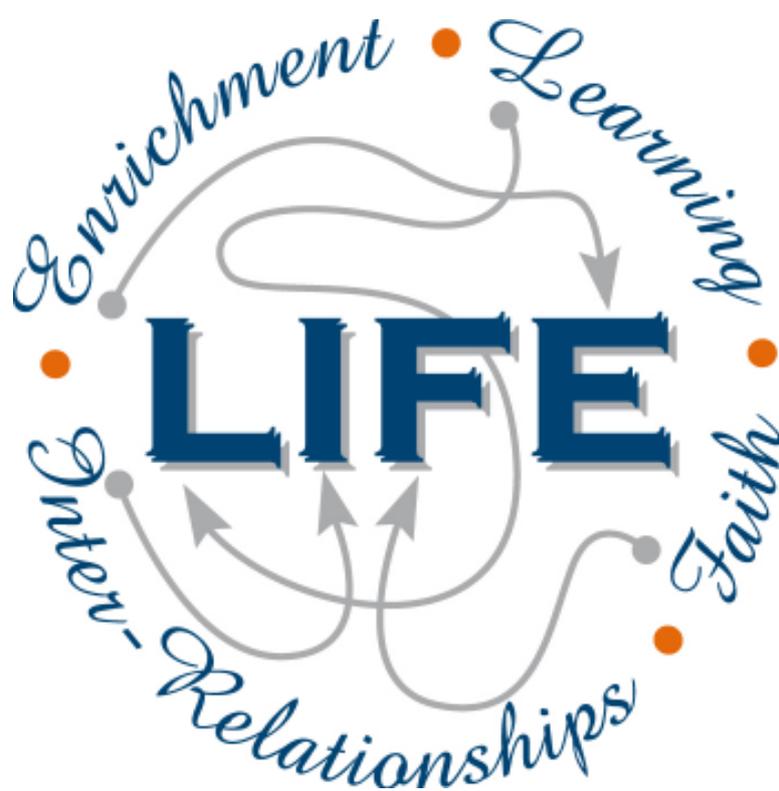

CURRICULUM INFORMATION HANDBOOK



YEAR 11

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INTRODUCTION

The College Mission statement emphasises the importance of students achieving their personal best and embracing their changing world with confidence and optimism. These are important attributes as students move through the Senior School years and look ahead to what will be a satisfying adult life in which they continue to develop, use and share their gifts.

Holy Cross College strives to provide a holistic education and as students progress through Years 11 and 12 they will continue to engage in the LIFE Curriculum. The College will continue to encourage our students to be life-long learners who are curious and critical thinkers. Students will continue to engage in a range of faith experiences and will participate in 'Giving Life, the College's Christian Service Learning programme. As Senior School students they will have the opportunity to participate in a variety of Enrichment activities and to take on a range of leadership roles within the College community.

In Spring Term 2013, Year 10 students commenced their journey through Senior School and are now at an important decision time in their educational journey. During Semester 1 students participated in a Careers programme to enable them to gain an awareness of their individual abilities, interests and values and the ways these are related to their career planning. As well as this they were able to learn about the range of options available to them in the world of work and further training. They are now ready to begin the important process of selecting courses for Year 11. This Curriculum Information Handbook is designed to help students and parents understand the curriculum options available in Year 11.

In selecting their Year 11 subjects it is important that students have some idea of the pathway they wish to pursue when they complete Year 12. They do not need to know the exact career they wish to follow, but they need to have some broad educational goals. More important than the pathway your child wishes to choose (eg university or a State Training Provider – Previously known as TAFE), is that they choose subjects that they thrive in academically and then make the decision on the pathway to get there.

Senior School courses will commence in the Spring Term giving students a full four terms to complete the requirements of this very important final year.

All students in Senior School are expected to maintain Academic Good Standing. This will be achieved by completing all tasks, maintaining a C Grade average and fulfilling the College's Enrolment Agreement. Whichever pathway students choose in Years 11 and 12, they need to realise there is no substitute for hard work. At the end of Year 12 they want to have a choice; what they do with that choice is up to them. What they do in Years 11 and 12 is what will give them the choice.

We look forward to working with students and parents in helping the students achieve their goals.

Mr Paul Murphy
Assistant Deputy: Enrichment

Mrs Anita Walmsley
Assistant Deputy: Learning

SECTION 1

WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION (WACE)

The WACE is a certificate that demonstrates significant achievement over Years 10, 11 and 12.

WACE REQUIREMENTS

Achievement of the WACE acknowledges that at the end of your child's compulsory schooling they have achieved or exceeded the required minimum standards in an educational program that has suitable breadth and depth.

To achieve a WACE from 2016, a student must satisfy the following:

GENERAL REQUIREMENTS

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

BREADTH AND DEPTH

Students will complete a minimum of 20 course units or the equivalent. This requirement must include at least:

- a minimum of ten Year 12 units or the equivalent
- two completed Year 11 English units and one pair of completed Year 12 English units
- one pair of Year 12 course units from each of List A (arts /languages/social sciences) and List B (mathematics/ science/technology).

ACHIEVEMENT STANDARD

Students will be required to achieve fourteen 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). Unit equivalence can be obtained through Vocational Education and Training (VET) programs and/or endorsed programs. The maximum unit equivalence available through these programs is eight units – four Year 11 units and four Year 12 units. Students may obtain unit equivalence as follows:

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

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

VET qualifications

- Certificate II is equivalent to two Year 11 and two Year 12 units
- Certificate III or higher is equivalent to two Year 11 and four Year 12 units
- Endorsed programs – Christian Service Learning in Years 10, 11 & 12 is equivalent to 2 points per year. This is equivalent to 1.5 courses in the WACE

There are five types of courses available at the College for student selection:

1. **ATAR course units** for students who are aiming to enroll in a university course direct from school. These courses will be externally examined by SCSA and contribute to the achievement of an Australian Tertiary Admission Rank (ATAR).
2. **General course units** for students who are aiming to enter further training or the workforce directly from school. These courses will not be externally examined by SCSA, but will have one task that is set by SCSA as a moderation task.
3. **Foundation course units** for those who need additional help in demonstrating the minimum standard of literacy and numeracy.
4. **Preliminary course units** for those who may need modification to the curriculum to meet their special needs. Preliminary courses do not contribute to the achievement of a WACE.
5. **VET courses** for tertiary bound and non-tertiary bound students. Non-tertiary bound students are required to have at least one Certificate II course or higher completed in Year 11 or 12 to achieve a WACE.

The College's Christian Service Learning program also contributes to the WACE.

You can mix and match these options to provide yourself with the best platform to meet the requirements to achieve your WACE and for life beyond school.

ACHIEVEMENT OF WACE

The courses listed above contribute to the achievement of a WACE, with the exception of Preliminary course units, that do not contribute to the achievement of a WACE. WACE courses are grouped into List A (arts/languages/social sciences) and List B (mathematics/science/technology). Students studying for a WACE are required to select at least one Year 12 course from each of List A and List B.

If you think you will be heading to university once you finish Year 12 you should enroll in at least four ATAR courses to be eligible for an ATAR. The rank is used by universities as a selection mechanism. More information about the ATAR is available at <http://www.tisc.edu.au/static/guide/atar-about.tisc?cid=12862>.

If you do not complete the course requirements to achieve an ATAR you will need to achieve a minimum of a Certificate II qualification.

Each course has four units – Unit 1 and 2 (Year 11 units) and Unit 3 and 4 (Year 12 units). Unit 1 and 2 can be studied as a pair. Unit 3 and 4 must be studied as a pair. If a course change made midway through Year 12 means that students will need to complete ALL the assessment requirements of the course. SCSA will set a cut off date for student course changes.

LITERACY AND NUMERACY

There are two parts to demonstrating competence in literacy and numeracy. Firstly, you are required to complete two Year 11 English units and a pair of Year 12 English units. Secondly, you must demonstrate that you have met the minimum standard for literacy and numeracy, which is based on skills regarded as essential for individuals to meet the demands of everyday life and work. You can demonstrate the minimum standard through the Online Literacy Numeracy Assessment (OLNA), or if you demonstrate Band 8 or higher in your Year 9 NAPLAN, Reading, Writing and Numeracy tests.

The OLNA is compulsory for those students who have not prequalified in one or more of the components through Year 9 NAPLAN and want to achieve the WACE. Students will have up to six opportunities (two per year) between Year 10 and 12 to demonstrate the literacy and numeracy minimum standard.

There are three assessment components:

- one 60-minute, 60-item multiple-choice of Reading
- one 60-minute, 60-item multiple-choice of Numeracy, and
- one 60-minute, extended response in Writing of between 300 and 600 words.

Disability provisions are available for students with significant conditions that may severely limit their capacity to participate in the OLNA. However, this would mean that these students could not achieve the WACE.

PATHWAYS TO ACHIEVE WACE

The WACE breadth and depth of study requirement previously outlined, specifies that students must complete a minimum of 20 units (10 courses) during Years 11 and 12, including a minimum of ten Year 12 units or equivalents. Students may use ATAR courses, General courses, Foundation courses (but not Preliminary courses), VET programs, or endorsed programs to meet this requirement.

There are limits to the number of VET programs and endorsed programs that may contribute to achievement of the WACE. In summary, students can gain unit equivalence of up to four Year 11 units and four Year 12 units on the basis of completed VET programs and endorsed programs but a maximum of four units from endorsed programs.

The following are examples of some study options for students. They do not represent the minimum requirements to achieve a WACE which were previously described.

Table 1: Examples of study options

| Student | Courses studied (with minimum C grade achievement) | Eligibility for WACE certification | Eligibility for ATAR |
|---------|---|---|----------------------|
| 1 | six Year 11 ATAR courses five Year 12 ATAR courses | Yes (22 units, 10 Year 12) | Yes |
| 2 | four Year 11 ATAR courses two Year 11 General courses (excluding Preliminary) four Year 12 ATAR courses two Year 12 General courses (excluding Preliminary) | Yes (24 units, 12 Year 12) | Yes |
| 3 | four Year 11 ATAR courses two Year 11 General courses (excluding Preliminary) two Year 12 ATAR courses four Year 12 General courses (excluding Preliminary) | No (24 units, 12 Year 12) but no Cert II | No |
| 4 | Year 11 ATAR courses two Year 11 General courses (excluding Preliminary) one Year 12 ATAR course two Year 12 General courses (excluding Preliminary) VET Cert II Endorsed program: Workplace Learning (two units, 110 hours) – attributed to Year 12 | Yes (24 units, 10 Year 12) | No |
| 5 | four Year 11 General courses (excluding Preliminary) VET Cert I four Year 12 General courses (excluding Preliminary) VET Cert II | Yes (22 units, 10 Year 12) | No |
| 6 | four Year 11 General courses (excluding Preliminary) one Year 11 General VETIS* three Year 12 General courses (excluding Preliminary) one Year 12 General VETIS* Endorsed program: Workplace Learning (two units, 110 hours) – attributed to Year 12 | Yes (20 units, 10 Year 12) *Cert II completed as part of course | No |

WESTERN AUSTRALIAN STATEMENT OF STUDENT ACHIEVEMENT (WASSA)

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

SECTION 2

SELECTING COURSES

Entry into a course requires all of the following.

ACADEMIC ABILITY

ACHIEVEMENT OF PREREQUISITES

Achieving the prerequisite for a course is the first of three steps required for gaining entry into a Year 11 course. In order to achieve success in many upper school courses, students need to have demonstrated a high degree of academic ability and achievement in Year 10 subjects. Without this background, students invariably have difficulty with the Year 11 course content. It is essential to take careful note of Year 11 prerequisites. Each prerequisite indicates the minimum level of achievement required for success in a particular course and is determined on the basis of the professional opinion of the Senior Staff. A student's achievement of a prerequisite is based on the result achieved in his or her Year 10 Semester 1 Report. Please note that university pre-requisites are different than Holy Cross pre-requisites for entering Year 11 courses. University Pre-Requisites can be found on the TISC website.

If the student has not met the prerequisite by the end of Semester 1, then that student will, for now, need to choose another course for which the prerequisite has been met. The student should note any intended changes in the appropriate section on the course selection form. If at the time of selection, a student has now met the pre-requisite, they are required to complete the "Pre-Requisite Now Met" form and bring it to their subject selection interview.

Alternatively, should the student's grade improve in Semester 2 to such an extent that the prerequisite is met, the student may then request to change to that course. Students who change courses or do not meet the prerequisite in Semester 1 cannot be guaranteed their course choice.

Students who have met prerequisites in Semester 1 but do not meet prerequisites in Semester 2 may be required to choose other courses in December. This is particularly relevant in the Mathematics area, where the final exam plays a key role in determining the pre-requisite.

INTERESTS

The Course of Study choice system gives students the opportunity to pursue their particular interests at whatever level they are able to perform.

FUTURE INTENTIONS

Whether planning to seek an apprenticeship or traineeship, employment or to continue with further studies (TAFE, tertiary or other) students should choose courses which will maximise their options for the future.

Students should also be aware that many TAFE qualifications can lead on to university entry with advanced standing (an ATAR is not the only avenue to university entrance).

IMPORTANT

Students are not to select courses for which they have not met the prerequisites. Results from the Year 10 Semester 1 Report will be used as an indicator.

Students commencing Year 11 are beginning a journey that will take them beyond school to work or to one of a range of post school tertiary destinations. The courses that students choose during Years 11 and 12 will help to direct them toward one of these destinations, but more importantly, their commitment to these courses will be paramount in determining their success.

COURSES

All courses offered in Years 11 and 12 are developed or endorsed by the School Curriculum and Standards Authority (SCSA) or are a VET course endorsed by the federal government.

YEAR 11 COURSES OF STUDY

Students selecting Courses of Study (COS) are able to access all forms of post schooling destinations using the results from these Courses. Year 11 is treated as a separate year from Year 12.

- Each Course of Study consists of paired units
- Generally, each unit represents a semester's work. The units are recorded concurrently - meaning that one result for both units will be given at the end of the year. These units could be considered as a year long course for the purpose of assessment.

All students who are enrolled in ATAR Courses are required to sit external exams at the end of Year 12.

Students wishing to gain entry to university are able to sit external examinations at the completion of Year 12. The result of the external examination (50%), together with the school assessment (50%) will contribute toward the Tertiary Entrance Aggregate (TEA) and Australian Tertiary Admission Rank (ATAR).

ASSESSMENT OF STUDENTS

The final assessment of students is recorded by the School Curriculum and Standards Authority (SCSA). In Years 11 and 12 students will receive a grade and numeric score. For Year 11 courses only the grade will be recorded by SCSA.

HOW TO CHOOSE YEAR 11 COURSES

Students in Year 11 must study a Religion & Life course, a Mathematics course and an English course. They can then select a further 3 courses. Students must also select two reserve courses in case the combination of courses 1 to 6 does not fit the timetable.

- | | |
|--------|--|
| STEP 1 | Research what you would like to do when you leave school |
| STEP 2 | Identify if a State Training Provider or University is the required pathway |
| STEP 3 | Determine if any pre-requisite Courses are required for Year 12 |
| STEP 4 | Choose the subjects for Year 11 that lead to the Year 12 Courses that you require |
| STEP 5 | Meet with your Subject Selection Advisor to gain further advice |
| STEP 6 | Subject Selection Forms to be submitted at the meeting with your Subject Selection Advisor during Week 9 |

STATE TRAINING PROVIDER OR WORKPLACE PATHWAY

Courses to choose:

1. Religion and Life General
2. English General
3. Mathematics Essentials
4. Subject Selection (1) Course Units General/VET
5. Subject Selection (2) Course Units General/VET
6. Subject Selection (3) Course Units General/VET

Reserve Subject Selection 1: Course General/VET

Reserve Subject Selection 2: Course General/VET

NOTE: Students participating in the ONSITE Programme are only required to choose 2 Subject Selections as it is MANDATORY to select Careers & Enterprise General.

UNIVERSITY PATHWAY

Courses to choose:

1. Religion and Life ATAR
2. English ATAR
3. A Mathematics Course
4. Subject Selection (1) Course ATAR
5. Subject Selection (2) Course ATAR
6. Subject Selection (3) Course ATAR/VET/General

Reserve Subject Selection 1: Course ATAR

Reserve Subject Selection 2: Course ATAR

NOTE: Students studying a University Pathway must study at least five ATAR Courses.

SAMPLE PATHWAYS

Example 1 – UNIVERSITY ENTRY

Holy Cross College recommends students study five ATAR Courses as a safety net with their sixth subject selection choice possibly being a Stage General/VET Course.

| | | | | | |
|------------------------|--------------|------------------|--------------|--------------|-----------------------|
| Stage 3 | Stage 3 | Stage 3 | Stage 3 | Stage 3 | Stage 1 |
| Religion and Life ATAR | English ATAR | Mathematics ATAR | Physics ATAR | History ATAR | Certificate 2 - Sport |

Example 2 - TAFE/WORKFORCE ENTRY

(for students accepted into the ONSITE Programme)

| | | | | | |
|---------------------------|-----------------|-----------------------------------|----------------------|----------------|------------------------------|
| Stage 1 | Stage 1 | Stage 1 | Stage 1 | Stage | Stage 1 |
| Religion and Life General | English General | Mathematics Essentials/Foundation | Cert 2 - Hospitality | Cert 2 - Sport | Careers & Enterprise General |

Example 3 - TAFE/WORKFORCE ENTRY

(for students not completing the ONSITE Programme)

| | | | | | |
|---------------------------|-----------------|------------------------|---------------|----------------|---------------|
| Stage 1 | Stage 1 | Stage 1 | Stage 1 | Stage | Stage 1 |
| Religion and Life General | English General | Mathematics Essentials | Drama General | Cert 2 - Sport | Cert 2 - Wood |

One of the important considerations in choosing courses for Year 11 and Year 12 is maximising students' chances of entry to universities, STP's or employment. It is, therefore, important for students to carefully consider their background and capacity to undertake their chosen units. Year 11 and 12 units vary considerably in content and skills, their level of complexity and the learning styles they suit.

The College specifies minimum standards of achievement at Year 10 level for entry into Year 11 and 12 Courses. We do this because it has been proven that the best indicator of future success in a course is past achievement in a related course (i.e. one which develops relevant concepts and skills).

SUBJECT SELECTION INTERVIEW

Every student will have a subject selection interview with a member of staff. Students should have already selected their courses before attending this meeting. Students should have also

researched any pre-requisite courses that are necessary for tertiary courses they wish to enter into after Year 12. Students may only choose courses where they have met the pre-requisites.

YOUR CHOICES AFTER YEAR 12

A small number of Year 10 students will have a good idea about the career path they wish to follow. The majority of students, however, will not have made up their mind about a career path. If this applies to you, you should select courses in Year 11 and 12 that enable you to keep your options open.

To discover how to identify possible career goals students can visit:

<http://careercentre.dtwd.wa.gov.au/Pages/CareerCentre.aspx>

All students should be aware that some university studies specify preferred courses or prerequisites, and that some STP (TAFE) courses are highly competitive, so completing certain courses in Year 11 and 12 can be an advantage.

WHAT ARE YOUR OPTIONS AFTER YEAR 12?

Students leaving school after Year 12 typically pursue one of three broad options. Typically, your options are influenced by the courses you have completed at school, and the results you have attained.

UNIVERSITY ENTRY

About 40 per cent of Year 12 school leavers enter university direct from school. Universities offer a wide range of courses, some of which can only be studied at a university. Courses generally range in length between three and six years, with fees between \$7000 and \$12000 per annum. Salaries for university graduates are typically higher than for other options, but employment rates can vary depending on industry needs and economic circumstances at the time.

As mentioned above, if you intend to enroll in university study after school, you should study at least four ATAR courses in order to be eligible for an Australian Tertiary Admission Rank, used by universities around Australia as a selection device.

University Admission

Perth has five universities. They are:

Curtin University, Bentley Campus

Edith Cowan University, Joondalup and Mt Lawley campus

Murdoch University, Bateman

University of Notre Dame (Catholic), Fremantle or Broome campus

University of Western Australia, Nedlands

University Admission to all universities except Notre Dame

Admission to university is competitive with most courses having more applicants than places. To process applicants fairly, they will be ranked using the Australian Tertiary Admission Rank (ATAR).

To be considered for university admission as a school leaver applicant, normally you must:

- (a) demonstrate competence in English and
- (b) obtain a sufficiently high ATAR for entry to a particular university and/or course and
- (c) satisfy any prerequisites or special requirements for entry to particular courses and
- (d) achieve the WACE

(a) English Competence

For entry into to all universities except Notre Dame University students must achieve a scaled mark of 50 in their English course. These universities offer concessions for students who do not meet the English Competence Requirement. Please go to <http://tisc.edu.au/> for more information.

(b) Australian Tertiary Admission Rank (ATAR)

The ATAR is derived from the Tertiary Entrance Aggregate (TEA). The ATAR ranges between zero and 99.95. It reports the student's rank relative to all other WA students of Year 12 school leaving age and takes into account the number of students with a Tertiary Entrance Aggregate (TEA), as well as the number of people of Year 12 school leaving age in the population of this state. An ATAR of 75.00 indicates that you have an overall rating equal to or better than 75% of the Year 12 school leaving age population in Western Australia.

(c) Prerequisites

Some university courses will require students to have studied particular courses at school. These are prerequisites and MUST be studied at the ATAR level prior to the end of Year 12 and a scaled mark of at least 50 must be achieved. Desirable courses will assist students once they are in university but do not impact on a student's eligibility in a course. Bridging courses are available in many courses.

Please go to www.tisc.edu.au/static-fixed/guide/star-2015.pdf

(d) WACE

All universities require students to have obtained their WACE as an entry requirement.

HOW IS THE TERTIARY ENTRANCE AGGREGATE CALCULATED

The TEA will be calculated by adding the best four scaled scores for ATAR courses.. No course can be counted more than once. In calculating the scaled score, equal weight is given to the final school score and the final examination score, except where courses are taken on a private basis. For all universities, students may accumulate scaled scores which contribute to their ATAR over five consecutive years.

TEA TO ATAR

Tertiary Institutions Service Centre (TISC) has constructed a table to convert a student's TEA to an ATAR. The table takes into account the number of students with a TEA and the number of people of Year 12 school leaving age in the state. This table is constructed annually. The average course mark needed is the student's moderated school mark, standardised exam mark combined with scaling applied. The table below has been constructed using 2011 data and can be used as a guide.

| ATAR | TEA | AVERAGE COURSE MARK NEEDED |
|-------|-------|----------------------------|
| 70 | 225.4 | 57 |
| 75 | 237.1 | 59 |
| 80 | 249.4 | 62 |
| 85 | 263.2 | 66 |
| 90 | 278.8 | 70 |
| 95 | 301.0 | 75 |
| 99 | 339.3 | 85 |
| 99.95 | 385 | 96 |

COURSE CUT-OFFS

Universities publish their course cut-offs annually. A complete list of University course cut-offs can be found on the TISC website at:

www.tisc.edu.au/static/statistics/cutoff-rank-index.tisc

Please note

The cut-off ATAR score represents the minimum score that was required to enter the chosen university course in that year. These cut-offs may change every year and therefore should only be used as a guide.

CURTIN UNIVERSITY, EDITH COWAN UNIVERSITY, MURDOCH UNIVERSITY AND THE UNIVERSITY OF WESTERN AUSTRALIA

Students wishing to apply for courses at any of these four universities must do so through TISC.

UNIVERSITY OF NOTRE DAME AUSTRALIA

Students wishing to apply for entry to Notre Dame University apply directly to the university by sending in an application form. Notre Dame University considers a student's ATAR and will also request an interview and a personal statement as part of the application process. For further information go to www.nd.edu.au

STATE TRAINING PROVIDER (STP) ENTRY

State Training Providers (STP - formerly known as TAFE Colleges) account for a further 40 per cent of school leavers. STPs offer a wide range of courses, typically of shorter duration than university courses. Certificate II courses can normally be completed in one year; Certificate III and Diploma courses over two years. Fees are payable, depending on the level of the qualification and its resources requirements. In 2014, course fees for Certificate I-IV courses are capped at \$2500. Employment rates for graduates vary depending on industry needs and economic circumstances at the time.

The criteria used to determine entry into STP Colleges are very different from those used for university entrance. The selection criteria are currently based on three main categories that add to a total of 100 points:

1. **Qualification pathway** – up to 29 points. Points are awarded for complete or partially completed qualifications. More points are offered for completed qualifications, and for qualifications completed in the same area of study as that you are applying for.
2. **Work experience / employment** – up to 29 points. You are allocated points for your employment or workplace experience. This may be for paid or unpaid work, or work experience / workplace learning. Documentary evidence is required.
3. **Secondary education / skill development** – up to 42 points. This includes secondary education (current or past), or a portfolio demonstrating skill development. The portfolio may contain qualifications or tests that you completed in the past.

You can use the Training Admission skills calculator to work out if you will satisfy entry requirements at the end of your Year 12 course.

See <http://tasonline.tafe.wa.edu.au/Reckoner/>

Higher level STP qualifications usually have prerequisite qualifications. For example, to undertake a Certificate IV Fitness, an applicant would need to have completed a Certificate III in Fitness.

To maximize your entry prospects for STP studies, you should:

- check the selection criteria that applies to the course you wish to enter
- ensure that the courses you choose at Year 11 and Year 12 satisfy the entry requirements for your proposed training course
- undertake VET studies at school, particularly those which lead to a completed credential
- undertake workplace learning
- keep records of any part-time work undertaken and
- get the best grades you can in school studies

STP courses tend to be very flexible in terms of study structures, often enabling you to study part-time and work part-time.

In recent years, it has become easier to transfer between STP courses and some university courses. In general terms, transfers are possible after completion of Diploma level STP courses.

Further information about training can be found at
<http://www.trainingwa.wa.gov.au/trainingcourses/detcms/portal/>

State Training Provider Campuses

The four metropolitan State Training Providers are:

Central Institute of Technology - Perth, Mt Lawley, East Perth, Nedlands, Subiaco and Leederville
 Challenger Institute of Technology - Fremantle, Rockingham, Henderson & Kwinana
 West Coast Institute of Training - Joondalup
 Polytechnic West - Armadale, Balga, Bentley, Carlisle, Midland and Thornlie

QUALIFICATIONS EXPLAINED

| Qualification | Duration |
|---|---|
| Certificate I and II - job ready Certificates I and II are entry level qualifications giving you basic employability skills. You learn the skills required by the industry area as a worker with limited responsibilities. | Commonly 6 months |
| Certificate III - trade and intermediate service workers With a Certificate III you may find employment at junior to intermediate levels in clerical, sales and service work. It is usually required for recognition as a tradesperson. Most apprenticeships and traineeships lead to a trade qualification at this level. | Commonly 6 months |
| Certificate IV - associate professionals and supervisors A Certificate IV gives you broad knowledge in your chosen industry and substantial depth in some areas. The qualification prepares you to take limited responsibility for others, usually in a supervisory role. | Commonly 12 months |
| Diploma and advanced diploma - professionals and managers Diplomas and advanced diplomas prepare you to work autonomously and be involved in solving technical issues. | Commonly 6-12 months after Certificate IV |

Range of Qualifications

Arts and Entertainment
 Automotive
 Banking, Finance, Insurance and Property Services
 Building and Construction
 Business and Management
 Clothing Textiles, Footwear and Furnishing
 Community Services, Health and Education
 Computing and Information Technology
 Electrical, Electronic, Refrigeration and Air-conditioning
 Engineering and Mining
 Food Processing
 Hospitality, Travel and Tourism
 Languages
 Primary Industry
 Sales and Personal Services
 Science, Technology and Process Manufacturing
 Sports and Recreation
 Transport and Logistics

STATE TRAINING PROVIDER QUALIFICATION PATHWAY

Many State Training Provider qualifications lead straight into university qualifications. In some cases, by successfully completing a State Training Provider qualification, students can reduce the time it takes to get a degree. For example, students can start their studies at a State Training Provider, complete a Certificate IV or diploma and apply for university entrance.

It is important to remember a State Training Provider qualification is not a guarantee that you will gain university admission. You will need to meet the minimum entrance requirements for your chosen field.

DIFFERENCES BETWEEN STATE TRAINING PROVIDER AND UNIVERSITY QUALIFICATIONS

State Training Providers offers certificate, diploma and advanced diploma qualifications which can vary in length of study from six months to three years. Qualifications are practical and tailored to meet job requirements.

Universities offer degree qualifications which take three or more years and usually contain more theory than TAFE qualifications.

STATE TRAINING PROVIDER QUALIFICATION PATHWAY

State Training Provider qualifications are designed in a sequence so students can move from one qualification to the next such as a Certificate II to a Certificate III to a Certificate IV to a Diploma. Generally, successfully completing one level provides you with the minimum entrance requirements for the next level. Start at the qualification level that suits your current knowledge and education level (not always the lowest level). You can progress through to higher level qualifications as your needs, skills and interests develop.

TIPS FOR SELECTION

Summary

For university entry, consider:

- your career interest and aspirations
- your Year 10 achievement profile
- any required prerequisites for you intended university course
- select English, Mathematics & Religious Education (ATAR)
- select two or three ATAR courses, bearing in mind unacceptable pairings and
- refer to past ATAR entry cutoffs to determine the required achievement standard.

For STP (TAFE) entry,

Select an English course;

- select other courses to maximize your grades
- enrol in Workplace Learning and a VET in Schools program and
- complete a full VET Certificate II course.

If you have no idea of your preferred career or post-Year 12 programme consider enrolling in Religion and Life, English, Mathematics, Science, Technologies courses and a VET course. This choice keeps most of your options open

CAREER INFORMATION

At different times throughout life a career journey will have different focuses. For students about to start Year 11 the focus is on occupations, post school education and training options and the school courses needed to get into these. Students are encouraged to have several different possibilities in mind, and should obtain information about all of them.

The student who looks ahead and thinks about which courses would best suit their ability, interests and potential career goals will be happier and more content. Knowing where to access the relevant information is also important.

Advisers - Ms Connor, Mrs Walmsley and Mr Murphy, Mr Collins & Mrs Pastorelli can provide up-to-date and accurate information about:

- Course selection
- University and TAFE courses
- Career pathways
- ONSITE (Workplace Learning and TAFE courses)
- Apprenticeships and traineeships
- Part-time school education options such as School Based Apprenticeships and Traineeships and the School Apprenticeship Link programme
- Post-school education and training options

AT THE COLLEGE

The College website has a careers page with links to a range of websites for training and employment.

The Learning Resource Centre of the College has a Careers display with prospectuses for University and TAFE entry.

CAREER CENTRE

The Career Centre located at Level 2, 166 Murray Street Perth is a modern, self-help library providing in-depth information about a broad range of occupations. Using their print resources and career computer programmes the staff can help you with career pathway planning and related queries. The Centre is open Monday – Friday from 8.30am – 4.30pm (Ph: 13 23 98 or 9224 6500).

CHRISTIAN SERVICE LEARNING

Service Learning is a response to the Gospel message to care for our neighbour. Each of us has a responsibility to give hope to others and in doing so, to contribute to making the world a better place. Through 'Giving Life', the College's Christian Service Learning programme, students will be challenged to enhance the opportunities of others to have 'life to the full'. Awareness of social justice issues and the principles of Christian Service will be developed through the College curriculum.

The College patron, Archbishop Oscar Romero stood up for the poor and for justice in the world. This teaching plays an integral part of the philosophy of Holy Cross College. Along with Romero the House Patrons of the four pillars of the LIFE Curriculum - Ursula Frayne, Frederic Ozanam, Irene McCormack and Rosendo Salvado - served those who were suffering and strived for justice for all. In the words of Frederic Ozanam "become better to do a little good." The community of Holy Cross College is responsible for carrying on the legacy of our patrons and sharing our gifts from God with others freely and without reward.

As part of their Religious Education programme, Year 11 students will also complete an Endorsed Unit from the School Curriculum and Standards Authority called Christian Service Learning.

Christian Service Learning is an educational activity that provides opportunities for students to integrate the principles of Catholic Social Teaching into practical experiences of service to others in society.

Students MUST complete 'Giving Life' in Years 11 and 12 in order to graduate from the College. To do this students MUST complete a minimum of 20 hours community service in Years 11 and 12 and another 20 hours of the time being given to learning and teaching in the College environment in order to graduate.

In Christian Service Learning students are active participants in their own learning. As they perform their service they produce evidence of learning. Observation and anecdotal record keeping is an important source of evidence of learning in this course. Journal entries, peer evaluations, and group discussions also help document this learning.

| | Type of Service | WACE Points | Minimum hours to complete Christian Service |
|--------------|----------------------------|-------------|--|
| Year 10 | Christian Service Learning | 2 | 10 – school allocated time 10 – personal time |
| Year 11 & 12 | Christian Service Learning | 2 + 2 | 20 |

NOTE: Students receive six WACE points in Year 10 to 12

Please see Mr Muller (Christian Service Learning Coordinator) for further information

QUICK REFERENCE YEAR 11 2015 COURSES ON OFFER

Students must choose at least ONE list A and One List B Course

| Course | Level | Prerequisite | LIST |
|---------------------------------------|------------|---|------|
| RELIGIOUS EDUCATION | | | |
| Religion and Life | General | N/A | A |
| Religion and Life | ATAR | C Grade (55%) in English or English Extension | A |
| ENGLISH | | | |
| English | Foundation | OLNA Reading & Writing component not achieved | A |
| English | General | OLNA qualification in Reading & Writing | A |
| English | ATAR | C Grade (55%) in English or English Extension | A |
| MATHEMATICS | | | |
| Mathematics | Foundation | OLNA Numeracy component not achieved | B |
| Mathematics Essentials | General | Successful completion of OLNA Numeracy component | B |
| Mathematics Applications | ATAR | OLNA/C Grade in Year 10 Mathematics * | B |
| Mathematics Methods | ATAR | OLNA/B Grade in Year 10 Mathematics * | B |
| Mathematics Specialist | ATAR | OLNA/A Grade in Year 10 Mathematics * | B |
| SCIENCE | | | |
| Chemistry | ATAR | A Grade in Science General or B Grade in Science Extension | B |
| Human Biological Science | ATAR | B Grade in Science General or C in Science Extension | B |
| Physics | ATAR | A Grade in Science General or B Grade in Science Extension + enrolment in Mathematics Methods | B |
| HUMANITIES AND SOCIAL SCIENCES | | | |
| Geography | ATAR | C Grade (55%) in History/Geography and C Grade (55%) in English General/Extension | A |
| Modern History | ATAR | C Grade (55%) in History/Geography and C Grade (55%) in English General/Extension | A |
| Accounting and Finance | ATAR | C Grade (55%) in English/English Extension or C Grade (55%) in Mathematics | A |
| Business Management & Enterprise | General | N/A | |
| THE ARTS | | | |
| Certificate II Visual Arts | VET | N/A | |
| Visual Arts | ATAR | C Grade (55%) in English or English Extension | A |

| | | | |
|---|---------|---|---|
| Drama | General | N/A | A |
| Drama | ATAR | C Grade (55%) in English or English Extension | A |
| Certificate II in Creative Industries – Media | VET | N/A | |
| Media Production & Analysis | ATAR | C Grade (55%) in English or English Extension | A |
| Design – Photography | General | N/A | A |
| VOCATIONAL EDUCATION | | | |
| Careers and Enterprise | General | N/A | A |
| HEALTH & PHYSICAL EDUCATION | | | |
| Certificate II in Sport & Recreation | VET | N/A | |
| Physical Education Studies | ATAR | C Grade (55%) in English or English Extension | B |
| TECHNOLOGIES | | | |
| Certificate II in Hospitality | VET | N/A | |
| Applied Information Technology | General | N/A | B |
| Children, Family & Community | General | N/A | A |
| Materials Design & Technology - Woodwork | General | N/A | B |
| Certificate II in Engineering – Welding | VET | N/A | |

* Students who do not achieve a passmark in the final examination no longer meet the prerequisite for these courses

SECTION 3

COURSES

RELIGIOUS EDUCATION

All students enrolled in Year 11 and 12 in Catholic Schools in Western Australia must study a Religion and Life Course.

RELIGION AND LIFE (GENERAL)

Course Outline

The focus for the first unit is religion and lifestyles. Students explore the choices people make to live different lifestyles and how religion influences the way they live their chosen lifestyles. Students examine the lives of people who have made life choices based on religious ideals. They outline how religion has formed the beliefs and values of these people to follow particular directions in their lives. They investigate the different ways people choose to live their lives and other key influences on lifestyle choices in a society such as Australia.

The focus for the second unit is religion and decision-making. The unit investigates responsible decision making in society from a religious perspective. Students identify how religion influences moral decision-making and investigates what norms, regulations and structures are offered by religion to assist people to make decisions that are in the best interest of the whole of society. The unit explores the sorts of decisions that people in a society such as Australia need to make in order to be a just society.

Students identify issues that affect Australian society. They develop skills needed to research ideas and attitudes prevalent in the society and evaluate the impact of religion in providing just responses.

Content Covered

- Why religion?
- The search for meaning
- The foundations of the major world religions
- The Catholic Church's response to major contemporary social issues
- People and religion
- Social Justice – a Catholic perspective
- How people are guided to follow a moral or ethical pathway in life

Skills Outline

- Research skills
- How to construct questions that guide the gathering of information
- Conventions required for gathering and recording information
- Note-taking techniques
- Distinguishing fact and opinion
- Conventions for describing information concerning the nature and role of religion
- Techniques for summarising information
- Methods of citing text references and bibliographies

RELIGION AND LIFE (ATAR)

Course Outline

The Religion and Life course is separated into two units:

The focus for the first unit will be the place of religion in society. In this unit students will study the place of religion in both past and present societies. Students will explore the impact and influences of religion on a contemporary society such as Australia. The unit will examine the response of people to religion, in particular how people understand the response of religion to their concerns, needs and questions.

The focus for the second unit is religious identity and purpose. This unit will look in more detail at the influence of religion on the search for personal identity and purpose in life. It will explore how people understand experiences of spirituality and how their spirituality is affected at significant times and by events in their lives. The unit will investigate how religious identity is shaped and how religion forms the identity of followers. The unit will examine how religious identity has impacted on religious groups throughout history.

Content Covered

- The impact of religion on contemporary Australia
- Catholic identity and history
- The place of religion in Australian society
- Religion in media, art, literature and contemporary technology
- The search for religious identity and purpose in life
- The nature of spiritual experiences
- The lives of key religious figures
- The role of religion in being socially responsible
- The nature of spiritual experiences
- The lives of key religious figures
- The role of religion in being socially responsible

Skills Outline

- Plan ways to gather and organise information for the purpose of understanding the interplay between religion and life
- Conduct an inquiry into the interplay between religion and life
- Process and synthesise information about the interplay between religion and life
- Apply and communicate findings about the interplay between religion and life

Pre-Requisite: C Grade (55%) in English or English Extension

ENGLISH

English (General)

Course Outline

The English General course focuses on consolidating and refining the skills and knowledge needed by students to become competent, confident and engaged users of English in everyday, community, social, further education, training and workplace contexts. The English General course is designed to provide students with the skills that will empower them to succeed in a wide range of post-secondary pathways.

Unit 1

Unit 1 focuses on students comprehending and responding to the ideas and information presented in texts. Students:

- employ a variety of strategies to assist comprehension
- read, view and listen to texts to connect, interpret and visualise ideas
- learn how to respond personally and logically to texts by questioning, using inferential reasoning and determining the importance of content and structure
- consider how organisational features of texts help the audience to understand the text

Unit 2

Unit 2 focuses on interpreting ideas and arguments in a range of texts and contexts. Students:

- analyse text structures and language features and identify the ideas, arguments and values expressed
- consider the purposes and possible audiences of texts
- examine the connections between purpose and structure and how a text's meaning is influenced by the context in which it is created and received
- integrate relevant information and ideas from texts to develop their own interpretations

Content Covered

- Use strategies and skills for comprehending texts.
- Consider the ways in which texts communicate ideas, attitudes and values.
- Use information for specific purposes and contexts.
- Create a range of texts.

Skills Outline

- Reading
- Writing
- Viewing
- Listening and speaking
- Creating

Pre-Requisite: OLNA qualifications in Reading & Writing

ENGLISH (ATAR)

Course Outline

The English ATAR course focuses on developing students' analytical, creative, and critical thinking and communication skills in all language modes. It encourages students to critically engage with texts from their contemporary world, with texts from the past and with texts from Australian and other cultures. Such engagement helps students develop a sense of themselves, their world and their place in it.

Through close study and wide reading, viewing and listening, students develop the ability to analyse and evaluate the purpose, stylistic qualities and conventions of texts and enjoy creating their own imaginative, interpretive, persuasive and analytical responses. The English ATAR course is designed to develop students' facility with all types of texts and language modes and to foster an appreciation of the value of English for lifelong learning.

Course Structure

Unit 1

Students explore how meaning is communicated through the relationships between language, text, purpose, context and audience. This includes how language and texts are shaped by their purpose, the audiences for whom they are intended, and the contexts in which they are created and received. Through responding to and creating texts, students consider how language, structure and conventions operate in a variety of imaginative, interpretive and persuasive texts.

Unit 2

Students analyse the representation of ideas, attitudes and voices in texts to consider how texts represent the world and human experience. Analysis of how language and structural choices shape perspectives in and for a range of contexts is central to this unit. By responding to and creating texts in different modes and media, students consider the interplay of imaginative, interpretive, persuasive and analytical elements in a range of texts and present their own analyses.

Skills Outline

- Reading
- Writing
- Viewing
- Speaking
- Listening
- Creating

Pre-Requisite: C Grade (55%) in English or English Extension

ENGLISH (FOUNDATION)

Course Outline

This course is allocated to students who have not demonstrated the Western Australian Certificate of Education (WACE) standard of Standard Australian English (SAE) literacy skills. These standards are based on Level 3 of the Australian Core Skills Framework (ACSF), which outlines the skills required for individuals to meet the demands of everyday life and work in a knowledge-based economy.

The Foundation course provides opportunities for the development of the literacy capabilities identified in the Pre-primary to Year 10 Western Australian Curriculum. The following set of literacy skills drawn from both the ACSF (Level 3) core skills of reading, writing and oral communication have been identified and are common to all Foundation courses. Where appropriate, opportunities for students to engage in activities with significant literacy demands will be the focus of teaching, learning and assessment programs in this course.

Content Covered

The foundation course involves students:

- developing the knowledge, skills and dispositions to interpret and use language confidently for learning and communicating in and out of school and for effective participation in society
- reading, writing, viewing, speaking and listening which includes creating oral, print, visual and digital texts
- using and modifying language for different purposes and for different audiences
- understanding how the English language works in different social contexts.

Pre-Requisite: Students cannot choose this course, but will be placed in it on advice from the Learning Area Coordinator: English in consultation with the Assistant Deputy: Learning.

MATHEMATICS

MATHEMATICS (FOUNDATION)

Course Outline

Mathematics Foundation is a General course which focuses on building the capacity, confidence and disposition to use mathematics to meet the numeracy standard for the WACE. It provides students with the knowledge, skills and understanding to solve problems across a range of contexts, including personal, community and workplace/employment. This course provides the opportunity for students to prepare for post-school options of employment and further training.

- Content Covered
- Whole numbers and money
- Addition and subtraction with whole numbers and money
- Length, mass and capacity
- Time
- Data, graphs and tables
- Understanding fractions and decimals
- Multiplication and division with whole numbers and money
- Metric relationships
- Perimeter, area and volume
- The probability of everyday events

Skills Outline

Students are required to practically apply mathematics understandings and skills through using the mathematical thinking process (below) to develop solutions or arrive at conclusions to real world tasks.

- interpret the task and gather the key information
- identify the mathematics which could help to complete the task
- analyse information and data from a variety of sources
- apply their existing mathematical knowledge and strategies to obtain a solution
- verify the reasonableness of the solution
- communicate findings in a systematic and concise manner

Pre-requisite: Students who have not demonstrated the minimum standard in the numeracy component of the OLNA are eligible to enroll in the Mathematics Foundation course.

MATHEMATICS ESSENTIAL (GENERAL)

Course Outline

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

Content Covered

The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

Unit 1

This unit includes the following four topics:

- Basic calculations, percentages and rates
- Using formulas for practical purposes
- Measurement
- Graphs

Unit 2

This unit includes the following four topics:

- Representing and comparing data
- Percentages
- Rates and ratios
- Time and motion

Skills Outline

Throughout each unit, students apply the mathematical thinking process to real-world problems

- interpret the task and gather the key information
- identify the mathematics which could help to complete the task
- analyse information and data from a variety of sources
- apply their existing mathematical knowledge and strategies to obtain a solution
- verify the reasonableness of the solution
- communicate findings in a systematic and concise manner.

Pre-Requisite: Students who have successfully completed the OLNA numeracy test or have attained the necessary prequalification for OLNA during Year 10.

MATHEMATICS APPLICATIONS (ATAR)

Course Outline

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

Content Covered

The Year 11 Applications syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

Unit 1

Contains the three topics:

- Consumer arithmetic
- Algebra and matrices
- Shape and measurement.

Unit 2

Contains the three topics:

- Univariate data analysis and the statistical investigation process
- Applications of trigonometry
- Linear equations and their graphs.

Skills Outline

The Mathematics Applications ATAR course aims to develop students:

- understanding of concepts and techniques drawn from the topic areas of number and algebra, geometry and trigonometry, graphs and networks, and statistics
- ability to solve applied problems using concepts and techniques drawn from the topic areas of number and algebra, geometry and trigonometry, graphs and networks, and statistics
- reasoning and interpretive skills in mathematical and statistical contexts
- capacity to communicate the results of a mathematical or statistical problem-solving activity in a concise and systematic manner using appropriate mathematical and statistical language
- capacity to choose and use technology appropriately and efficiently.

Pre-Requisite: OLNA Qualification, C Grade in Year 10 Mathematics and a pass mark in the final examination.

MATHEMATICS METHODS (ATAR)

Course Outline

Mathematical Methods focuses on the development of the use of calculus and statistical analysis. The study of calculus in Mathematical Methods provides a basis for an understanding of the physical world involving rates of change, and includes the use of functions, their derivatives and integrals, in modeling physical processes. The study of statistics in Mathematical Methods develops the ability to describe and analyze phenomena involving uncertainty and variation.

Content Covered

The Year 11 Methods syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

Unit 1

Contains the three topics:

- Functions and graphs
- Trigonometric functions
- Counting and probability.

Unit 2

Contains the three topics:

- Exponential functions
- Arithmetic and geometric sequences and series
- Introduction to differential calculus.

Skills Outline

The Mathematics Methods ATAR course aims to develop students':

- understanding of concepts and techniques drawn from algebra, the study of functions, calculus, probability and statistics
- ability to solve applied problems using concepts and techniques drawn from algebra, functions, calculus, probability and statistics
- reasoning in mathematical and statistical contexts and interpretation of mathematical and statistical information, including ascertaining the reasonableness of solutions to problems
- capacity to communicate in a concise and systematic manner using appropriate mathematical and statistical language
- capacity to choose and use technology appropriately and efficiently.

Pre-Requisite: OLNQ Qualification, B Grade in Year 10 Mathematics and a pass mark in the final examination.

MATHEMATICS SPECIALIST (ATAR)

Course Outline

Mathematics Specialist provides opportunities, beyond those presented in Mathematical Methods, to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. Specialist Mathematics contains topics in functions and calculus that build on and deepen the ideas presented in Mathematical Methods as well as demonstrate their application in many areas. Specialist Mathematics also extends understanding and knowledge of probability and statistics and introduces the topics of vectors, complex numbers and matrices. Specialist Mathematics is the only mathematics subject

Content Covered

The Year 11 Specialist syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

Unit 1

Contains the three topics:

- Combinatorics
- Vectors in the plane
- Geometry

Unit 2

Contains the three topics:

- Trigonometry
- Matrices
- Real and complex numbers

Skills Outline

- understanding of concepts and techniques drawn from combinatorics, geometry, trigonometry, complex numbers, vectors, matrices, calculus and statistics
- ability to solve applied problems using concepts and techniques drawn from combinatorics, geometry, trigonometry, complex numbers, vectors, matrices, calculus and statistics
- capacity to choose and use technology appropriately
- reasoning in mathematical and statistical contexts and interpretation of mathematical and statistical information, including ascertaining the reasonableness of solutions to problems
- capacity to communicate in a concise and systematic manner using appropriate mathematical and statistical language
- ability to construct proofs.

Pre-Requisites: OLNA Qualification, A Grade in Year 10 Mathematics, a minimum 75% in the final Year 10 examination and compulsory enrolment in Mathematical Methods.

SCIENCE

CHEMISTRY (ATAR)

Course Outline

Chemistry is the study of materials and substances and the transformations they undergo through interactions and the transfer of energy. Chemists can use an understanding of chemical structures and processes to adapt, control and manipulate systems to meet particular economic, environmental and social needs. This includes addressing the global challenges of climate change and security of water, food and energy supplies, and designing processes to maximise the efficient use of Earth's finite resources. Chemistry develops students' understanding of the key chemical concepts and models of structure, bonding, and chemical change, including the role of chemical, electrical and thermal energy. Students learn how models of structure and bonding enable chemists to predict properties and reactions and to adapt these for particular purposes.

Content Covered

Chemistry will be studied over two units:

Unit 1 – Chemical fundamentals: structure, properties and reactions.

Unit 2 – Molecular interactions and reactions.

The Chemistry ATAR course has three interrelated strands: Science Inquiry Skills, Science as a Human Endeavour and Science Understanding. By the end of the course, students will have studied:

- Properties and structure of atoms
- Properties and structure of materials
- Chemical reactions: reactants, products and energy change
- Intermolecular forces and gases
- Aqueous solutions and acidity
- Rates of chemical reactions

Skills Outline

- Identifying and posing questions
- Planning, conducting and reflecting on investigations.
- Processing, analysing and interpreting data.
- Communicating findings. This strand is concerned with evaluating claims, investigating ideas, solving problems, reasoning, drawing valid conclusions, and developing evidence-based arguments.

Pre-Requisites: A Grade in Science (General) or B Grade in Science (Extension)

HUMAN BIOLOGICAL SCIENCE (ATAR)

Course Outline

Human biology covers a wide range of ideas relating to the functioning human. Students learn about themselves, relating structure to function and how integrated regulation allows individuals to survive in a changing environment. They research new discoveries that are increasing our understanding of the causes of dysfunction, which can lead to new treatments and preventative measures. Reproduction is studied to understand the sources of variation that make each of us unique individuals. Through a combination of classical genetics, and advances in molecular genetics, dynamic new biotechnological processes have resulted. Population genetics is studied to highlight the longer term changes leading to natural selection and evolution of our species.

Content Covered

Human Biology will be studied over two units:

Unit 1 – The functioning human body

Unit 2 – Reproduction and inheritance

The Human Biology ATAR course has three interrelated strands: Science Inquiry Skills, Science as a Human Endeavour and Science Understanding. By the end of the course, students will have studied:

- Metabolism
- Transport
- Mitosis
- Respiratory system
- Circulatory system
- Musculoskeletal system
- Digestive system
- Excretory system
- Variation and evolution
- Variation from meiosis
- Variation from fertilisation
- DNA
- Cell reproduction
- Human reproduction
- Inheritance

Skills Outline

- Plan and conduct investigations
- Analyse data, draw conclusions, evaluate investigation design and findings
- Evaluate the impact of advancements in human biology on individuals and society
- Communicate understandings of human biology

Pre-Requisite: B Grade in Science (General) or a C in Science Extension

PHYSICS (ATAR)

Course Outline

Physics is a fundamental science that endeavours to explain all the natural phenomena that occur in the universe. Its power lies in the use of a comparatively small number of assumptions, models, laws and theories to explain a wide range of phenomena, from the incredibly small to the incredibly large. Physics has helped to unlock the mysteries of the universe and provides the foundation of understanding upon which modern technologies and all other sciences are based.

Content Covered

Physics will be studied over two units

Unit 1 – Thermal, nuclear and electrical physics

Unit 2 – Linear motion and waves

The Physics ATAR course has three interrelated strands: Science Inquiry Skills, Science as a Human Endeavour and Science Understanding. By the end of the course, students will have studied:

- Ionising radiation and Nuclear reactions.
- Heating, cooling and Kinetic Theory.
- Electrical circuits
- Current electricity
- Linear and motion force
- Waves

Skills Outline

- Physical world to prepare an investigation plan
- Conduct experiments and investigations
- Analyse data and draw conclusions based on evidence
- Evaluate the accuracy and precision of experimental data and the effectiveness of their experimental design
- Communicate and apply physics skills and understandings in a range of contexts

Pre-Requisite: A Grade in Science (General) or B Grade in Science (Extension) and enrolment in Mathematics Methods.

HUMANITIES AND SOCIAL SCIENCES

GEOGRAPHY (ATAR)

Course Outline

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

Unit 1 is titled 'Natural and ecological hazards' and in this unit, students explore the management of hazards and the risk they pose to people and environments. Risk management is defined in terms of preparedness, mitigation and or/prevention. Building on their existing geographical knowledge and understandings, students explore natural hazards, including atmospheric, hydrological and geomorphic hazards, for example storms, cyclones, tornadoes, droughts and bushfire.

Unit 2 is titled 'Global networks and interconnections' and in this unit, students explore the economic and cultural transformations taking place in the world that will enable them to better understand the dynamic nature of the world in which they live. This is a world in which advances in transport and communication technology have lessened the friction of distance and have impacted at a range of local, national and global scales..

Content Covered

Unit One: Natural and ecological hazards

- The nature of natural and ecological hazards
- The concepts of risk and hazard management as applied to natural and ecological hazards
- The spatial and temporal distribution, magnitude, duration, frequency and scale of spatial impact of natural and ecological hazards at a global scale

Unit Two: Global networks and interconnections

- The application of the concept of sustainability when considering the outcomes of increased globalisation
- The process of international integrations, especially as it relates to the transformations taking place in the spatial distribution of the production and consumption of commodities.
- Advances in transport and telecommunications technologies as a facilitator of international integration

Skills Outline

- Observing, questioning and planning
- Interpreting, analysing and concluding
- Communicating using geographical information and language
- Reflecting and responding

Pre-Requisite: C (55%) in History/Geography and C (55%) in English (General or Extension)

MODERN HISTORY (ATAR)

Course Outline

The Modern History ATAR course enables students to study the forces that have shaped today's world and provides them with a broader and deeper comprehension of the world in which they live. While the focus is on the 20th century, the course refers back to formative changes from the late 18th century onwards and encourages students to make connections with the changing world of the 21st century.

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

Content Covered

Unit 1: Understanding the modern world: Capitalism – The American experience (1907-1941)

- Causes of the rise of capitalism in the USA
- Impact of WWI, 1920s and WWII until 1941 on American capitalism
- Great Depression
- Impact of capitalism on different groups within American society
- Significance of capitalism in this period

Unit 2: Movements for change in the 20th century – Nazism in Germany

- Economic, political and military circumstances in Germany at the end of WWI
- Weimar Republic
- Reasons for the rise of Hitler and the Nazi Party
- Nature and effects of key aspects of the Nazi state
- Nazi policies of anti-Semitism and the promotion of the Aryan race
- Legacy of Nazism after WWII

Skills Outline

- Chronology, terms and concepts
- Historical questions and research
- Analysis and use of sources
- Perspectives and interpretations
- Explanation and communication

Pre-Requisite: C (55%) in History/Geography and C (55%) in English (General or Extension)

ACCOUNTING & FINANCE (ATAR)

Course Outline

This course is split into two units of study:

The focus for the first unit is on double entry accounting for small businesses. Students apply their understanding of financial principles, systems and institutions to manage financial information and make decisions in a variety of small businesses. Students develop an understanding of the rationale for the use of particular conventions and principles and the consequences of disregarding them. Students record and process financial information using the double entry system and apply the principles of the Goods and Services Tax (GST). Students learn about the various forms of business organisations adopted by small business.

The focus for the second unit is on accrual accounting. Students apply financial systems and principles to the operations of businesses and distinguish between cash and accrual methods of accounting. Students prepare and analyse financial reports for a variety of types of business organisations and become familiar with the main aspects of electronic processing of financial data. Students learn of the role and functions of the professional accounting and financial associations.

Content Covered

- General Ledger
- Journals
- Accrual accounting
- Accounting principles and conventions
- Depreciation
- Accounting reports

Skills Outline

- Preparation of journals, ledgers and a trial balance
- Financial analysis
- Preparation of financial statements

Pre-Requisites: C (55%) English or English Extension and a C Grade in Mathematics (55%).

BUSINESS MANAGEMENT & ENTERPRISE (GENERAL)

Course Outline

The focus in this course will be on the role of business in Australia. Most people have had consumer experiences, whether it is using a mobile phone, watching TV or paying for and using other goods and services. Therefore, learning contexts will be selected that tap into these interests and build upon this informal understanding. Students will be given opportunities and explore business start-ups to recognise the factors that contribute to business success.

Entrepreneurship and innovative thinking will be introduced, generating ideas and proposals that may be suitable for business ventures. These proposals will then developed into a business plan. Students will also have the opportunity to simulate the running of a business venture.

Content Covered

- Starting your own business
- Small business
- Evaluating businesses
- Exploring business types
- Managing business finance
- Management practices

Skills Outline

- Problem solving
- Initiative

Certificate II in Hospitality (VET)

This qualification reflects the role of individuals who use a defined and limited range of hospitality operational skills. They are involved in mainly routine and repetitive tasks using practical skills and basic industry knowledge. They work under direct supervision.

Skills Outline

The focus of this qualification is a waitperson in a cafe. Students are expected to participate in 10 service periods over a period of time e.g. the School Year in the College cafe serving customers.

Job Roles

This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafes and coffee shops.

Possible job titles include:

- bar attendant
- bottle shop attendant
- café attendant
- catering assistant
- food and beverage attendant
- front office assistant
- gaming attendant
- porter
- room attendant.

Pathways from the qualification

After achieving SIT20213 Certificate II in Hospitality, individuals could progress to a wide range of other qualifications in the hospitality and broader service industries.

PHYSICAL EDUCATION

CERTIFICATE II IN SPORT & RECREATION (VET)

Course Outline

The focus of this qualification is playing sports. Students will develop skills in Australian Rules Football and Netball. This qualification can be used as credit towards further studies in the Sport and Recreation area at a State Training Provider.

Content Covered

- Organise and complete daily work activities
- Apply first aid
- Respond to emergency situations
- Develop and update sport, fitness and rec. industry knowledge
- Follow workplace health and safety policies
- Perform the intermediate skills of Australian Football
- Perform the intermediate tactics of Australian Football
- Participate in conditioning for Australian Football
- Use intermediate level netball skills
- Use intermediate level netball tactics and game strategy in netball play
- Participate in conditioning for netball

PHYSICAL EDUCATION STUDIES (ATAR)

Course Outline

The focus of the first unit will be to explore anatomical and biomechanical concepts, the body's responses to physical activity, and stress management processes to improve their own and others' performance in physical activity.

The focus of the second unit will be to identify the relationship between skill, strategy and the body in order to improve the effectiveness and efficiency of performance.

In working with peers, younger students or family members, students will explore the practical application of concepts and principles relating to training, skill development and movement competency, psychological aspects of participation styles of leadership and decision-making.

Students will be challenged to match and adapt training and skill development strategies to enhance specific aspects of participation relevant to individual and or group needs and interests.

This Course is 70% theoretical.

Content Covered

- Developing skills, strategies and tactics
- Biomechanics
- Motor learning and coaching
- Exercise physiology
- Functional anatomy
- Sport psychology

Skills Outline

- Game performance
- Skills performance
- Investigation
- Response

Pre-Requisite: C (55%) in English or English Extension

TECHNOLOGIES

CHILDREN FAMILY & COMMUNITY (GENERAL)

Course Content

The Children, Family and the Community General course focuses on factors that influence human development and the wellbeing of individuals, families and communities. Students develop an understanding of the social, cultural, environmental, economic, political and technological factors which have an impact on the ability of individuals and families to develop skills and lead healthy lives. They recognise how promoting inclusion and diversity among individuals, families and groups in society contributes to the creation of safe, cohesive and sustainable communities.

Through the study of developmental theories, students develop an understanding of human growth and the domains of development. Students are introduced to the diverse nature and interdependence of societal groups. They develop an appreciation of how the creation of environments that promote optimal growth and development of individuals, families and communities affect and influence society as a whole. Students investigate access to, and availability of, support services and review laws and regulations that govern the provision of such support.

This course caters for students seeking career pathways in areas, such as education, nursing, community services, childcare and health.

Content Covered

- Nature of growth and development
- Factors effecting growth and development
- Community services
- Communicating and advocating
- Self management skills
- Social systems
- Ethical and legal awareness with children

Skills Outline

- Caring for children
- Self awareness

APPLIED INFORMATION TECHNOLOGY (GENERAL)

Course Outline

This course is split into two units:

Unit 1 – Personal Communication

The focus of this unit is to enable students to use technology to meet personal needs. Students develop a range of skills that enable them to communicate using appropriate technologies and to gain knowledge that assists in communicating within a personal context.

Unit 2 – Working With Others

The focus of this unit is to enable students to use a variety of technologies to investigate managing data, common software applications and wireless network components required to effectively operate within a small business environment. They examine the legal, ethical and social impacts of technology within society.

Knowledge

- The elements of design
- The principles of design
- Typography
- Compositional rules

Skills Outline

- Design concepts
- Hardware
- Impacts of technology
- Application skills
- Project management

MATERIALS, DESIGN & TECHNOLOGY: WOODWORK (GENERAL)

Course Outline

Materials, Design and Technology is a practical subject designed to give students the opportunity to experience aspects of designing, constructing, appraising and marketing furniture.

Teachers will assess how students investigate products or projects and how they devise, develop and modify design solutions throughout the technology process.

This subject will focus on the application of current technology in the furniture industry.

Suggested areas include the use of common materials in design joinery and construction with students learning how to use both hand held tools and other specialist wood tools.

This course is based on learning practical skills, although 40% of the course is theoretical.

Content Covered

- Workshop safety
- Joining and construction
- Furniture designing & finishing

Skills Outline

- Manual tool use
- Power tools
- Wood working machines

CERTIFICATE II ENGINEERING - WELDING (VET)

Course Outline

Students will produce different metal projects throughout the year and in doing so will demonstrate the competencies below.

Skills Outline

- Apply principles of occupational health and safety
- Plan to undertake a routine task
- Apply quality procedures
- Work with others in a manufacturing, engineering or related environment
- Perform sheet and plate assembly
- Perform routine oxy acetylene welding
- Perform routine manual metal arc welding
- Use workshop machines for basic operations
- Plan a complete activity
- Perform engineering measurements
- Use hand tools
- Use power tools/handheld operations
- Manually finish/polish materials
- Interact with computing technology

THE ARTS

CERTIFICATE II IN VISUAL ARTS (VET)

COURSE OUTLINE

This qualification allows learners to develop the basic creative and technical skills that underpin visual arts and craft practice. Over the course of twelve or twenty four months students will work toward the completion of eight Australian Qualifications Training Framework (AQTF) units of competence. Upon completion, students receive a certificate 11 in Visual Arts and will possess advanced standing for the completion of further studies at Tafe after school.

This course does not lead directly to employment, however it provides students with industry relevant skills which will prepare them for the workforce in Visual Arts related settings. Some students may progress through to certificate three, four and diploma at Tafe and will be eligible for university entrance thereafter.

CONTENT COVERED

Students will complete 8 units of competence over a one year (year 12 students) or two year (year 11 students) time frame. These units include:

- Develop painting skills
- Develop ceramic skills
- Develop drawing skills
- Develop printmaking skills
- Develop sculptural skills
- Make simple creative work
- Source and use information relevant to own arts practice
- Participate in occupational health and safety procedures

SKILLS OUTLINE

- Observational and interpretive drawing
- Effective use of the elements and principles
- Artistic research
- Design and production of artwork
- Display of resolved artworks

VISUAL ARTS (ATAR)

COURSE OUTLINE

The focus for this course will be 'differences' and 'identities'. Students will be given the opportunity to create artworks based on differences arising from cultural diversity, place, gender, class and historical period. Students also explore concepts and issues related to personal, social and cultural identity.

CONTENT COVERED

Art Making

- Explore drawing and visual language in directed tasks and activities
- Examine artists and artworks for inspiration
- Test, experiment and explore specific media and techniques
- Explore a range of stimulus materials and drawing approaches
- Use visual language in the development of artwork
- Explore techniques used by different artists
- Display and evaluate finished artwork

Art Interpretation

- Use guided questions and critical analysis frameworks
- Share opinions about artworks and accept the views of others
- Explain and give reasons for personal opinions about artworks

SKILLS OUTLINE

- Observational and interpretive drawing
- Effective use of the elements and principles
- Artistic research
- Design and production of artwork
- Display of resolved artworks
- Evaluation and refining of production processes
- Analysis and evaluation of artworks

Pre-Requisite: C (55%) in English or English Extension

DRAMA (GENERAL)

Course Outline

The focus for this course will be exploring drama and drama events. Students will be introduced to the skills, techniques and conventions of story and story telling enactment, improvisation and play building. Through small scale drama performance projects, students develop their voice and movement skills, interacting in and with the performance space, using technologies such as sets, lighting and sound. Students will also participate in a public performance for an audience other than their class members. They will extend their skills in improvisation and relate these to playwriting structures through a focus on characterisation, use of dialogue and creating drama narratives with dramatic tension.

Content Covered

- Australian and world drama
- Playbuilding/storytelling
- Drama narrative and playwriting

Skills Outline

- Voice and movement
- Drama technologies
- Audience/performance relationships
- Improvisation

DRAMA (ATAR)

Course Outline

The focus for this course will be dramatic action, challenge and identity. This involves the driving force of drama that arises from conflicting human desires, motivations and objectives and the dramatic tension they create. Students will extend their voice and movement skills and develop specific techniques to enable them to present character that the audience will believe. They will also learn how to write and devise realistic dialogue that drives dramatic action. Students will consider the dynamic role of drama in shaping cultural personal identity. They will learn how drama is shaped by its historical and cultural context and how drama can provide a complimentary or critique that may challenge conventional thinking about particular issues. They will be able to extend their knowledge of drama forms and styles that will be considered challenging, either because of the way that they will challenge the notion of identity related to politics, nationalism, gender or class.

Content Covered

- Representational and/or realistic drama forms
- Stanislavski Method of Acting
- Australian and world drama
- Presentational/Non Realist Drama

Skills Outline

- Characterisation
- Text interpretation
- Drama technologies
- Audience/Performance relationships
- Safe drama practices
- Staging a production

Pre-Requisite: C (55%) in English or English Extension

CERTIFICATE II IN CREATIVE INDUSTRIES – MEDIA (VET)

Course Outline:

Join the booming creative industries sector and become a part of something that brings colour and vibrancy to everyday life.

You will learn skills in audio and sound, techniques for presenting information on radio and to assist with a basic camera shoot. You can choose to learn to evaluate the nature of design in a specific industry context, general knowledge of lighting and general maintenance using hand tools and hand held power tools.

You'll have access to our state of the art facilities and gain skills on the industry standard equipment for audio and sound activities and assist with a basic camera shoot. This course is a great introduction to the exciting Media sector. Your certificate will include working effectively with others, assist with a basic camera shoot, perform basic sound editing, apply critical thinking techniques and many more.

Skills Outline:

- Follow occupational health and safety procedures
- Develop and extend critical and creative thinking skills
- Work effectively in the screen and media industries
- Create 2D digital animations
- Maintain interactive content
- Author interactive sequences
- Produce and prepare photo images
- Create visual design components
- Prepare Audio Assets
- Use multimedia
- Prepare video assets

MEDIA PRODUCTION & ANALYSIS (ATAR)

Course Outline

The focus for this course is popular culture and press and broadcasting. There will be a focus on fiction and non-fiction media allowing students to consider the types of media, ideas and audiences from which popular culture, press and broadcasting evolves. Students view, listen to and analyse a range of popular media, develop their own ideas, learn production skills and apply their understandings and skills in creating their own productions.

Students will develop production, analytical and information technology skills and apply their understanding of media language and audiences while learning about and working in specific production contexts.

Students will extend their understanding of production practices and responsibilities. They will become increasingly independent as they experiment with and manipulate technologies and techniques to express their ideas in their productions.

CONTENT COVERED

- Media language
- Audiences
- Production context
- Skills and processes.

SKILLS OUTLINE

- Investigating and analysing media
- Knowledge and application of safety procedures
- Production skills i.e. independent management of time and technologies, management of team members, negotiating and adapting production processes, identifying problems and applying appropriate solutions
- Fulfilling defined production roles
- Implementing production processes based on proposals, scripts and plans
- Using conventional genres, styles and conventions
- Reflecting on the production process
- Evaluating own and others' productions i.e. peer and/or professional.

Pre-requisite: C (55%) in English or English Extension

DESIGN PHOTOGRAPHY (GENERAL)

Course Outline

The focus for this course is personal design and social design. Students understand that they visually communicate aspects of their personality, values and beliefs and affiliations through decoration and adornment, choice of artefacts and consumer items and their manipulation of personal surroundings and environments.

Students are introduced to communication principles, design elements and principles and design process and practice. They are introduced to basic drawing skills and a range of techniques to determine communication objectives/goals; communication situation/context; problem identification and problem-solving strategies; and concept development. They are introduced to basic production skills and process, materials and technologies.

CONTENT COVERED

The course content is divided into three content areas:

- Design principles and process
- Communication principles and visual literacies
- Production knowledge and skills

SKILLS OUTLINE

- Management of production processes, methods and techniques
- History/evolution of production processes relevant to design discipline
- Appropriate terminology and formats of presentation of design solutions relevant to design disciplines
- Planning and time management.
- Properties of various types of materials and their application to design
- Development of solutions through experimentation with materials.
- Evolution of production processes relevant to design discipline
- Experimentation and exploration with tools
- Storage, use and care of tools
- Application of OSH principles to production processes relevant to the Design context

LANGUAGES

ITALIAN – SECOND LANGUAGE (ATAR)

Course Outline

The focus for the first unit is Rapporti (Relationships). Students build on their skills, knowledge and understandings through the study of the unit content. They further develop their communication skills in Italian and gain a broader insight into the language and culture.

The focus for the second unit is Andiamo! (Travel – let's go!). Students further develop their skills, knowledge and understandings through the study of the unit content. They extend their communication skills in Italian and gain a broader insight into the language and culture.

Content Covered

- **Rapporti in famiglia, tra gli amici e a scuola (Family, friend and school relationships)**
Students reflect on the different relationships in their lives and consider the importance of friendship in their lives and the lives of young Italians.
- **Le tradizioni, gli spettacoli e le feste (Traditions, events and celebrations)** Students explore Italian traditions, events and celebrations, and how these promote a sense of community and an awareness of culture.
- **Le vacanze - racconti e progetti (My holiday tales and plans)** Students reflect on their own holiday tales and discuss what is essential when planning a trip and travelling at home and/or abroad.
- **Destinazione Italia (Destination Italy)** Students explore travelling in a particular Italian region or city and explore tourist attractions and cultural experiences.
- **Destinazione Australia (Destination Australia)** Students explore Australia as a destination for Italian-speaking travellers and discuss how they would prepare an Italian speaker for a trip to Australia.

Pre-Requisite: C (55%) in Italian 1AB

VOCATIONAL EDUCATION

CAREER AND ENTERPRISE (GENERAL)

Course Outline

Career education has moved towards learning to manage and take responsibility for personal career development before even leaving school. The Career and Enterprise course equips students with the tools to head confidently into an uncertain future. It begins with recognising individual skills and talents and moves on to using this understanding to find work and keep it. All aspects of work and workplaces are explored - from entry level to working globally. Changing technology, employment patterns and economic restructuring are realities of the rapidly changing world of work students will be entering.

Learning to deal with constant change through adaptability, enterprise and lifelong learning are vital elements of the course along with exploration of social, cultural and environmental issues. At the end of this course, students will be better placed to enter the workforce and to deal with the demands of a globalised work community as well as having the skills they need in order to cope with the change expected contemporary workplace. The contributions they will be able to make to their potential workplace will be valuable.

Content Covered

- Self understanding and management
- Lifelong learning
- Building your career
- Workplace operations
- Efficiency, productivity and sustainability
- Rights and responsibilities
- Organisation of workplaces
- Globalisation
- Changing world of work
- Career competencies
- Personal career management skills
- Corporate citizenship
- Environmental trends and influences
- Personal and work profiles
- Career development and work search skills

Skills Outline

- Resumés
- Portfolios
- Letters of application
- Employability skills
- Resource search
- Career competencies
- Work search techniques

PROGRAMMES

The College gives students the opportunity to participate in three types of vocational programmes.

1. ONSITE

ONSITE is the College Workplace Learning Programme. Students spend one day per week in an industry of their choice. With the benefit of an ONSITE programme behind them, students can be better prepared to find their niche in industry.

Students, once accepted into a specialist ONSITE programme, have access to specialised training in numerous areas. In these specialised courses, ONSITE manages the work place training while TAFE (now called State Training Provider - STP) deliver the qualification.

Aims

- To provide the knowledge, workplace skills and attitudes valued within work environments, as a preparation for employment.
- To develop a range of employability skills.
- To develop personal and broader communication skills.
- To assist with career planning by experiencing a variety of work placements.
- To develop a positive attitude to schooling by establishing its relevance to real work requirements
- To enable students to complete Year 12, attain their WACE and have the benefit of on-going work experience and training.
- To assist in obtaining a place at TAFE (STP) and/or employment in the future as ONSITE (WL) attracts points for entry.

Which students might benefit from ONSITE?

- Year 12 students who are not aiming for University Entrance upon leaving school.
- Year 12 students who are interested in attending TAFE (STP) or gaining a job after the completion of Year 12.
- Successful completion of ONSITE gives the student points towards WACE as completion of an endorsed programme (Workplace Learning).
- Successful completion of ONSITE gains points towards entrance to certain TAFE (STP) courses.

Procedure

- Students apply at school for a position as an ONSITE candidate.
- Attend an interview with the ONSITE staff.
- Students undertake six (6) courses in Year 11/12.
- There are two work placements during the year. Students are allocated to a business for one day per week. A business employee trains the student in a variety of skills and tasks.
- During each placement, students are provided with an employability skills logbook, which indicates the skills attained.

2. Specialist ONSITE Programmes

The Dream Factory

Certificate II Trades Pathways – Building & Construction

The Trades Pathways course provides students with a focus on various trades in the Building and Construction industry.

Within the course students undertake a Certificate II Trades Pathways with an emphasis on Wall and Floor Tiling. Here students will develop a cross section of skills including levelling, brick laying, plastering, rendering and tiling. Students work with a wide variety of tools and equipment including spirit levels, tape measures, squares, trowels, cement mixers. The skills learnt in this course will be valuable for general use over a lifetime and can be applied to other construction areas. Students will have the opportunity to try different work experience placements within the construction industry.

This is a two year course open to students starting Year 11. A special exemption may be made for a student starting Year 12 with a very clear intent on progressing into the construction industry.

Certificate II Voice and Data Communications - Electrical

This certificate forms a part of an electrical apprenticeship and can contribute to reduced apprenticeship training time. The qualification provides competencies to select, assemble, set up and maintain simple equipment and systems to certification standard for cabling in buildings and premises.

The course is aimed at students wanting to become an electrical apprentice. Students will receive work placements in the electrical industry to provide practical experience.

This is a one year course open to a Year 11 or Year 12 student. Entry to the course is via an aptitude test and interview.

Certificate II (Metal Roofing and Cladding) - Plumbing

This course is designed for students seeking an apprenticeship in plumbing. Within the plumbing and gas field there are many pathways and skills students can develop. Students taking this course will develop practical hand skills in metal roof and wall installations that include cutting, bending and soldering skills, as well as understanding of roof drainage and control and dispersal of storm water. These skills will add to any plumbing apprentice's array of valuable skills. Students will receive work placements in the plumbing industry to provide practical experience.

This is a one year course open to a Year 11 or Year 12 student. Entry to the course is via an aptitude test and interview.

HealthAssist

Certificate II Health Services Support and Certificate III Health Services Assistance

This is a two year programme that allows students to develop skills in communicating with clients, assisting staff and working as a member of a team whilst developing an understanding of how the health sector works. Skills will be practised and assessed in a simulated work environment at Central Institute Mt Lawley. In the Certificate II course students will also have the opportunity to participate in work experience in Aged Care facilities. Students who progress on to the Certificate III course and who have demonstrated interest and capacity, may be offered placement in a

partnering hospital. (please note these placements are extremely limited and only available to selected students.)

Students interested in dental nursing can participate in the same general health course but work experience will be provided in a dental centre where possible.

Both courses are one year. Students must start with the Certificate II course before progressing onto the Certificate III course with suitable results.

Certificate III Children's Services - The Playground

This course is designed for those who love children and want to be involved in their care and education. The course will enable students to care for children from 0 to 12 years of age and will combine study and training at both Polytechnic West (Balga) and on the job at a childcare centre. Many students go on to further study at Polytechnic West completing the Certificate IV and the Diploma. Once the Diploma has been completed successfully, some students then decide to further their training by applying to a university to do teacher training (Primary) with exemptions.

This is a two year course designed to start at Year 11.

Year 12 students who demonstrate a clear focus on childcare can apply to commence the first half of the course.

Certificate II Hairdressing - Snippets

This course is designed for those students who want to become hairdressers. The course combines both on and off the job training with successful students hoping to impress and gain an apprenticeship in hairdressing. A great deal of practical work is involved in the course and parents can even go in and participate in the training as models at various times.

This is a one year course open to Year 11 or Year 12 students

Certificate II Automotive Service Technology - Automotive

This is a new course for 2015. The course will suit those students with a demonstrated interest in and aptitude for automotive technology (you need to know a little bit about cars). The programme is a partnership between ONSITE, Polytechnic West and a major industry partner.

Entry will be by written and practical aptitude testing.

This is a two year course commencing at Year 11 in 2015

Certificate II Building and Maintenance - Perth City Farm

This course runs for two days per week and is designed for students who are struggling with the rigours of five days per week at school. It is based at Perth City Farm and Polytechnic West and is developed and supported by the building industry's Construction Training Fund.

Within the course, students will complete (over two years) the Certificate II in Building and Maintenance while on a live work site at Perth City Farm. When ready there will be opportunity for students to go out during 1 week blocks in the school holidays to do work experience in a construction field of matched choice/aptitude. The aim is to find a suitable apprenticeship pathway.

How to Apply

To apply for ONSITE or one of the ONSITE specialist programmes, please obtain an application form from your Subject Selection Advisor. Please also indicate your interest in ONSITE on the Course Selection form.

Cost

\$400 for the ONSITE programme

Students and parents/guardians interested in one of the specialist programmes should attend an Information Night held in late July or early August at Chisholm Catholic College.

3. Vocational Education Training in School

The Central Institute of Technology and Polytechnic West are offering Year 11 & 12 students the opportunity to study the following programmes. Students spend one day at TAFE and four days at school. Students must apply to TAFE and the courses are competitive. Please see Mr Murphy for further details.

| | |
|---------------------------------|----------------------------|
| Aged Care | Leederville Campus |
| Beauty Therapy | Perth Campus |
| Building & Construction | Perth Campus/ Mindarie |
| Business | Perth Campus |
| Child Care | Leederville Campus/Midland |
| Financial Services | Perth Campus |
| Health | Mt Lawley Campus |
| Information Technology | East Perth Campus |
| Legal Studies | Perth Campus |
| Mine and Construction Surveying | East Perth Campus |
| Multimedia | East Perth Campus |
| Real Estate | East Perth Campus |
| Teacher Assistant | Leederville Campus |
| Tourism & Events | Perth Campus |

School Based Apprenticeships & Traineeships

Students who secure a school-based apprenticeship or traineeship also complete school subjects. It is the responsibility of the student to secure these placements. Please see Mr Wilson to secure these placements or Mr Murphy for further details.

School-Based Traineeships (SBT)

A School-Based Traineeship provides an opportunity for full-time secondary school students to begin preparing themselves for a career in the industry of their choice. School-based traineeships are generally available in non-trade industry areas. They are a great way to develop skills and be paid at the same time. With a School-Based Traineeship, students can work towards achieving their WACE and an industry-recognised qualification. School-Based Traineeships can open up new career and employment opportunities and enhance students' employability skills. Students are usually out of school one day (sometimes two days) a week.

There are many traineeships, generally at Certificate II level, from which students may choose.

Benefits of a School-Based Traineeship include the opportunity to:

- participate in school and work concurrently.
- graduate and achieve the West Australian Certificate of Secondary Education (WACE).
- achieve a nationally recognised industry qualification.
- practise hands-on learning in the workplace, which makes the transition from school to work
- much easier.
- open up different ways of getting into university or other training, should students wish to
- continue studies once leaving high school, either full-time or part-time.
- make an early start on a career.

Students are usually assessed in the workplace. Occasionally, some traineeships require students to attend TAFE (STP). This information is not available to the school until the start of Term 1 the following year.

The College is not responsible for finding an employer who will take the student on as a school-based trainee. Students must find their own placement. It is recommended that students interested in this option see the Assistant Deputy Principal with a confirmed offer of a school-based traineeship before the end of this year.

School-Based Apprenticeships (SBA)

A School-Based Apprenticeship allows students to commence an apprenticeship while still at school. Students start their apprenticeship on a part-time basis at school and continue on a full-time or part-time basis after leaving school.

An apprenticeship leads to a trade qualification and combines employment and training at work with complementary off-the-job training.

School-Based Apprentices enter into a legally binding Apprenticeship Agreement between the employer, student and parent or guardian to complete the apprenticeship.

School-Based Apprentices generally attend school three days a week, work one day a week and go to a training organisation such as TAFE (STP) for one day a week. Occasionally, TAFE (STP) will change its schedule from a weekly timeslot to a block timeslot. Please be aware that Holy Cross College has no control over these decisions and is often not informed of such changes until early Term 1.

PRE-APPRENTICESHIPS IN SCHOOLS (PAIS)

The Pre-Apprenticeships in Schools (PAiS) programme is a fantastic opportunity for young people still attending school and enrolled in the Western Australian Certificate of Education (WACE) to be one step ahead of other young people who want to become apprentices.

PAiS are Certificate II programmes provide students in Year 11 and 12 with a pathway from school to a traditional trade apprenticeship.

Students in the PAiS programme must attend school, undertake training at a Registered Training Organisation (RTO) participating in the programme and be linked to a minimum of two employers for work placement.

The PAiS family of trades programme is available in these industries:

- automotive (heavy and light vehicle, auto body refinishing and repair, auto electrical).
- building and construction (wall and floor tiling, bricklaying, carpentry and joinery, ceiling fixing, plastering, painting).
- food (cooking, pastry cook, bread baking).
- horticulture (landscaping, nursery, turf, gardening).
- furniture trades (cabinet making, furniture finishing, upholstery).
- metals and engineering (plant, fabrication and mechanical fitting).
- hairdressing.

Trade specific pre-apprenticeships are available in most of these industry areas.

USEFUL WEBSITES

University

| | |
|------------------------|---|
| Curtin University | http://www.curtin.edu.au/ |
| Edith Cowan University | http://www.ecu.edu.au/ |
| Murdoch University | http://www.murdoch.edu.au/ |
| Notre Dame | http://www.nd.edu.au/ |
| University of WA | http://www.uwa.edu.au/ |

STATE TRAINING PROVIDERS (STP)

| | |
|------------------------------------|---|
| Polytechnic West | http://www.polytechnic.wa.edu.au/ |
| Challenger Institute | http://www.challenger.wa.edu.au |
| West Coast Institute of Technology | http://www.wcit.wa.ed.au |
| Central Institute of Technology | http://www.central.wa.edu.au |

Other

| | |
|---|---|
| School Curriculum & Standards Authority | http://www.curriculum.wa.edu.au/ |
| TISC | http://www.tisc.edu.au/ |
| Defence Force | http://www.defencejobs.gov.au/ |
| Apprenticeships | http://www.trainingwa.wa.gov.au/apprenticentre/detcms/portal |
| Job Search | https://jobsearch.gov.au/ |
| MyFuture | http://www.myfuture.edu.au/ |
| Job Guide | http://jobguide.deewr.gov.au/ |

GLOSSARY

Academic Achievement

As a means of recognising academic endeavour and encouraging students to pursue excellence, Year 11 students will be awarded an Academic Achievement Certificate at the end of the year. Depending on a student's performance, this certificate may be issued with the addition of a Credit, Distinction or High Distinction notation.

Academic Good Standing (AGS)

An academic goal that all Year 10, 11 & 12 students aim for. This is achieved by completing all tasks, maintaining a C grade average and fulfilling the student's enrolment agreement.

Apprenticeship

Apprenticeships are practical, hands on training programmes in which students are paid while they learn. Apprenticeships generally apply to trades, are 3 - 4 years in duration and involve both on-the-job and learning at STPs.

Australian Tertiary Admission Rank (ATAR)

A number out of 100 which indicates a student's relative position compared with all other students who graduated from Year 12 in WA. It is used to determine entrance into university courses.

Community Service

Students are required to complete a minimum of 20 hours of Community Service over Years 11 and 12. This is defined as 'activities undertaken for the benefit of individuals and/or community for no financial reward'. The hours are recorded on the WACE certificate.

Course Cut-offs

The minimum ATAR required for entry into a particular university course, it is only a guide as it changes from year to year.

Course of Study

A term used to describe the new courses that have been introduced recently by the School Curriculum and Standards Authority and will replace the name for all courses formerly referred to as TEE and Non-TEE subjects.

School Curriculum and Standards Authority (SCSA)

The School Curriculum and Standards Authority is an independent statutory authority that is responsible to the Minister for Education and Training. It determines curriculum directions for Kindergarten to Year 12 education in Western Australia and provides direction for the development, accreditation and assessment of senior secondary school courses.

Desirable prerequisite

Courses that are not compulsory to have been studied previously but would be beneficial to the student if they have.

Dream Factory

A VET programme in which students do Workplace Learning and work towards a pre-determined Certificate

English Language Competence

One of the requirements for achieving the WACE. Students should attain a C grade at least by the end of Year 12 to be eligible for English Language Competence.

Internal assessment

Assessment set and marked by teachers of Holy Cross College.

Minimum Entrance Requirements (MER)

The level of achievement necessary to gain entry to any TAFE course

Online Literacy and Numeracy Assessment (OLNA)

Students will need to demonstrate a minimum standard of Literacy and Numeracy to achieve their Western Australian Certificate of Education.

ONSITE

The name given to a cluster of schools that are involved in the same Workplace Learning programme of which Holy Cross College is a member. Holy Cross College's Workplace Learning programme is often referred to as ONSITE.

Playground Programme

A VET programme in which students participate in Workplace Learning and work towards a Certificate III in Children Services over a two year period.

Prerequisite

A level of achievement that a student must reach in order to be successful in a particular course he/she wishes to study in the following year.

Scaling

Scaling adjusts for differences between courses and aims to ensure that students are not disadvantaged if they choose a difficult course.

School Apprenticeship Link (SAL)

A programme for students in Years 11 and 12 considering an apprenticeship after finishing school. It allows students to try different jobs in the same industry and is ideal if students think they know the industry they would like to work in but are not sure which job.

School Based Apprenticeships (SBA)

School based apprenticeships allow students in Years 11 and 12 to start an apprenticeship while still at school. The employer, student and parent/care giver enter into a legally binding training contract to complete the apprenticeship.

School Based Traineeships (SBT)

School based traineeships allow students in Years 11 and 12 to develop skills and get paid while they prepare for a career in the workforce. Students work towards secondary graduation and an industry recognised qualification.

Secondary Graduation

This is also referred to as WACE.

Selection Criteria

Selection criteria are academic and other criteria, which are used to score eligible applicants competing for entry into a TAFE course where there are more applications than places available for a course.

Tertiary Entrance Aggregate (TEA)

Used as the basis for the calculation of the ATAR. It is calculated using scores in the four best courses. Some rules apply to the calculation of this aggregate.

Tertiary Institutions Service Centre (TISC)

TISC is an incorporated body established by Curtin University of Technology, Edith Cowan University, Murdoch University and The University of Western Australia. Its main role is to process applications for admission to undergraduate courses at the above universities.

Traineeship

Traineeships are practical, hands on training programmes in which students are paid while they learn. Traineeships generally apply to non-trade areas and usually take a year to complete. Most traineeships are assessed in the workplace and do not require time at TAFE.

Western Australian Certificate of Education (WACE)

A certificate awarded to students who successfully complete the two years (11 & 12) of senior secondary schooling.

WACE Exams

External exams sat at the end of Year 12 that are set and marked by a panel of professionals from the education industry. The results are used for university entrance.

Workplace Learning

A course of study programme that allows students to work in a workplace of their choice, one day a week. Students are awarded a grade through successful completion of assessments and hours required.

