (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"> <li>Outdoor Education</li> <li>Dance</li> <li>Health Studies</li> <li>Physical Education Studies</li> </ul> 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	Edith Cowan University
	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](http://www.tafechoices.com/industries); and
- Centrelink Job Guide (available ONLY online. Website: [www.jobguide.thegoodguides.com.au](http://www.jobguide.thegoodguides.com.au)).
- The Good Careers Guide. This is an online career information service. Website: [www.gooduniversitiesguide.com.au/careers-guide](http://www.gooduniversitiesguide.com.au/careers-guide).
- [www.education.wa.edu.au/career-development](http://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](mailto:courseadvice@jc.wa.edu.au)

## The Jobs and Skills Centre

Phone: 13 64 64

Web: [www.jobsandskills.wa.gov.au](http://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](http://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](http://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](mailto:enquiry@nmtafe.wa.edu.au)

W: [northmetrotafe.wa.edu.au](http://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](mailto:info@smtafe.wa.edu.au)

W: [southmetrotafe.wa.edu.au](http://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](http://www.training.wa.gov.au/apprenticentre)

### Australian Defence Force Academy

[www.defencejobs.gov.au](http://www.defencejobs.gov.au)

### Australian Wide Job Search

[www.jobsearch.gov.au](http://www.jobsearch.gov.au)

### Career Research

[www.careersonline.com.au](http://www.careersonline.com.au)

### Centrelink

[www.centrelink.gov.au](http://www.centrelink.gov.au)

### Curtin University

[www.curtin.edu.au](http://www.curtin.edu.au)

Phone: 1300 222 888

### Edith Cowan University

[www.ecu.edu.au](http://www.ecu.edu.au)

Phone: 134 328

### Job Resources Australia

[www.youth.gov.au](http://www.youth.gov.au)

### Murdoch University

[www.murdoch.edu.au](http://www.murdoch.edu.au)

Phone: 9360 6796

### My Future

[www.myfuture.edu.au](http://www.myfuture.edu.au)

### National Careers Institute

[www.yourcareer.gov.au](http://www.yourcareer.gov.au)

### Training WA (TAFE course information)

[www.dtwd.wa.gov.au](http://www.dtwd.wa.gov.au)

### Tertiary Institutions Services Centre

[www.tisc.edu.au](http://www.tisc.edu.au)

### University of Notre Dame

[www.nd.edu.au](http://www.nd.edu.au)

Phone: 9433 0533

### University of Western Australia

[www.uwa.edu.au](http://www.uwa.edu.au)

Phone: 6488 3396

### Vacancies Australia Wide

[www.seek.com.au](http://www.seek.com.au)

### Western Australian Academy of Performing Arts

[www.waapa.ecu.edu.au](http://www.waapa.ecu.edu.au)

Phone: 9370 6636

# VOCATIONAL EDUCATION AND TRAINING (VET)

As a Registered Training Organisation (RTO), John Curtin College of the Arts (RTO 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, theatre 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 a 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 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 12 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.



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SHAVE**

# PROPEL: JCCA'S LEARNING SUPPORT PROGRAM

## TEACHERS IN CHARGE:

### PROPEL:

Dr Lynee Iviecvic

**Email:** Lynee.Iviecvic@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.

UNIVERSITY PATHWAY / ATAR COURSES	GENERAL COURSES
APPLIED INFORMATION TECHNOLOGY (ATAIT)	APPLIED INFORMATION TECHNOLOGY (GTAIT)
BIOLOGY (ATBLY)	DESIGN: PHOTOGRAPHY (GTDESP)
CHEMISTRY (ATCHE)	DRAMA (GIFTED AND TALENTED) (GTDRA)
DANCE (GIFTED AND TALENTED) (ATDANS)	ENGLISH (GTENG)
DESIGN: PHOTOGRAPHY (ATDESP)	FOOD, SCIENCE AND TECHNOLOGY (GTFST)
DRAMA (GIFTED AND TALENTED) (ATDRAS)	HEALTH STUDIES (GTHEA)
ENGLISH (ATENG)	INTEGRATED SCIENCE (GTISC)
GEOGRAPHY (ATGEO)	MATERIALS, DESIGN AND TECHNOLOGY: TEXTILES (GTMDTT)
HUMAN BIOLOGY (ATHBY)	MATERIALS, DESIGN AND TECHNOLOGY: WOOD (GTMDTW)
LITERATURE (ATLIT)	MATHEMATICS ESSENTIAL (GTMAE)
ITALIAN, SECOND LANGUAGE (ATISL)	OUTDOOR EDUCATION (GTOED)
MATHEMATICS: APPLICATIONS (ATMAA)	PHILOSOPHY AND ETHICS (GTPAE)
MATHEMATICS: METHODS (ATMAM)	PHYSICAL EDUCATION STUDIES (GTPES)
MATHEMATICS: SPECIALIST (ATMAS)	PSYCHOLOGY (GTPSY)
MEDIA, PRODUCTION AND ANALYSIS (ATMPA)	VISUAL ARTS (GIFTED AND TALENTED) (GTVARS)
MEDIA, PRODUCTION AND ANALYSIS (GIFTED AND TALENTED) (ATMPAS)	
MODERN HISTORY (ATHIM)	
MUSIC: CONTEMPORARY (ATMUSC)	
MUSIC: CONTEMPORARY (GIFTED AND TALENTED) (ATMUSCS)	
MUSIC: CONTEMPORARY (MUSIC THEATRE – GIFTED AND TALENTED) (ATMUSCT)	
MUSIC: WESTERN ART (ATMUSW)	
MUSIC: WESTERN ART (GIFTED AND TALENTED) (ATMUSWS)	
PHILOSOPHY AND ETHICS (ATPAE)	
PHYSICS (ATPHY)	
POLITICS AND LAW (ATPAL)	
PSYCHOLOGY (ATPSY)	
VISUAL ARTS (GIFTED AND TALENTED) (ATVARS)	
VOCATIONAL (VET) COURSES	
BALLET: (CUA30120 CERTIFICATE III IN DANCE) (GIFTED AND TALENTED) (CTBALS)	CYBERSECURITY: (BSB20120 CERTIFICATE II IN WORKPLACE SKILLS) (CTCYBER)
DANCE: (CUA20120 CERTIFICATE II IN DANCE) (CTDAN)	DANCE: (CUA20120 CERTIFICATE II IN DANCE) (GIFTED AND TALENTED) (CTDANS)
DESIGN: (CUA20720 CERTIFICATE II IN VISUAL ARTS) (CTDESTG)	FOOTBALL SPECIALIST: (SIS20115 CERTIFICATE II IN SPORT AND RECREATION) (CTFBLS)
FRONT OF HOUSE: (CUA20220 CERTIFICATE II IN CREATIVE INDUSTRIES) (CTFOH)	MEDIA: (CUA20220 CERTIFICATE II IN CREATIVE INDUSTRIES) (CTMEDIA)
MEDIA: (CUA20220 CERTIFICATE II IN CREATIVE INDUSTRIES) (GIFTED AND TALENTED) (CTMEDIS)	MUSIC: (CUA20620 CERTIFICATE II IN MUSIC) (CTMUS)
MUSIC: (CUA20620 CERTIFICATE II IN MUSIC) (GIFTED AND TALENTED) (CTMUSS)	MUSIC: MUSIC THEATRE (CUA20620 CERTIFICATE II IN MUSIC) (GIFTED AND TALENTED) (CTMUSMT)
PRODUCTION: (CUA20220 CERTIFICATE II IN CREATIVE INDUSTRIES) (CTPROD)	SPORT AND RECREATION: (SIS20115 CERTIFICATE II IN SPORT AND RECREATION)

# PREREQUISITES FOR Year 12 COURSES 2023

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

TYPE OF COURSE	COURSE	PREREQUISITES
GENERAL	Applied Information Technology (GTAIT)	Nil
ATAR	Applied Information Technology (ATAIT)	Successful achievement in AEAIT
VET	Ballet: CUA30120 Certificate III in Dance (Gifted & Talented) (CTBALS)	Through GAT testing only
ATAR	Biology (ATBLY)	Grade C in AEBLY or equivalent Year 11 Science course
ATAR	Chemistry (ATCHE)	Grade C in AECHE
VET	Cybersecurity: BSB 20120 Certificate II In Workplace Skills (CTCYBER)	Completion of Year 11 Cybersecurity units of competence
ATAR	Dance (Gifted & Talented) (ATDANS)	Through GAT testing only
VET	Dance: CUA20120 Certificate II in Dance (CTDAN)	Completion of Year 11 Dance units of competence
VET	Dance: CUA20120 Certificate II in Dance (Gifted and Talented) (CTDANS)	Through GAT testing only
ATAR	Design: Photography (ATDESP)	Successful achievement in AEDESP
GENERAL	Design: Photography (GTDESP)	Nil
VET	Design: CUA20720 Certificate II in Visual Arts (CTDESTG)	Completion of Year 11 Design units of competency
GENERAL	Drama (Gifted and Talented) (GTDRAS)	Through GAT testing only. Students must see Director of Drama
ATAR	Drama (Gifted & Talented) (ATDRAS)	Through GAT testing only
GENERAL	English (GTENG)	Nil
ATAR	English (ATENG)	Grade C in AEENG or entry from AELIT
GENERAL	Food, Science & Technology (GTFST)	Nil, special dietary requirements not always accommodated.
VET	Football Specialist: SIS20115 Certificate II in Sport and Recreation (CTFBL5)	By selection only
VET	Front of House: CUA20220 Certificate II in Creative industries (CTFOH)	Completion of Year 11 Front of House units of competence
ATAR	Geography (ATGEO)	Successful achievement in AEGEO
GENERAL	Health Studies (GTHEA)	Nil
ATAR	Human Biology (ATHBY)	Grade C in AEHBY or equivalent Year 11 Science course
GENERAL	Integrated Science (GTISC)	Nil
ATAR	Italian Second Language (ATISL)	Grade C in AEISL
ATAR	Literature (ATLIT)	Grade C or better in AELIT
GENERAL	Materials, Design and Technology: Textiles (GTMDTT)	Nil
GENERAL	Materials, Design and Technology: WOOD (GTMDTW)	Nil
ATAR	Mathematics: Applications (ATMAA)	At least 60% in AEMAA or teacher recommendation
GENERAL	Mathematics: Essential (GTMAE)	At least 55% in GEMAE or teacher recommendation
ATAR	Mathematics: Methods (ATMAM)	At least 60% in AEMAM or teacher recommendation
ATAR	Mathematics: Specialist (ATMAS)	At least 55% in AEMAS or teacher recommendation
VET	Media: CUA20220 Certificate II in Creative Industries (CTMEDIA)	Completion of Year 11 Media units of competence
VET	Media: CUA20220 Certificate II in Creative Industries (Gifted and Talented) (CTMEDIS)	Through GAT testing only and teacher recommendation.
ATAR	Media, Production & Analysis (ATMPA)	Successful achievement in AEMPA
ATAR	Media, Production & Analysis (Gifted & Talented) (ATMPAS)	Through GAT testing only
ATAR	Modern History (ATHIM)	Successful achievement in AEHIM or acceptance into ATENG or ATLIT

# PREREQUISITES FOR Year 12 COURSES 2023

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

TYPE OF COURSE	COURSE	PREREQUISITES
VET	Music: CUA20620 Certificate II in Music (CTMUS)	Completion of Year 11 Music units of competence
VET	Music: CUA20620 Certificate II in Music (Gifted & Talented) (CTMUSS)	Through GAT testing only
VET	Music: Music Theatre (Gifted & Talented) CUA20620 Certificate II in Music (CTMUSMT)	Through GAT testing only. Completion of Year 11 units of competence
ATAR	Music: Contemporary (ATMUSC)	Successful achievement in AEMUSC
ATAR	Music: Contemporary (Gifted & Talented) (ATMUSCS)	Through GAT testing only
ATAR	Music: Contemporary (Music Theatre Gifted & Talented) (ATMUSCT)	Through GAT testing only
ATAR	Music: Western Art (ATMUSW)	Successful achievement in AEMUSW
ATAR	Music: Western Art (Gifted & Talented) (ATMUSWS)	Through GAT testing only
GENERAL	Outdoor Education (GTOED)	Competent and confident open water swimmers
GENERAL	Philosophy and Ethics (GTPAE)	Nil
ATAR	Philosophy and Ethics (ATPAE)	Successful achievement in AEPAE
GENERAL	Physical Education Studies (GTPES)	Nil
ATAR	Physical Education Studies (ATPES)	Grade c in AEPES
ATAR	Physics (ATPHY)	Grade C in AEPHY
ATAR	Politics and Law (ATPAL)	Successful achievement in AEPAL or acceptance into ATENG or ATLIT
VET	Production: CUA20220 Certificate II in Creative Industries (CTPROD)	Completion of Year 11 Production units competence
GENERAL	Psychology (GTPSY)	Nil
ATAR	Psychology (ATPSY)	Successful achievement in AEPSY
VET	Sport and Recreation: SIS20115 Certificate II in Sport and Recreation (CTSPORT)	Completion of Year 11 Sport and Recreation units of competency
ATAR	Visual Arts (Gifted and Talented) (ATVARS)	Through GAT testing only
GENERAL	Visual Arts (Gifted and Talented) (GTVARS)	Through GAT testing only

## 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:**
  - English- ATAR and General
  - Philosophy- ATAR and General
  - Design: Photography – ATAR with General
  - CUA30120 Certificate III in Dance (Ballet) with CUA20120 Certificate II in Dance
  - CUA20620 Certificate II in Music with CUA20620 Certificate II in Music - Music Theatre
  - SIS20115 Certificate II in Sport and Recreation-Football Specialist and SIS20115 Certificate II in Sport and Recreation
  - Philosophy and Ethics- ATAR with General
  - Psychology- ATAR with General
  - Physical Education Studies- ATAR with General
- 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.
- Each ATAR/General course has four units- Unit 1 and Unit 2 (Year 11 units) and Unit 3 and 4 (Year 12 units). Unit 1 and 2 can be studied separately or as a pair. Unit 3 and Unit 4 must be studied as a pair. It is not possible to change Year 12 courses mid year and achieve course unit credits.**

# MATHEMATICS COURSES AND PATHWAYS



# SCIENCE COURSES AND PATHWAYS





# COURSE DESCRIPTIONS

## APPLIED INFORMATION TECHNOLOGY

### GENERAL COURSE GTAIT

#### Prerequisites: Nil

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

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

Throughout the Applied Information Technology General course, students investigate client driven issues and challenges, devise solutions, produce models or prototypes and then evaluate and refine the design solution in collaboration with the client. Students are provided with the opportunity to experience, albeit in a school environment, developing digital solutions for real situations.

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

This course provides students with the opportunity to develop the knowledge and skills of digital technologies. It also encourages students to use digital technologies in a responsible and informed manner. The Applied Information Technology General course provides a sound theoretical and practical foundation, offering pathways to further studies and a wide range of technology based careers

**Students selecting this course cannot select ATAIT.**

**This course counts towards a student's WACE but not an ATAR. There is NO COMPULSORY external examination. However, there is a COMPULSORY externally set task.**

## APPLIED INFORMATION TECHNOLOGY

### ATAR COURSE ATAIT

#### Prerequisites: Successful achievement in AEAIT.

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

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

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

The practical application of skills, techniques and strategies to solve information problems is a key focus of the course. Students also gain an understanding of computer systems and networks. In undertaking projects and designing solutions the legal, ethical and social issues associated with each solution are also considered and evaluated. The context of the subject is the 'Internet of things', and the how and why of how design and internationally created technical standards are combined together to create new and ever emerging converged technologies, such as the iPad and smart devices.

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

**Students selecting this course cannot select GTAIT.**

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

## 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.**

The Year 12 Gifted and Talented Ballet Program is designed to provide students with the necessary hours (15-20) of intensive training required to pursue dance/ballet as a career. This integrated program will be delivered during school curriculum time, in after school workshops and on Saturday mornings.

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

This certificate course is designed to be delivered over three years commencing in Year 10 and completing in Year 12. This course 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.

**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 ATBLY

**Prerequisites: Grade C in AEBLY or equivalent Year 11 Science course.**

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

The Year 12 syllabus is divided into two units which are delivered as a pair. It is recommended that students studying units 3 and 4 have completed units 1 and 2.

#### **Unit 3 – Continuity of species**

In this unit, students investigate biotechnology mechanisms of heredity and the ways in which inheritance patterns can be explained, modelled and predicted and apply the theory of evolution by natural selection in order to examine changes in populations.

#### **Unit 4 – Surviving in a changing environment**

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

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

## CHEMISTRY

### ATAR COURSE ATCHE

**Prerequisites: Grade C in AECHE.**

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

The Year 12 syllabus is divided into two units which are delivered as a pair. It is essential that students studying units 3 and 4 have completed units 1 and 2. Students are expected to know the content and skills from the Year 11 course.

#### **Unit 3 – Equilibrium, acids and bases, and redox reactions**

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

#### **Unit 4 – Organic chemistry and chemical synthesis**

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

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

## CYBERSECURITY

### BSB20120 Certificate II in Workplace Skills

#### VET COURSE CTCYBER

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

In Year 12 students have the opportunity to continue completing units of competency towards the achievement of BSB20120 Certificate II in Workplace Skills with a cybersecurity context. There will be further 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.

Students will continue to develop their electronic portfolio so that it may be utilised for portfolio entry to tertiary institutions.

This qualification is delivered in partnership with Skills Strategies International (RTO 2401) and the certificate will be issued by Skills Strategies International at the completion of Year 12.

This certificate course is designed to be delivered over two years in upper school and it is recognised by the School Curriculum and Standards Authority 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.

# COURSE DESCRIPTIONS continued

## DANCE (Gifted and Talented)

### ATAR COURSE ATDANS

#### 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.*

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

## DANCE

### CUA20120 Certificate II in Dance

#### VET COURSE CTDAN

#### Prerequisites: Completion of Year 11 Dance units of competencies.

This is the second year of a two year course. 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 CTDANS

#### Prerequisites: Through GAT testing only

This is the second year of a two year course. 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.*

# COURSE DESCRIPTIONS continued

## DESIGN: PHOTOGRAPHY

### GENERAL COURSE GEDES

#### Prerequisites: Nil

In Year 12 students will study product and cultural design. Students learn that the commercial world is comprised of companies, requiring consumer products, services and brands for a particular audience. They will be introduced to the concept of intellectual property. Using the design process, they create products/services, visuals and/ or layouts with an awareness of codes and conventions.

In exploring cultural design students investigate that society is made up of different groups of people who share diverse values, attitudes, beliefs, behaviours and needs; and different forms of visual communication transmit these values and beliefs. Students are encouraged to create designs that link to a culture or sub-culture and are introduced to ethical issues concerning representation. Students develop a design process with an understanding of codes and conventions. Student creativity and skills will be developed through traditional and digital platforms. The Design context includes Photography, Illustration and Graphics.

Creative projects can include festival posters; music festival/ band promotional material; harmony day; portrait, formal portrait photography; social/cultural documentary; community/social photographic studies; Fashion campaign poster; self-image; family portrait album; stereotype; montage photography; portrait photography; documentary, skateboard/ surfboard designs; logo/ advertising; design for non-profit organisation or sub-culture; sustainable design concepts, for example, green café, canvas shoe design and promotional poster; program design for event or function; advertisement for a particular sub-culture; horoscope symbols for a specific magazine such as Frankie; theme or issue inspired book/magazine/comic book covers; illustrated cover and pages for a teen novel/genre; game cover and promotional T-shirt; or greetings cards with cultural context, for example, birthday, sympathy.

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

**This course counts towards a students WACE but not ATAR. There is NO COMPULSORY external examination. However, there is a COMPULSORY externally set task.**

## DESIGN: PHOTOGRAPHY

### ATAR COURSE AEDESP

#### Prerequisites: Entry into ATAR English

The Year 12 Design involves the strategic development, planning and production of visual and tactile communication. Student refine their skills to assess, analyse and communicate ideas, values, beliefs, attitudes, messages and information for specific purpose and intentions.

Students study commercial and influential design which develops awareness that design is influenced by various stakeholders to produce products, services and brands that communicate ideas, messages, information and values, often to influence opinion and attitudes. Commercial design is client and market driven and reflect contemporary consumers demands. Students will examine commercial and manufacturing requirements for a real world solution, with relevant production skills and processes, materials and technologies. Within Influential Design students produce products and visual layouts for specific and applied contexts with an understanding of applied semiotics and the construction of meaning: They analyse the audience in terms of empathy, profiling and stereotyping, and develop persuasive solutions using research, testing and feedback mechanisms. 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.

Using photography and graphic design students have the opportunity to explore and create book, magazine or video game covers or designs; creative or persuasive advertising campaigns, small business identity design or branding, fashion, reportage, landscape, narrative, architectural, portrait, photography, anti-advertisements; promotional materials or re-branding for services; organisations and non-profit organisations; political initiatives or social issue awareness, world issues created by first world consumers; gender politics; mental health issues; health related; counter culture; music promotions; seasonal calendars or greeting cards for a specific target audience; Arts promotional posters or visual communication for product cartons, for example, milk shakes, juice, soups; logos, labels.

**Students choosing this course cannot select DESIGN: PHOTOGRAPHY GENERAL (GT-DESP).**

**This course counts towards a students WACE and ATAR. There is a COMPULSORY external examination.**

## DESIGN

### CUA20720 Certificate II in Visual Arts

#### VET COURSE CTDESTG

#### Prerequisites: Completion of Year 11 Design units of competence.

This is the second year of a two year course. Students studying this course will be able to complete the nationally accredited certificate course. This course also provides training in project management, the scientific method and the engineering design process. Students enrolled in the CUA20720 Certificate II in Visual Arts qualification are able to pursue their interests and potential career directions by personally investing in the course through freedom of choice. This course is tailored to meet the needs of every student and creates direct links to University and TAFE courses by either direct contact with Industry representatives or portfolio entrance to a variety of tertiary options

**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 examination or externally set task for this course.**

# 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 aesthetic understanding and drama in practice as students integrate their knowledge and skills. They use the elements and conventions of drama to develop and present ideas and explore personal and cultural issues. They engage in drama processes such as improvisation, play building, text interpretation, play-writing for children theatre and dramaturgy which allows them to create original drama and interpret a range of texts written or devised by others.

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

#### Unit 3 – Representational, realist drama

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

#### Unit 4 – Presentational, non-realist drama

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

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

**This course counts towards a student's WACE but not an ATAR. There is NO COMPULSORY external examination. However, there is a COMPULSORY externally set task.**

## DRAMA (Gifted and Talented)

### ATAR COURSE AEDRAS

**Prerequisites:** Through GAT testing only.

The Drama ATAR course focuses on drama in practice as students integrate their knowledge and skills. They use the elements and conventions of drama to develop and present ideas and explore personal and cultural issues. They engage in drama processes, such as improvisation and text interpretation which allows them to create drama and interpret a range of texts, written or devised by others. Their work in this course includes production and design aspects, such as sets, costumes, props, sound and lighting. Increasingly, students use technologies, such as digital sound and multimedia. They present drama to a range of audiences and work in different performance settings.

Students work independently and collaboratively, learning self-management skills, showing initiative and demonstrating leadership and interpersonal skills. The Drama ATAR course requires them to develop and practice problem-solving skills through creative and analytical thinking processes. They develop their capacity to respond to, reflect on, and make informed judgments using appropriate terminology and language to describe, analyse, interpret and evaluate drama.

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

#### Unit 3

This unit focuses on the realisation of drama text, context, forms and styles through the application of selected approaches.

#### Unit 4

This unit focuses on the approaches to and interpretations of drama text, context, forms and styles through the application of selected approaches.

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

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

## ENGLISH

### GENERAL COURSE GEENG

**Prerequisites:** Nil.

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

#### Unit 3

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

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

#### Unit 4

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

**Students choosing this course cannot select: English ATAR (ATENG).**

**This course counts towards a student's WACE but not an ATAR. There is NO COMPULSORY external examination. However, there is a COMPULSORY externally set task.**

# COURSE DESCRIPTIONS continued

## ENGLISH

### ATAR COURSE ATENG

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

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

#### Unit 3

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

#### Unit 4

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

**Student choosing this course cannot select: English General (GTENG).**

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

## FOOD SCIENCE AND TECHNOLOGY

### GENERAL COURSE GTFST

**Prerequisites:** Nil.

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

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

In the Food Science and Technology General course, students develop their interests and skills through the design, production and management of food-related tasks. They extend their knowledge of the sensory, physical, chemical and functional properties of food and apply these in practical situations. Students explore innovations in science and technology and changing consumer demands. New and emerging foods encourage the design, development and marketing of a range of products, services and systems.

*Students with special dietary needs/allergies must consult with the Home Economics Assistant HOLA, Damian Cochrane.*

**This course counts towards a student's WACE but not an ATAR. There is NO COMPULSORY external examination. However, there is a COMPULSORY externally set task.**

## FOOTBALL SPECIALIST

### SIS20115 Certificate II in Sport and Recreation

#### VET COURSE CTFBLS

**Prerequisites:** By selection only.  
**This is the second year of a two year course**

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.

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 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 for this course.

This qualification is delivered in partnership with IVET Institute (RTO 40548) and the certificate will be issued by IVET at the completion of Year 12.

**Students selecting this course cannot select:**

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

*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.*

# COURSE DESCRIPTIONS continued

## FRONT OF HOUSE

**CUA20220 Certificate II in Creative Industries**

**VET COURSE CTFOH**

**Prerequisites: Completion of Year 11 Front of House units of competencies.**  
**NB: This course runs after college hours**

Students in Year 12 who have already completed units of competency toward the achievement of CUA20220 Certificate II in Creative Industries (Front of House), will have the opportunity to complete the remaining units. To complete the practical component of this nationally accredited certificate course students continue to participate and mentor in Front of House duties completing their minimum required hours. The theory component of the course is delivered outside of school hours, through workshops, meetings and self directed work at home.

This certificate course 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.

## GEOGRAPHY

**ATAR COURSE ATGEO**

**Prerequisites: Successful achievement in AEGEO.**

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

### **Unit 3 – Global environmental change**

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

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

**Unit 4 – Planning sustainable places** Challenges exist in designing urban places to render them more productive, vibrant and sustainable. How people respond to these challenges, individually and collectively, will influence the sustainability and livability of places into the future. While all places are subject to changes produced by economic, demographic, social, political and environmental processes, the outcomes of these processes vary depending on local responses, adaptations and planning practices. Students examine how governments, planners, communities, interest groups and individuals attempt to address these challenges in order to ensure that places are sustainable. They also investigate the ways in which geographical knowledge and skills can be applied to identify and address these challenges. The present and future needs of society are addressed by the allocation and reallocation of land uses, improving infrastructure and transport systems and enhancing amenities to meet the needs of the population as perceived by the different perspectives of the various stakeholders.

The unit begins with a global scale overview of the process of urbanisation and its consequences. Urbanisation not only affect human wellbeing and the rate of world population growth, it has created a range of challenges for urban, rural and remote places, including Indigenous communities. The interconnected challenges faced in places, and other matters related to livability, are a focus of this unit. Two depth studies provide greater detail. The first study focuses on challenges in metropolitan Perth or a regional urban centre in Western Australia. The second study focuses on challenges faced in a megacity. Students examine the concepts, processes and roles of planning in these selected contexts. This approach enables students to also develop an understanding of the challenges in two urban places.

**This course counts towards a student's WACE and ATAR. There is a COMPULSORY external examination. However, there is a COMPULSORY externally set task.**

## HEALTH STUDIES

**GENERAL COURSE GTHEA**

**Prerequisites: Nil.**

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

### **Unit 3**

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

### **Unit 4**

This unit focuses on the impact of health determinants on personal and community health. The concept of community development and the importance of participation and empowerment is introduced. The use of social marketing in health is explored and students are introduced to emotional intelligence as a mechanism for perceiving, controlling and evaluating emotions.

**This course counts towards a student's WACE but not an ATAR. There is NO COMPULSORY external examination. However, there is a COMPULSORY externally set task.**

## HUMAN BIOLOGY

### ATAR COURSE ATHBY

**Prerequisites: Grade C in AEHBY or equivalent Year 11 Science course.**

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 12 syllabus is divided into two units which are delivered as a pair. It is recommended that students studying units 3 and 4 have completed units 1 and 2.

#### **Unit 3 – Homeostasis and disease**

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

#### **Unit 4 – Human variation and evolution**

This unit explores the variations in humans, their changing environment and evolutionary trends in homonids.

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

## INTEGRATED SCIENCE

### GENERAL COURSE GTISC

**Prerequisites: Nil.**

The Integrated Science General course has three interrelated strands: Science Inquiry Skills, Science as a Human Endeavour and Science Understanding, which build on students' learning in the Year 7-10 Science curriculum. The three strands of science will be taught in an integrated way. The course is inclusive and aims to be attractive to students with a wide variety of backgrounds, interests and career aspirations. It is a course grounded in the belief that science is, in essence, a practical activity. The Year 12 syllabus is divided into two units which are delivered as a pair. The content within Unit 3 and Unit 4 can be taught in an integrated way in one or more contexts over the year.

#### **Unit 3 – Biological and Earth System**

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:

- chemical reactions
- mixtures and solutions
- motion and forces
- energy.

**This course counts towards a student's WACE but not an ATAR. There is NO COMPULSORY external examination. However, there is a COMPULSORY externally set task.**

## ITALIAN SECOND LANGUAGE

### ATAR COURSE ATISL

**Prerequisites: Grade C in AEISL.**

The Italian ATAR Course has three learning contexts: The individual; the Italian-speaking communities and; the changing world. Throughout the course students will engage with text types and textual conversations, linguistic resources, intercultural understandings, language learning and communication strategies. This course will prove to be valuable for tertiary studies in European languages, international relations, history, art, linguistics and philosophy. It also lends itself to industries including but not limited to: travel; hospitality; publishing; theatre; commerce; international banking; journalism; communications; medicine; music and art.

This Year 12 ATAR syllabus is divided into two units, which will form topics for written, oral and aural interactions.

#### **Unit 3- Grazie Italia (Thank you Italy)**

In this unit, students reflect on the place of all things Italian in their lives and in their community, explore the lifestyle, interests and activities in everyday life of Italians and consider *Il Made in Italy* as a global brand and explore the contributions of Italians.

#### **Unit 4-Ieri, oggi e domani (Yesterday, today and tomorrow)**

In this unit, students reflect on their final year at school and their plans for the future, explore employment and other issues for Italian youth and consider current global environmental issues in relation to climate change that are relevant to them.

**This course counts towards a student's WACE and ATAR. There are two COMPULSORY external examinations.**

# COURSE DESCRIPTIONS continued

## LITERATURE

### ATAR COURSE ATLIT

**Prerequisites:** Grade A in Year 12 English.

#### Unit 3

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

#### Unit 4

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

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

## MATERIALS, DESIGN AND TECHNOLOGY: TEXTILES

### GENERAL COURSE GTMDTT

**Prerequisites:** Nil.

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

Students develop an understanding of the elements and fundamentals of design and consider human factors involved in the design, production and use of their projects. Students learn about manufacturing and production skills and techniques. They develop the skills and techniques appropriate to the materials being used and gain practice in planning and managing processes through the production of design projects.

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

Students are given a specific design task for each unit. They will design a product that will make use of recycled garments and a personal item they will design for their own use. This course may lead to further training at institutions including the Western Academy of Performing Arts (costuming) or TAFE (fashion courses, fashion journalism) and employment opportunities in areas that include textiles and clothing manufacturing and design.

**This course counts towards a student's WACE but not an ATAR. There is NO COMPULSORY external examination. However, there is a COMPULSORY externally set task.**

## MATERIALS, DESIGN AND TECHNOLOGY: WOOD

### GENERAL COURSE: GTMDTW

**Prerequisites:** Nil.

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

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

#### Unit 3

Students develop an understanding of the elements and fundamentals of design and consider human factors involved in the design, production and use of their projects. They develop creative thinking strategies and work on design projects within specified constraints. Students learn about the classification and properties of a variety of materials and make appropriate materials selection for design needs. Students learn about manufacturing and production skills and techniques. They develop the skills and techniques appropriate to the materials being used and gain practice in planning and managing processes through the production of design projects. They learn about risk management and ongoing evaluation processes.

#### Unit 4

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

**This course counts towards a student's WACE but not an ATAR. There is NO COMPULSORY external examination. However, there is a COMPULSORY externally set task.**

# COURSE DESCRIPTIONS continued

## MATHEMATICS: APPLICATION

### ATAR COURSE ATMAA

**Prerequisites: At least 60% in AEMAA or teacher recommendation.**

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

#### Unit 3

This unit has three topics: 'Bivariate data analysis', 'Growth and decay in sequences', and 'Graphs and networks'. 'Bivariate data analysis' introduces students to some methods for identifying, analysing and describing associations between pairs of variables, including the use of the least-squares method as a tool for modelling and analysing linear associations. The content is to be taught within the framework of the statistical investigation process. 'Growth and decay in sequences' employs recursion to generate sequences that can be used to model and investigate patterns of growth and decay in discrete situations. These sequences find application in a wide range of practical situations, including modelling the growth of a compound interest investment, the growth of a bacterial population, or the decrease in the value of a car over time. 'Graphs and networks' introduces students to the language of graphs and the ways in which graphs, represented as a collection of points and interconnecting lines, can be used to model and analyse everyday situations, such as a rail or social network.

#### Unit 4

This unit has three topics: 'time series analysis', 'loans, investments and annuities', and 'networks and decision mathematics'. 'Time series analysis' continues students' study of statistics by introducing them to the concepts and techniques of time series analysis. The content is to be taught within the framework of the statistical investigation process. 'Loans investments and annuities' aims to provide students with sufficient knowledge of financial mathematics to solve practical problems associated with taking out or refinance a mortgage and making investments. 'Networks and decision mathematics' uses networks to model and aid decision making in practical situations.

**Students choosing this subject cannot select: Mathematics Methods (ATMAM) or Mathematics (ATMAS).**

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

## MATHEMATICS: METHODS

### ATAR COURSE ATMAM

**Prerequisites: At least 60% in AEMAM or teacher recommendation.**

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

#### Unit 3

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

#### Unit 4

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

**Students choosing this subject cannot select: Mathematics Applications (ATMAA).**

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

## MATHEMATICS: ESSENTIALS

### GENERAL COURSE GTMAE

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

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

#### Unit 3

This unit provides students with the mathematical skills and understanding to solve problems related to measurement, scales, plans and models, drawing and interpreting graphs and data collection. Students use the mathematical thinking process and apply the statistical investigation process. Teachers are encouraged to apply the content of the four topics in this unit: measurement; scales, plans and models; graphs in practical situations; and data collection, in a context which is meaningful and of interest to the students. Possible contexts for this unit are construction and design, and medicine. It is assumed that an extensive range of technological applications and techniques will be used in teaching this unit. The ability to choose when, and when not, to use some form of technology, and the ability to work flexibly with technology, are important skills. The number formats for the unit are positive and negative numbers, decimals, fractions, percentages, rates, ratios, square and cubic numbers written with powers and square roots.

#### Unit 4

This unit provides students with the mathematical skills and understanding to solve problems related to probability, earth geometry and time zones, loans and compound interest. Students use the mathematical thinking process and apply the statistical investigation process to solve problems involving probability. Teachers are advised to apply the content of the three topics in this unit: probability and relative frequencies; earth geometry and time zones; and loans and compound interest, in a context which is meaningful and of interest to the students. Possible contexts for this unit are finance and travel. It is assumed that an extensive range of technological applications and techniques will be used in teaching this unit. The ability to choose when, and when not, to use some form of technology, and the ability to work flexibly with technology, are important skills. The number formats for the unit are positive and negative numbers, decimals, fractions, percentages, rates, ratios and numbers expressed with integer powers.

**This course counts towards a student's WACE but not an ATAR. There is NO COMPULSORY external examination. However, there is a COMPULSORY externally set task.**

# COURSE DESCRIPTIONS continued

## MATHEMATICS: SPECIALIST

### ATAR COURSE ATMAS

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

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

#### Unit 3

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

#### Unit 4

Unit 4 of the Mathematics Specialist ATAR course contains three topics: Integration and applications of integration, Rates of change and differential equations and Statistical inference. In Unit 4, the study of differentiation and integration of functions continues, and the calculus techniques developed in this and previous topics are applied to simple differential equations, in particular in biology and kinematics. These topics demonstrate the real-world applications of the mathematics learned throughout the Mathematics Specialist ATAR course. In this unit, all of the students' previous experience working with probability and statistics is drawn together in the study of statistical inference for the distribution of sample means and confidence intervals for sample means.

**Students choosing this subject cannot select: Mathematics Applications (ATMAA).**

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

## MEDIA

### CUA20220 Certificate II in Creative Industries

#### VET COURSE CTMEDIA

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

Students continue working on units of competency towards the completion of the qualification.

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 encourage 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 Curriculum and Standards Authority as helping to complete requirements towards a students WACE but not an ATAR. There is no compulsory external examination or externally set task for this course.

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

## MEDIA (Gifted and Talented)

### CUA20220 Certificate II in Creative Industries

#### VET COURSE CTMEDIS

**Prerequisites: Through GAT testing only.**

This practical media course is recommended for students in Year 12 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.

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

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

# COURSE DESCRIPTIONS continued

## MEDIA, PRODUCTION AND ANALYSIS (Gifted and Talented)

### ATAR COURSE ATMPAS

**Prerequisites:** Through GAT testing only.

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

#### Unit 3 - Media Art

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

#### Unit 4 - Power and Persuasion

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

*Please note that if payment of the annual charges has not been made in full prior to the first 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*

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

## MEDIA, PRODUCTION AND ANALYSIS

### ATAR COURSE ATMPA

**Prerequisites:** Successful achievement in AEMPA.

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

#### Unit 3 – Media Art

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

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*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.*

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

## MODERN HISTORY

### ATAR COURSE ATHIM

**Prerequisites:** Successful achievement in AEHIM or acceptance into ATENG or TLIT.

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

#### Unit 3-Modern nations in the 20th century

##### Elective 3: China 1935–1989 (the Long March to the Tiananmen Massacre)

This unit examines the characteristics of modern nations in the 20th century; the crises that confronted nations, their responses to these crises and the different paths nations have taken to fulfill their goals. Students study the characteristics of one nation. Students investigate crises that challenged the stability of government, the path of development that was taken and the social, economic and political order that was either established or maintained. Students examine the ways in which the nation dealt with internal divisions and external threats. They emerge with a deeper understanding of the character of a modern nation.

#### Unit 4 – The modern world since 1945

##### Elective 1: The Changing European World Since 1945

This unit examines some significant and distinctive features of the modern world within the period 1945–2001 in order to build students' understanding of the contemporary world. These include changes to the nature of the world order: shifting international tensions, alliances and power blocs. Students study the development and key events of the Cold War, the collapse of Communism and the development of the European Union in the late 20th century.

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

# COURSE DESCRIPTIONS continued

## MUSIC

### CUA20620 Certificate II in Music

#### VET COURSE CTMUS

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

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 the opportunity to experience:

- WAAPA tours;
- attending recording studios;
- 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 CTMUSS

**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;
- 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 ATMUSC

**Prerequisites: Successful achievement in AEMUSC.**

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

Across the two units, students extend and apply their skills, knowledge and understanding of music to create, communicate and evaluate music ideas with increasing depth and complexity. They continue to develop and consolidate aural and music literacy skills, learning how the elements of music can be applied, combined and manipulated when listening, performing, composing and analysing music.

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

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

Contemporary Music encompasses popular music from the 1950s to the present day. It is predominantly commercial in nature and is constantly evolving through the influence of youth culture and the emergence of new artists and styles.

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 (ATMUSW)**

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

# COURSE DESCRIPTIONS continued

## MUSIC: CONTEMPORARY (Gifted and Talented)

### ATAR COURSE ATMUSCS

**Prerequisites:** Through GAT testing only.

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

Across the two units, students extend and apply their skills, knowledge and understanding of music to create, communicate and evaluate music ideas with increasing depth and complexity. They continue to develop and consolidate aural and music literacy skills, learning how the elements of music can be applied, combined and manipulated when listening, performing, composing and analysing music.

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

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

Contemporary Music encompasses popular music from the 1950s to the present day. It is predominantly commercial in nature and is constantly evolving through the influence of youth culture and the emergence of new artists and styles.

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 (ATMUSWS)**

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

## MUSIC: MUSIC THEATRE (Gifted and Talented)

### ATAR COURSE ATMUSCT

**Prerequisites:** Through GAT testing only.

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. Rehearsal attendance is a compulsory requirement for students accessing IMSS lesson.

*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 (ATMUSWS)**

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

## MUSIC: MUSIC THEATRE (Gifted and Talented)

### CUA20620 Certificate II in Music

#### VET COURSE CTMUSMT

**Prerequisites:** Through GAT testing only.  
**Completion of Year 11 units of competence.**

Students continue to 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 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. This research will broaden their understanding of music theatre and bring new dimensions to their performances.

Students continue completing units of study in gaining creative arts industry knowledge, working effectively with others, developing skills to play or sing music and developing and applying musical ideas and listening skills within the Music Industry. Students continue with their voice tuition through the IMSS program, 20 minutes per week throughout Year 12. Rehearsal attendance is a compulsory requirement for students accessing IMSS lessons.

This certificate course 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 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 ATMUSW

**Prerequisites:** Successful achievement in AEMUSW.

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 performance.*

**Students choosing this subject cannot select:**

- Music- Contemporary (ATMUSC)

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

## MUSIC: WESTERN ART (Gifted and Talented)

### ATAR COURSE ATMUSWS

**Prerequisites:** Through GAT testing only.

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)

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

## OUTDOOR EDUCATION

### GENERAL COURSE GTOED

**Prerequisites:** Competent and confident open water swimmers.

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

#### Unit 3 – Sailing

The focus of this unit is to give students greater exposure to the outdoors. An experiential approach is encouraged, to discover what being active in the environment entails. Outdoor activities are reinforced and more technical skills are developed. Appropriate practices are applied to ensure safe participation. Students are introduced to basic roping, navigation (sailing terms and regulations), safety and practical sailing skills. In addition, self-awareness is developed, and interpersonal and leadership skills are enhanced. Students will obtain a Recreational Skippers Ticket (RST). Students will sit a theory exam as well as practical assessments. On completion of the RST, students will begin the introduction to sailing. An understanding of the environments in which students interact, their impact on these environments and ways to minimise the impact through local management practices, is developed. Students in this unit will undertake sailing in a variety of locations on the Swan River and/or in the Indian Ocean. Students participating in the unit will attend a camp on Garden Island that will extend their knowledge and understanding of coastal environments and river systems.

#### Unit 4 – Mountain Biking

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

**This course counts towards a student's WACE but not an ATAR. There is NO COMPULSORY external examination. However there is a COMPULSORY externally set task.**

# COURSE DESCRIPTIONS continued

## PHILOSOPHY AND ETHICS

### GENERAL COURSE GTPAE

#### 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 (ATPAE)**

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

## PHILOSOPHY AND ETHICS

### ATAR COURSE ATPAE

#### Prerequisites: Successful achievement in AEPAE

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? It deals with issues and problems that cannot be addressed adequately by appealing to experience and experiment alone. 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.

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

#### Unit 3- Reason and society

The Year 12 syllabus is divided into two units which are delivered as a pair. Students examine the mapping of arguments; humanism, religion and values; individualism and social identity; the ideals of a good society; and the ideals of politics and government.

#### Unit 4- Reason and meaning

Students examine complex arguments; a number of higher-order systems of inquiry; ways of understanding the relationship between religion and science; and ethical issues of life and death.

#### Students choosing this subject cannot select:

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

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

## PHYSICAL EDUCATION STUDIES

### GENERAL COURSE GTPES

#### Prerequisites: Nil

The Physical Education Studies General course contributes to the development of the whole person. It promotes the physical, social and emotional growth of students. Throughout the course emphasis is placed on understanding and improving performance in physical activities. The integration of theory and practice is central to studies in this course. The weighting is 50% practical and 50% theory.

The Physical Education Studies General course focuses on the complex interrelationships between motor learning and psychological, biomechanical and physiological factors that influence individual and team performance. Students engage as performers, leaders, coaches, analysts and planners of physical activity. Physical activity is the source of content and data, and also as the medium for learning. Students closely integrate written, oral and physical learning experiences based on the study of selected physical activities.

Students analyse their performance and the performance of others, apply theoretical principals, and plan programs to enhance performance. Physical activity and sport are used to develop students' skills and performance, and is combined with an understanding of physiological, anatomical, psychological, biomechanical and skill learning applications.

The course prepares students for a variety of post-school pathways, including immediate employment or tertiary studies. It provides students with an increasingly diverse range of employment opportunities in sports, leisure and recreation, education, sport development, youth work and health and medical fields linked to physical activity and sport. The course also equips students to take on volunteer and leadership roles in community activities.

#### Students choosing this subject cannot select:

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

**This course counts towards a student's WACE but not ATAR. There is no COMPULSORY external examination. However there is a COMPULSORY externally set task.**

# COURSE DESCRIPTIONS continued

## PHYSICAL EDUCATION STUDIES

### ATAR COURSE ATPES

#### Prerequisites: Grade C AEPES

Students analyse their own and others performance and 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, anatomical, psychological, biomechanical and skill learning applications.

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

#### Unit 3

The focus of this unit is to provide opportunities for students to build upon their acquired physical skills, and biomechanical, physiological and psychological understandings to improve their own and others' physical activity. On completion of this unit, students should be able to:

- adjust and refine movement skills in a variety of competitive situations;

- define transfer of learning and understand its effects;
- evaluate the different types of transfer and their impact on skill execution and movement efficiency;
- analyse movement skills of self and others, and design coaching/teaching programs to improve performance;
- define and relate the following biomechanical principles: momentum, impulse momentum, coefficient of restitution, levers, moment of inertia, and angular momentum;
- understand and describe the micro-structure of skeletal muscles and how they contract;
- understand the relationship between muscle contraction and the amount of force exerted;
- investigate the relationship between nutritional requirements and energy demands during physical activity;
- understand the implications of preparing and performing in different environmental conditions;
- explain the physiological impact of performance enhancers; and
- analyse mental skills strategies used during pre and post performance to manage stress, motivation, concentration, arousal levels, and self-confidence.

#### Unit 4

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

On completion of this unit, students should be able to:

- adapt and implement strategic responses, varying in complexity, to situational demands in dynamic and challenging environments;
- explain and apply fluid mechanics, such as spin, and Bernoulli's principle and drag, in specific physical activities;
- apply biomechanical principles to analyse and evaluate specific skills;
- understand the role of the neuromuscular systems in relation to muscle function;
- identify characteristics of fast and slow twitch fibres and their relationship to physical performance types;
- critically evaluate training programs designed to improve performance; and
- apply Carron's model of group cohesion to analyse participation in physical activity.

The theoretical component of the course will account for 70% of the final grade. The content will be covered using the contexts of netball and touch, where students will participate in practical examinations during class time that will contribute to 30% of their grade.

**Students selecting this course cannot select: Physical Education Studies General (ATPES).**

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

## PHYSICS

### ATAR COURSE ATPHY

#### Prerequisites: Grade C or better in AEPHY.

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.

This course will provide a foundation for those students who wish to pursue tertiary study in science, engineering, medicine and technology.

The Year 12 syllabus is divided into two units which are delivered as a pair. It is essential that students studying units 3 and 4 have completed units 1 and 2. Students are expected to know the content and skills from the Year 11 course.

#### Unit 3 – Gravity and electromagnetism

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

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

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

## POLITICS AND LAW

### ATAR COURSE ATPAL

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

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

#### Unit 3 – Political and Legal power

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

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

#### Unit 4 – Accountability and Rights

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

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

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

# COURSE DESCRIPTIONS continued

## PRODUCTION

**CUA20220 Certificate II in Creative Industries**

**VET COURSE CTPROD**

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

Students in Year 12 have the opportunity to continue to complete units of competency towards the achievement of a CUA20220 Certificate II in Creative industries: Production context. This provides students with foundational skills in a broad range of technical theatre applications. Students 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 further 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 a 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.

The certificate course is designed to be delivered over two years in upper school and students upon completion will be issued with AQF Certification.

This certificate course 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.

## PSYCHOLOGY

**ATAR COURSE ATPSY**

**Prerequisites: Successful achievement in AEPSY.**

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

### Unit 3

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

### Unit 4

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

**Students choosing this course cannot select: Psychology General (GTPSY).**

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

## PSYCHOLOGY

**GENERAL COURSE GTPSY**

**Prerequisites: Nil.**

Psychology aims to answer important questions such as what motivates people and what factors influence their development. Psychological knowledge helps us understand factors relating to individuals such as the way we think, biological influences and personality. 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. It 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 is ideal for students studying in a General course pathway; those who are 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 behaviour and the means to enhance quality of life.

**Student choosing this course cannot select: Psychology ATAR (ATPSY).**

**This course counts towards a student's WACE but not an ATAR. There is no COMPULSORY external examination. However there is a COMPULSORY externally Set task.**

# COURSE DESCRIPTIONS continued

## SPORT AND RECREATION

### SIS20115 Certificate II in Sport and Recreation

#### VET COURSE CTSPORT

**Prerequisites: Completion of Year 11 Sport and Recreation units of competence.**

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 tasks are completed online.

The certificate course 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 for this course.

This qualification is delivered in partnership with IVET Institute (RTO 40548) and the certificate will be issued by IVET at the completion of Year 12.

#### Students selecting this subject cannot select:

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

## VISUAL ARTS (Gifted and Talented)

### ATAR COURSE ATVARS

**Prerequisites: Through GAT testing only.**

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

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

#### Unit 3 – Commentaries

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

#### Unit 4 – Points of view

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

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

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

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

## VISUAL ARTS (Gifted and Talented)

### GENERAL COURSE GTVAR

**Prerequisites: Through GAT testing only.**

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

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

#### Unit 3 – Inspirations

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

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

#### Unit 4 – Investigations

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

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

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

**This course counts towards a student's WACE but not an ATAR. There is NO COMPULSORY external examination. However, there is a COMPULSORY externally set task.**

# Contribution and Charges

**Fees from contributions and charges are based on the expenses of executing the curriculum associated with that course, such as involving specialist tutors for certain instruments, and failure to pay contributions and charges may have an impact on a child's ability to participate in their course**

To view course charges and information regarding Contribution and Charges for your child, please see our Contribution and Charges page on our website or alternatively, click the link below:

<https://www.jc.wa.edu.au/my-jcca/contribution-and-charges/>



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