

Subject Selection

HANDBOOK

Year 11
2021



**MAZENOD
COLLEGE**

Introduction



Welcome to the process of choosing a program of study for Senior School. At times, this process may appear to be a daunting one as you grapple with new terminology, post-schooling options with diverse entry requirements, and the age-old question: 'what am I going to do after school?'

You might be tempted to think of this as a time when you are asked to settle on your entire future pathway. Choosing subjects for Year 11 is not deciding on your career path. Yes, it is an opportunity to think more deeply about where your future will take you, but you are likely to change your mind about your career destinations many times in the future.

Career exploration does not end once a Senior School program of study is chosen but will continue for many years to come. This means that you must maintain your focus on achieving your personal best to ensure that as many pathways remain open as possible.

To help with the process of choosing a Senior School program of study and career exploration, you will embark on an intensive program at the end of Term Two. There are workshops on University and TAFE entry, guest speakers from a variety of industries address the students, and staff provide presentations outlining the specific subjects that are offered in Year 11 at Mazenod College. The program also includes a Career Carousel, a Careers Expo, motivational guest

speakers and addresses from Year 12 students and Old Boys. The program is located in the student work booklet.

When choosing subjects for next year, you should challenge yourself to be the best you can be and to be realistic in your choices. Most importantly, you, along with your parents and carers should seek advice about your suitability for the subjects chosen. There are many people at Mazenod College available and willing to help you in this process. For subject specific information, you should see your teacher or the Head of Learning for the subject. For careers-related information, please see any member of the Careers team. For academic counselling, contact the Senior School Academic Advisor, Mr Payne.

Success is a habit. People who are personally and professionally successful set realistic, achievable goals. They learn from mistakes, balance priorities in their life, and they make sacrifices to achieve their goals. When we believe that we, and we alone, can open the door to change within ourselves, we can challenge ourselves to seek personal excellence. When you work hard, work smart and pursue excellence, you will achieve your goals.

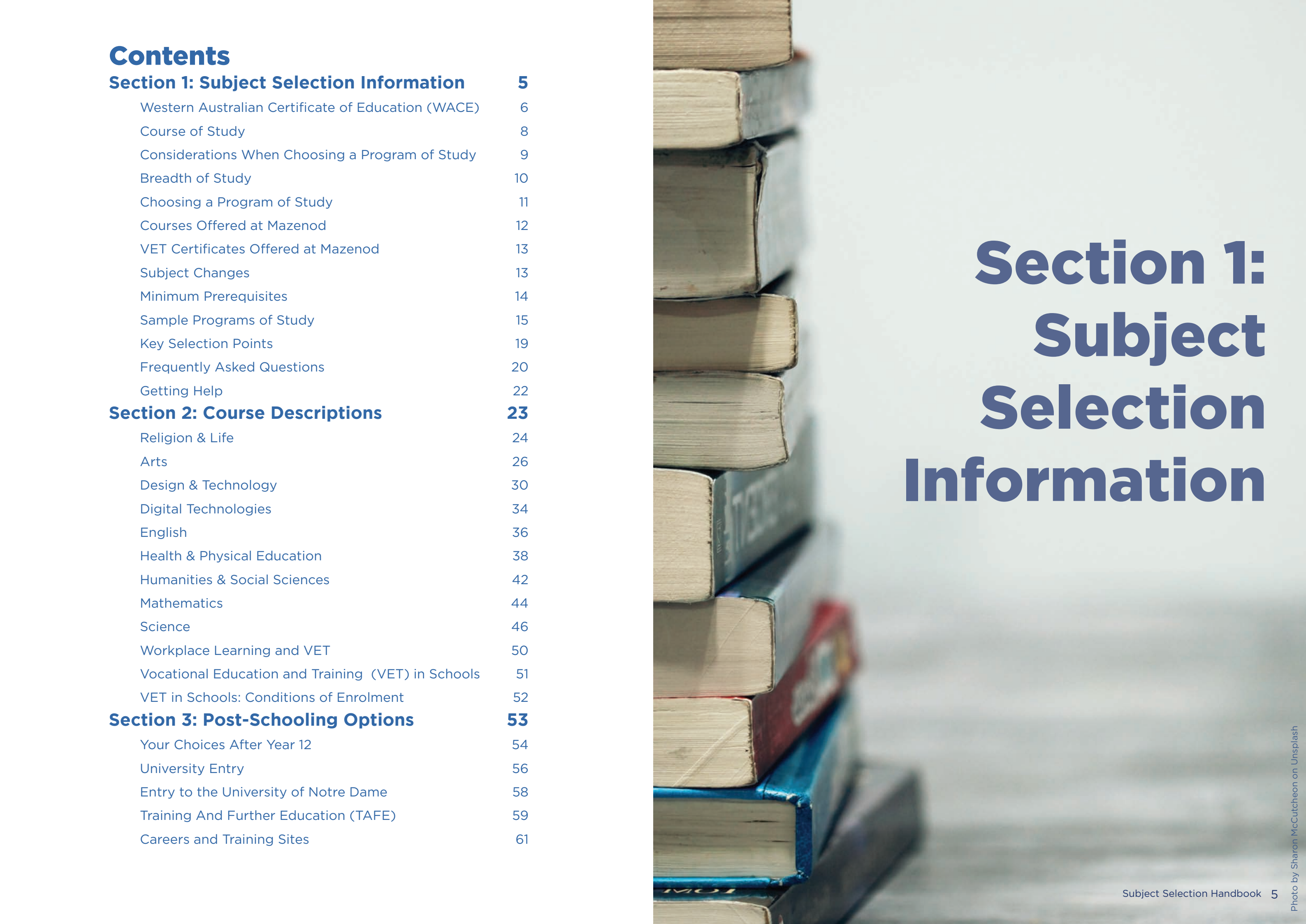
This information booklet should be used in conjunction with the work booklet provided at the workshops and kept as a reference source when choosing a Year 12 program of study.

Bruce Derby
Deputy Principal
(Teaching & Learning)



Contents

Section 1: Subject Selection Information	5
Western Australian Certificate of Education (WACE)	6
Course of Study	8
Considerations When Choosing a Program of Study	9
Breadth of Study	10
Choosing a Program of Study	11
Courses Offered at Mazenod	12
VET Certificates Offered at Mazenod	13
Subject Changes	13
Minimum Prerequisites	14
Sample Programs of Study	15
Key Selection Points	19
Frequently Asked Questions	20
Getting Help	22
Section 2: Course Descriptions	23
Religion & Life	24
Arts	26
Design & Technology	30
Digital Technologies	34
English	36
Health & Physical Education	38
Humanities & Social Sciences	42
Mathematics	44
Science	46
Workplace Learning and VET	50
Vocational Education and Training (VET) in Schools	51
VET in Schools: Conditions of Enrolment	52
Section 3: Post-Schooling Options	53
Your Choices After Year 12	54
University Entry	56
Entry to the University of Notre Dame	58
Training And Further Education (TAFE)	59
Careers and Training Sites	61



Section 1: Subject Selection Information

Western Australian Certificate of Education (WACE)

The Western Australian Certificate of Education (WACE) is awarded to senior secondary school students who satisfy the requirements below.



This qualification is recognised nationally by universities and other tertiary institutions, industry and training providers. Students complete these requirements in their final two years of senior secondary school.

Students are expected to achieve both breadth and depth in their study by selecting a range of courses to cater for their interests. They are expected to reach specified achievement standards, and to achieve literacy and numeracy competence.

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 (10 courses) or equivalents
- complete four or more Year 12 ATAR courses (including the WACE exam) or complete a Certificate II or higher or complete five General courses in Year 12.

Breadth and depth

Students must complete a minimum of 20 course units (10 courses) or the equivalent. This requirement must include at least:

- a minimum of 10 Year 12 units or the equivalent¹
- 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/ English /languages/ social sciences) and List B (mathematics/ science/ technology).

Students may obtain unit equivalence as follows:

- up to eight units equivalence through a combination of VET and Workplace Learning.
- Certificate II is equivalent to two Year 11 and two Year 12 units.
- Workplace Learning – may accrue a maximum of two Year 11 units and two Year 12 units.

Literacy & Numeracy Requirements

Students must demonstrate that they 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 in a knowledge-based economy.

You can demonstrate the minimum standard:

- if you achieve Band 8 or higher in the Year 9 NAPLAN Reading, Writing and Numeracy tests,
- or**
- through meeting the benchmark on the Online Literacy and Numeracy Assessment (OLNA).

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

With respect to achieving the literacy requirement, students are required to complete two Year 11 English units and a pair of Year 12 English units in addition to meeting the OLNA benchmark.

¹Unit equivalence can be obtained through VET programs and/or endorsed programs such as Workplace Learning.



WACE requirements 2021 and beyond

1

General requirements

You must:

- demonstrate a minimum standard of literacy (reading and writing) and a minimum standard of numeracy
- complete a minimum of 20 units, or equivalents
- complete
 - at least four Year 12 ATAR courses **OR**
 - at least five Year 12 General courses and/or ATAR courses or equivalent **OR**
 - a Certificate II (or higher) VET qualification in combination with ATAR, General or Foundation courses.

2

Literacy and numeracy standard

For the WACE literacy and numeracy standard you may:

- pre-qualify through achieving Band 8 or higher in the reading, writing and numeracy tests of the Year 9 National Assessment Program – Literacy and Numeracy (NAPLAN), or;
- demonstrate the minimum standard of literacy and numeracy by successfully completing the relevant components of the Online Literacy and Numeracy Assessment (OLNA) in Year 10, 11 or 12.

3

Breadth and depth

You must complete a minimum of 20 units, which may include unit equivalents attained through VET and/or endorsed programs. This requirement must include at least:

- a minimum of ten Year 12 units, or the equivalent
- four units from an English course, post-Year 10, including at least one pair of Year 12 units from an English learning area course
- one pair of Year 12 units from each of List A (arts/languages/social sciences) and List B (mathematics/science/technology) subjects.

4

Achievement standard

You must achieve at least 14 C grades or higher (or equivalents) in Year 11 and Year 12 units, including at least six C grades (or equivalents) in Year 12 units.

5

Unit equivalents

Unit equivalents can be obtained through VET qualifications and/or endorsed programs. The maximum number of unit equivalents available through VET and endorsed programs is four Year 11 units and four Year 12 units with a maximum of four units with endorsed programs – two in Year 11 and two in Year 12.

Course of Study

Considerations When Choosing a Program of Study

There are three major groups of courses:

ATAR Courses

ATAR courses are designed and examined by the School Curriculum and Standards Authority (SCSA). Student results in ATAR courses are used by the Tertiary Institutions Service Centre (TISC) to calculate a student's Australian Tertiary Admissions Ranking (ATAR). The ATAR is used to determine eligibility for university entrance. Students seeking to achieve an ATAR will need to complete a minimum of four Year 12 ATAR courses.

General Courses

General courses are designed by the School Curriculum and Standards Authority. These courses are not examined by the Authority. They are designed for students who are typically aiming to enter further training or the workforce directly from school.

Vocational Education & Training Courses

These courses are designed in close consultation with WA Industry Training Councils. These VETIS (page 51) courses include a full, nationally recognised AQF qualification and mandatory industry-related workplace learning. Mazenod offers five VET courses as outlined on page 13 of this information booklet.

ATAR Program of Study

Although university bound students are only required to enrol in four ATAR courses from Group 1 (as outlined on page 12) to obtain an ATAR, it is recommended that most students with a definitive university bound pathway enrol in five ATAR courses for Year 11. Students can commence Year 11 with a program of study aimed at university entrance and make changes for Year 12 if they intend to follow a non-university pathway. Students intending to pursue a university pathway should ensure that they have met the prerequisites for individual subjects as outlined on page 14.

Each course has four units:

- Units 1 and 2 (Year 11 units); and,
- Units 3 and 4 (Year 12 units). Units 3 and 4 must be studied as a pair, as the ATAR examination covers both units.

General Program of Study

Students who do not wish to achieve an ATAR will choose from a range of General courses from Group 2 (as outlined on page 12). Although students enrolled in a General program of study can choose from Group 1, it is recommended they do not choose any more than 2 courses from Group 1. Students may also choose a combination from Group 3 (VET).

General courses are typically for students aiming to enter further training or the workforce directly from school. These courses are not examined externally, although students will sit an Externally Set Task (administered by the SCSA) in Year 12.

Students are able to select across the suite of ATAR courses and General courses offered appropriate to their educational pathways, needs and interests.

All students enrolled in a General program of study must also complete Workplace Learning.

Workplace Learning (Endorsed Program)

All students enrolled in four or more General courses will be required to enrol in the endorsed program, Workplace Learning. In this program, students complete a minimum of 55 hours of workplace learning each semester. After successful completion of this program, students receive credit which counts towards the WACE requirements and points can be accumulated for TAFE entry. Completion of Workplace Learning is equivalent to two Year 11 units and two Year 12 units in both the "achievement" and "breadth and depth" requirements of the WACE.

The **complexity and demand** of the content and context varies between the types of courses. The less demanding units in General courses will provide opportunities for access to content in more flexible ways, possibly through a wider range of contexts using more practical learning experiences.

Students seeking **tertiary entrance** will be able to select units from ATAR courses for which the scope of the content is complex and rigorous, providing the foundation required for university entrance. ATAR courses have a school-based exam component as part of the assessment schedule. These exams must be completed in order to achieve a grade in any given course.

Students enrolled in ATAR courses must also sit the WACE exam. WACE external exams are conducted by the School Curriculum and Standards Authority (SCSA) on behalf of the Tertiary Institutions Service Centre (TISC) for the purpose of ranking students for university entry. Students wishing to enter university directly from Year 12 have their best 4 results combined to achieve an ATAR.

It is compulsory for all Year 12 students enrolled in ATAR courses to sit the relevant WACE external exam even if they do not intend applying for university. They must make a genuine attempt in the exam for the purpose of gaining credit for Secondary Graduation. Students who do not make a genuine attempt or fail to sit the exam will not have their school based grade counted towards the "achievement" or "breadth and depth" criteria required for Secondary Graduation.

Practical and performance examinations will be held for some courses such as Physical Education Studies and Drama.

There are **no WACE external examinations** for students who are enrolled in General courses.

Breadth of Study

For a student to achieve the WACE he must complete at least one course from each of the following lists in Year 12. For this purpose, completion of a course means that the student has received a grade in at least two units in their final year of senior secondary schooling in that course.

Breadth of study can be met by studying either ATAR or General courses.

List A (Arts, Languages, Social Sciences)	List B (Mathematics, Science, Technology)
Drama Economics English Geography History – Modern Literature Music Religion and Life Visual Art	Applied Information Technology Biology Computer Science Chemistry Design Earth and Environmental Science Engineering Studies Human Biological Science Integrated Science Materials Design and Technology – Metals Materials Design and Technology – Wood Mathematics (Essential, Applications, Methods) Mathematics Specialist Outdoor Education Physical Education Physics
Unacceptable course combinations Students are not permitted to enrol in any of the following combinations:	Applied Information Technology (ATAR and General) Physical Education Studies (ATAR and General) Visual Arts (ATAR and General) Maths Methods and Maths Applications Maths Specialist and Maths Applications Certificate II in Furniture Making Pathways and Materials Design Technology - Wood Certificate II in Engineering Pathways and Materials Design Technology - Metals

Choosing a Program of Study

When choosing a program of study, the following issues should be considered:

Prerequisites	Prerequisites set by the College should act as a guide to the likelihood for success in any given course. Where a student has not met the prerequisite at the time of submitting the Subject Selection Form, he will be given until the end of Term Three to demonstrate the required level. If the student fails to meet the prerequisite at this time, he will only be allowed to enrol in the chosen subject with the permission of the relevant Head of Learning. This permission may only be given on a conditional basis. Where a student has failed to meet the prerequisites in two or more subjects in his chosen program of study, an interview will be organised with the Senior School Academic Advisor.
Academic Ability	In order to achieve success in many Senior School subjects, students need to have demonstrated a high degree of academic ability and achievement in Year 10 courses. Without this background, students invariably have difficulty with Year 11 course content. It is essential to take careful note of Year 10 prerequisites as outlined on page 14.
Interests	The variety of courses available gives students the opportunity to pursue their particular interests at whatever level they are able to perform.
Future Intentions	Students, whether planning to seek employment after Secondary Graduation or continuing with further studies (TAFE, tertiary or other), should choose subjects that will maximise their options for the future. Students should also be aware that many TAFE qualifications can lead to university entry with advanced standing (that is, the ATAR is not the only avenue to university entrance).

Courses Offered at Mazenod

The following table outlines the courses offered at Mazenod College. They have been categorised into ATAR and General courses. Students intending to pursue a university-bound program of study must enrol in a minimum of four courses from Group 1. Students enrolling in a General program of study typically choose courses from Group 2 and can also choose one course combination (and no more than two) from Group 3.

All subjects are offered conditionally and will only be timetabled if there are sufficient numbers of students.

Group 1 ATAR Subjects (these subjects have an external WACE exam)		Group 2 General Subjects (these subjects do not have an external WACE exam)	
Applied Information Technology (ATAR) Biology (ATAR) Chemistry (ATAR) Computer Science (ATAR) Design (ATAR) Drama (ATAR) Earth & Environmental Science (ATAR) Economics (ATAR) English (ATAR) Geography (ATAR) Modern History (ATAR) Human Biological Sciences (ATAR) Literature (ATAR) Mathematics Applications (ATAR) Mathematics Methods (ATAR) Mathematics Specialist (ATAR) Physical Education Studies (ATAR) Physics (ATAR) Religion and Life (ATAR) Visual Arts (ATAR)		Applied Information Technology (General)* Design (General) Drama (General) Engineering Studies (General) English (General) Integrated Science (General) Materials Design & Technology – Metals (General) Materials Design & Technology – Wood (General) Mathematics Essential (General) Music (General) Outdoor Education (General)* Physical Education Studies (General) Religion and Life (General) Visual Arts (General)	
Group 3 Vocational Education & Training Certificates			
Year 11		Year 12	
Certificate II in Engineering Pathways (2 Year course)		Certificate II in Engineering Pathways (2 Year course)	
Certificate II in Furniture Making Pathways (2 year course)		Certificate II in Furniture Making Pathways (2 Year course)	
Outdoor Education (General)* (Year 11 Semester 1 only)		Certificate II in Outdoor Recreation (18 month course) (Year 11 Semester 2, Year 12)	
AIT (General)* (Year 11 Semester 1 only)		Certificate II in Information, Digital Media & Technology (18 month course) (Year 11 Semester 2, Year 12)	
		Certificate IV in Business (1 Year course) (Year 12 only)	

VET Certificates Offered at Mazenod

Vocational Education and Training industry specific courses are designed in close consultation with WA Industry Training Councils. These courses include a full, nationally recognised AQF qualification and mandatory industry-related workplace learning. The Certificate IV in Business is only offered in Year 12.

Certificate name	Context	Summary	Start date	Time required to complete competencies
Certificate II in Engineering Pathways	Metals	Page 33	Semester One, Year 11	2 years
Certificate II in Furniture Making Pathways	Wood	Page 33	Semester One, Year 11	2 years
Certificate II in Information, Digital Media & Technology	Information Technology	Page 35	Semester Two, Year 11	3 semesters
Certificate II in Outdoor Recreation	Outdoor Education	Page 41	Semester Two, Year 11	3 semesters
Certificate IV in Business	Business		Year 12	1 year

Subject Changes

Students have four opportunities to change subjects during the two years of Senior School.

Students may change subjects within the first six weeks of Year 11. Once this deadline has passed, students are committed to completing Unit 1 (that is, Semester One, Year 11). For students enrolled in an ATAR course, this includes completing the Semester One exam.

The next opportunity for students to change courses is in the week after the Semester One exam/work experience period. In particular, this opportunity will allow students struggling with ATAR courses to move to General courses. Once this deadline has passed, students are committed to their chosen program of study for the duration of the year including the end of year exams.

During Term 4, Year 11, students choose subjects for Year 12. They are able to make changes based on the availability of subjects and class sizes. The grid from Year 11 to Year 12 does not change.

Students may change subjects within the first six weeks of Year 12. Once this deadline has passed, students are committed to completing the entire year as students only receive credit for completing a pair of units in Year 12. For students enrolled in an ATAR course, they must complete the Semester One, Semester Two and WACE exams.

Note: Students will not be permitted to change classes if two or more classes exist in the same subject. For example, there are multiple classes of English taught at the same time – once students are allocated to a particular class with a designated teacher, they are not permitted to change classes.

Minimum Prerequisites

SUBJECT	MINIMUM PREREQUISITES
Applied Information Technology General/Information, Digital Media and Technology (Certificate II)	C grade in a Year 9 or 10 Digital Technologies course preferred
Applied Information Technology ATAR	Satisfactory achievement in a Year 9 or 10 Digital Technologies course preferred
Biology ATAR	C grade (Science)
Chemistry ATAR	B grade (Science)
Computer Science ATAR	C grade (Maths) and Year 9/10 IT subject preferred
Design ATAR	B grade (Design)
Design General	C grade (Design)
Drama ATAR	B grade (Drama)
Drama General	B grade (Drama)
Earth & Environmental Science ATAR	C grade (Science)
Economics ATAR	B grade (HASS)
Engineering Pathways (Certificate II)	B grade (Metals) or approval of Head of Learning
Engineering Studies General	B grade (Electronics) or approval of Head of Learning
English General	Completion of Year 10 English course
English ATAR	C grade (English)
Furniture Making Pathways (Certificate II)	B grade in Woodwork or approval of Head of Learning
Literature ATAR	B grade (English)
Geography ATAR	B grade (HASS)
Human Biological Science ATAR	B grade (Science)
Integrated Science General	Completion of a Year 10 Science course
Mathematics Essential General	Completion of a Year 10 Mathematics course
Mathematics Applications ATAR	C grade (Maths)
Mathematics Methods ATAR	B grade (Maths)
Mathematics Specialist ATAR	A grade (Maths)
Materials Design - Metals General	B grade (Metals) or approval of Head of Learning
Materials Design - Wood General	B grade (Woodwork) or approval of Head of Learning
Modern History ATAR	B grade in (HASS)
Music General	Currently playing or learning to play an instrument
Outdoor Education General / Outdoor Recreation (Certificate II)	B grade in Year 9 or Year 10 Outdoor Education preferred
Physical Education Studies General	Completion of Year 10 Health & Physical Education
Physical Education Studies ATAR	B grade (HPE); C grade (Science); and B grade (Sports Science) desirable
Physics ATAR	B grade (Science)
Religion and Life General	C grade (Religious Education)
Religion and Life ATAR	B grade (Religious Education)
Visual Arts General	B grade in Art major or minor preferred, or approval of Head of Learning
Visual Arts ATAR	B grade in Art major

NOTE: students enrolling in an ATAR program of study should have a "B" grade average across their Year 10 core subjects (Religious Education, English, Mathematics, Science & HASS) and attain a "C" grade in English.

Sample Programs of Study

High achiever (Extended 'high' course achievement - Extended 'A'/'B') aiming for Maths/Quantitative Science course at university

Mathematics Methods ATAR	Literature ATAR	Chemistry ATAR
Mathematics Specialist ATAR	Physics ATAR	Religion and Life General

Note: All 5 ATAR courses could contribute to the Australian Tertiary Admission Rank (ATAR). The top 4 scores will be used. This student is an excellent Mathematics and Science student (extended 'A' grade) hence his choice to study 'double' Maths/Science. Maths/Quantitative Science courses at university often set prerequisites. In such cases, the applicant must complete the relevant subject and achieve a final scaled mark of at least 50%. Religion & Life General does not have a WACE exam therefore cannot contribute to the student's ATAR.

High achiever (Extended 'high' course achievement - Extended 'A'/'B') aiming for competitive course at university

Mathematics Applications ATAR	English ATAR	Biology ATAR
Economics ATAR	AIT ATAR	Religion and Life ATAR

Note: All 6 ATAR courses could contribute to the ATAR. The top 4 scores will be used. This student can enrol in Mathematics Applications ATAR in Year 12, but he cannot enrol in Mathematics Methods ATAR in Year 12 (refer to Mathematics pathways in Section 2). Attempting 6 ATAR subjects should only be contemplated by students with a Year 10 Extended 'excellent' course achievement. You should seek advice from the Senior School Academic Advisor.

High achiever (Extended 'high' or Standard 'excellent' course achievement - Extended 'B'- Standard 'A'/'B') aiming for competitive course at university

Mathematics Methods ATAR	Earth & Environmental Sciences ATAR	Outdoor Education General / Cert II Outdoor Recreation
English ATAR	Geography ATAR	Religion and Life General

Note: As there are no WACE external exams for General courses, enrolment in Outdoor Education or Religion & Life General will not contribute to his ATAR. This therefore increases the significance of his achievement in the other 4 subjects as they will all contribute towards his ATAR. **ATAR students should carefully consider the implications of enrolling in Outdoor Education due to the loss of school days from expeditions.** Maths Methods has a 10% loading added to the student's final scaled mark.

High achiever (Extended 'high' course achievement - Extended 'A'/'B') aiming for a health sciences (e.g. physiotherapy, biomedical sciences, medicine) course at university

Mathematics Methods ATAR	English ATAR	Human Biology ATAR
Chemistry ATAR	Visual Art General	Religion and Life ATAR

Note: Students with a strong Year 10 academic background should enrol in at least 5 ATAR courses in Year 11. In Year 12, the highest 4 results will contribute to the ATAR. This student is encouraged to enrol in courses that enrich his interest in health sciences, providing for him to be engaged while keeping a range of post-schooling options open.

High achiever (Extended ‘high’ or Standard ‘excellent’ course achievement - Extended ‘B’- Standard ‘B’ or higher) aiming for Commerce, Business, Finance type course at university

Mathematics Methods ATAR	English ATAR	Outdoor Education General / Cert II Outdoor Recreation
Economics ATAR	Computer Science ATAR	Religion and Life ATAR

Note: Students with a strong Year 10 academic background should enrol in at least 5 ATAR courses in Year 11. In Year 12, the highest 4 results will contribute to the ATAR. In Year 12 this student has the option to enrol in Mathematics Methods or Mathematics Applications. Refer to Maths course descriptors in Section Two and seek advice from the Head of Learning. Also note that it is permissible for an ATAR student to be enrolled in a VET Certificate. **ATAR students should carefully consider the implications of enrolling in Outdoor Education due to the loss of school days from expeditions.**

Sound achiever (Extended ‘satisfactory’ or Standard ‘high’ course achievement - Extended ‘B’/‘C’-Standard ‘B’ or higher) aiming for Information Technology course at university

Mathematics Applications ATAR	English ATAR	Modern History ATAR
Computer Science ATAR	AIT ATAR	Religion and Life General

Note: Even though Computer Science and AIT are information technology based courses, it is permissible to study both unlike the unacceptable combinations outlined on page 10. This student is likely to enrol in Mathematics Applications in Year 12 or may enrol in Mathematics Essentials as a General subject if he is not a strong Maths student.

Marginal achiever (Standard ‘satisfactory’ course achievement - Standard ‘C’) unsure of career pathway but intends to be TAFE bound

Religion and Life General	Physical Education Studies ATAR	AIT General / Cert II InformationTechnology, Digital Media & Technology
Mathematics Essential General	English General	Materials Design & Technology: Wood General

Note: As this student is enrolled in a General program of study, he will be required to enrol in the Workplace Learning Endorsed Program. Refer to Section 3 for full details of the Workplace Learning program. Even though this student is non-university bound he will be required to sit the WACE external exam in PE Studies. This student has chosen not to enrol in a VET course.

Non-university bound student with a health, fitness or sport career pathway

Physical Education Studies General	AIT General / Cert II Information, Digital Media & Technology	Outdoor Education / Cert II Outdoor Recreation
English General	Mathematics Essential General	Religion and Life General

Note: In the interest of breadth of study, the combination of Physical Education Studies and Outdoor Education should be carefully considered particularly if it is not related to the student’s possible career pathway. This student will be required to enrol in the Workplace Learning Endorsed Program. As he is enrolled in a General program of study, he has chosen to enrol in two VET Certificate courses.

Student with good skills in Design & Technology aiming for an apprenticeship after school

Mathematics Essential General	Religion and Life General	Certificate II in Engineering Pathways
Engineering Studies General	English General	Certificate II in Furniture Making Pathways

Note: As this student is enrolled in a General program of study, he will be required to enrol in Workplace Learning. This student is not required to sit any WACE external exams. This student has chosen to enrol in a VET Certificate. He has chosen subjects that are very practical orientated and related to his career pathway.

Sound achiever (‘Standard ‘high’ course achievement - Standard ‘B’) aiming for Performing Arts course at university

Literature ATAR	Religion and Life ATAR	Visual Art ATAR
Drama ATAR	Music General	Modern History ATAR

Note: The criteria for Secondary Graduation states that students must complete one course from List A and one from List B as outlined on page 10 to meet the Breadth of Study criteria. While the choice of subjects relate to his post-schooling destination, the above program of study does not meet the Breadth of Study criterion as he is not enrolled in List B subject e.g. Maths, Science, Design and Technology. Note: Music courses at WAAPA can be accessed using the General Music course.

Satisfactory / Sound achiever (‘Standard ‘C/B’ course achievement) aiming for Engineering course at university

Chemistry ATAR	English ATAR	Mathematics Methods ATAR
Physics ATAR	Human Biology ATAR	Religion and Life ATAR

Note: This is a poor choice of subjects. Students wishing to study the combination of Maths Methods/ Physics/Chemistry should be an extended ‘A’ student or at the very least, a solid extended ‘B’ student. In addition, only students from an extended A/B background should attempt 6 ATAR subjects. A student who achieves ‘C’ grades in Year 10 Standard and has an interest in Engineering should explore TAFE options.

Standard ‘C’ course achievement across Year 10 core subjects interested in apprenticeship

English ATAR	Maths Applications ATAR	Religion and Life General
Human Biology ATAR	Geography ATAR	Engineering Studies General

Note: Given this student’s post-schooling interests and Year 10 results, this is a poor program of study. He should be enrolled in a General program of study with a focus on practical skills. By enrolling in a General program of study, he will also be able to complete Workplace Learning hence increasing his chances of securing an apprenticeship.

Key Selection Points

Student enrolling in a General program of study AND studying one or more ATAR courses.

English General	Maths Applications ATAR	Religion and Life General
Earth and Env. Science ATAR	Cert II Engineering - Metals	Design General

Note: This particular program of study of 4 General subjects and 2 ATAR subjects is permissible providing that the student has met the relevant prerequisites. The student must remember that he will be required to sit Mazenod College exams and the WACE exam to achieve completion of Earth Science and Maths Applications. Students must note that exams take precedence over work experience.

Standard 'C' Year 10 English student wanting to do Religion and Life ATAR

English ATAR	Maths Applications	Religion and Life ATAR
PE General	Biology ATAR	History ATAR

Note: For students who wish to enrol in Religion and Life ATAR, they must be in the Year 10 extended class AND achieve a B grade. Religion and Life ATAR is a very demanding course from a literacy perspective. It would be advisable for this student to enrol in General RE and replace General PE with another ATAR subject. ATAR courses have significant literacy demands; therefore, students should achieve at minimum a strong 'C' student to attempt this program of study.

General program of study without a VET certificate.

Mathematics Essential General	Music General	Engineering Studies General
English General	Design General	Religion and Life General

Note: New WACE requirements state that students enrolled in a General program of study no longer need to complete a Certificate II. The completion of 5 General courses is now sufficient for achieving the WACE.

Sound achiever (Standard 'B' from standard courses) with no career pathway.

Maths Applications	Geography ATAR	Visual Art General
English ATAR	Earth & Env. Science ATAR	Religion and Life ATAR

Note: This student has chosen a range of subjects from a variety of learning areas based on his interests, skills and academic levels achieved in Year 10.

Students must complete a minimum 4 ATAR subjects (including the WACE exam) to achieve an ATAR.

General subjects do not have exams as part of the assessment structure.

All subjects are offered conditionally and will only be timetabled if there are sufficient numbers of students.

VET courses do not have grades allocated but students achieve a set of competencies.

If studying an ATAR subject, the WACE external exam must be attempted to achieve credit for the course.

General students no longer need to complete a VET Certificate to achieve the WACE.

A student wishing to choose 6 ATAR subjects must consult the Senior School Academic Advisor.

A General student enrolled in one or more ATAR subjects must sit Mazenod exams as scheduled and sit the external WACE exam.

Students wishing to enrol in an ATAR program of study should study 5 ATAR subjects if they have a strong 'B' grade background from Year 10.

Maths Specialist and Maths Methods have a 10% loading added to the final scaled mark for the purpose of calculating the ATAR.

It is recommended that ATAR students do not enrol in Outdoor Education/Certificate II Outdoor Recreation as they miss school days due to two expeditions.

ATAR students may enrol in a VET Certificate.

There are subject combinations that students are not permitted to choose as outlined on page 10.

Prerequisites act as a very good guide to the likelihood of success in Year 11/12.

Religion and Life ATAR requires very strong literacy skills.

Students enrolling in Outdoor Education and Applied Information Technology will complete the SCSA course in Semester One, Year 11 and the VET certificate for the next three semesters.

Physics requires very strong quantitative Science skills ('B' grade) and Mathematical skills (extended 'B' grade). Students should also study Maths Methods.

General students may enrol in VET courses provided by external Registered Training Organisations - refer to page 51 for details.

Frequently Asked Questions

Are there any compulsory subjects?

All students must complete 4 units of English over 2 years of Secondary School including a pair of English units in Year 12.

All students must enrol in either ATAR or General Religion and Life.

To meet the Breadth of Study component for WACE Secondary Graduation, at least one course must be studied in both List A and B (refer to page 10)

What courses count towards university entry?

All ATAR courses have a WACE external exam and therefore can be used towards an Australian Tertiary Admission Rank (ATAR).

With regards to Secondary Graduation, what is the WACE requirement for English?

Students must enrol in 4 units of English or Literature over Years 11 and 12 including a pair of English units in Year 12. Secondly, students must demonstrate that they 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 in a knowledge-based economy. Students can demonstrate the minimum standard:

- by achieving Band 8 or higher in the Year 9 NAPLAN Reading, Writing and Numeracy tests; or,
- through the Online Literacy and Numeracy Assessment (OLNA).

Is Mathematics a compulsory subject?

No, although the majority of students will choose to study Mathematics.

If I am enrolled in a General program of study but also choose to study an ATAR subject in Year 12, do I have to sit the WACE external exam?

Yes. Students must make a genuine attempt in the WACE exam for all ATAR courses in order for their school based grade to be included in the 'C' average criteria for Secondary Graduation.

What are the literacy requirements for university entry?

In general students must achieve a final scaled mark of at least 50% in ATAR English or ATAR Literature. This is made up from the student's school based assessment and the WACE external exam. Please note that the individual universities have variations to this general rule and there are concessions available. Please refer to Section 3 of this booklet or visit the website www.tisc.edu.au for further information.

I am enrolled in an ATAR program, can I do a Cert II in Outdoor Recreation?

This is a combination that is discouraged. Outdoor Recreation requires students to do expeditions that will take them away from school from time to time, and this disruption to learning in ATAR subjects is something that is discouraged.

Can my son study an ATAR course in Year 12 without completing the Year 11 equivalent?

Generally not but in some circumstances, he can. There are skills and content taught in Year 11 that form the foundation upon which sections of the Year 12 course are based. The completion of some background reading prior to Term One, Year 12 would be required if students are to catch up on missed concepts. Such a subject choice should only be contemplated after advice from the relevant Head of Learning.

Are there any advantages of studying an ATAR course in Year 11 if I am TAFE bound?

Where it is a subject area of interest or a possible relevant subject for TAFE entry, the study of a conceptually more rigorous course could be of value. Students must ensure that the relevant Year 10 prerequisite has been met.

Do I need to enrol in a VET Certificate?

No. This is no longer a requirement of the WACE achievement.

What is meant by a 'prerequisite' subject for university entry?

There are a number of university courses that require prerequisites. For example, to study direct entry Engineering at UWA, students must be enrolled in Mathematics Methods, Physics, Mathematics Specialist and Chemistry. The student must have completed the course and received a final scaled mark greater than 50%. Refer to the TISC website for further details.

Can I change any of my subject choices before the beginning of the Year 11?

Yes. In consultation with the Senior School Academic Advisor, alterations to a program of study can be made prior to commencement of Year 11. Once in Year 11, if a student experiences significant difficulty with a subject, this may be changed prior to the end of week 6, Term 1. Refer to page 11 for further details.

Can I change any of my subject choices during or at the end of the Year 11?

Yes. Depending on the timetable structure, class sizes and student suitability for the new subject chosen, adjustments to a student's program of study can be made in preparation for Year 12 to maximise achievement.

Where there are two or more classes of the same subject can I swap between teachers?

No. School policy states that once students have been allocated to a specific class, they are not permitted to change teachers.

I have no idea what I want to do. Is this a problem in the subject selection process?

For most courses at university and TAFE this is not a problem. A broad range of subjects that match the students' interests and abilities will usually help to maximise entry prospects. The only difficulty is for those university courses that require prerequisite subjects. These university prerequisites may direct Year 11 subject selections. Refer to the University Course Prerequisites as published by TISC.

How do I gain promotion to Year 11?

Students are required to achieve at a satisfactory level in Year 10. Satisfactory achievement is considered to be the attainment of a 'C' grade average at the completion of Year 10. Students are also expected to meet Mazenod College behavioural standards.

What is the process if I wish to study a subject where I have not met the prerequisite at the end of Semester One, Year 10?

Students will be given the opportunity to meet the prerequisite by the end of Term 3. Where the prerequisite has not been met at this point and the student still wishes to enrol in a specific subject, they have until the end of Year 10 to meet the prerequisite. After this point, students wishing to enrol in a subject without meeting the appropriate prerequisite must obtain the permission of the Head of Learning.

Which TAFE courses should I apply for?

Firstly, it is important to work out which courses interest you. Course search on the TAFE website contains details on all full-time courses offered at TAFE colleges. If you are still not sure which courses to apply for, see the Senior School Academic Advisor, the Career Centre or a TAFE college information centre for more information. You should apply for more than one level of a course if there is any doubt about your competitiveness. For instance, if you wish to apply for the Diploma of Business it is a good idea to also apply for a similar course at a lower level such as the Certificate II in Business. Aim high, but be realistic.

How can I improve my chances of getting a place in a TAFE course?

For some courses you may need to submit a portfolio, for example Arts and Multimedia. There are also courses not recommended for people just leaving school, either because of few job opportunities for young people or because you need specific skills gained through lower level courses. Secondly, if the course you choose to apply for is deemed to have competitive entry, you will need to provide evidence that you meet the selection criteria. Competitive entry courses are those where there are more people applying than there are places available. In these instances, people with the highest score against the selection criteria are offered the available places.

What is the difference between TAFE and university courses?

TAFE offers certificate, diploma and advanced diploma courses which can vary in length of study from six months to three years. Courses are very practical and tailored to job requirements. Universities usually offer degree courses which take three or more years and usually contain much more theory than TAFE courses. Some TAFE graduates later go on to university and many university graduates to TAFE to gain more practical skills to help them get a job.

What are the benefits of Workplace Learning?

Workplace Learning allows students to:

- test out possible careers
- potentially obtain apprenticeships
- obtain credit for TAFE
- units contribute towards Secondary Graduation
- develop employability skills
- experience the discipline of the workplace
- experience personal development.

Where can I seek careers advice?

The College has developed a Career Resource Centre that is available for students and parents. Appointments can also be made with the Senior School Academic Advisor for specific careers advice and guidance. Subject selection matters and general academic counselling issues should be directed to the Senior School Academic Advisor.

Getting Help

Careers Team



Mr Payne
Senior School
Academic Advisor



Mr Buselich
VET Coordinator



Ms Eaton
Careers Information
Officer

Heads of Learning



Mr Brook
Religious Education



Mrs Tamigi
Arts



Mr Scarfone
Design & Technology



Mr King
Digital Technologies



Ms Betts
English



Mr Grabski
Health & Physical
Education



Mrs Scanlan
Humanities & Social
Sciences



Mrs Godfrey
Mathematics



Mrs Gale
Science

Section 2: Course Descriptions

Religion & Life

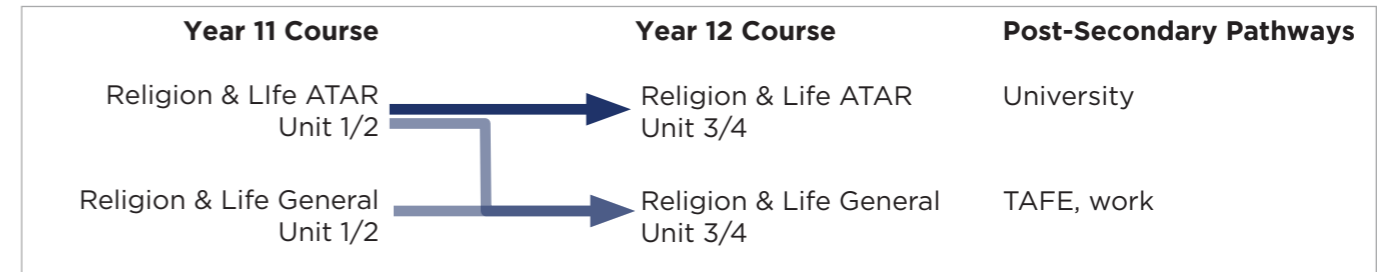
The Religion and Life ATAR and General courses provide students with opportunities to learn about religion and the interplay that occurs between religion, societies and people. Students develop an informed and critical understanding of this interplay by drawing from a detailed knowledge of one or more religions.

Every religion offers a system of beliefs and practices. In the Religion and Life ATAR and General courses, students explore one or more religions and investigate the characteristics of religion, their origins, foundations, social influence

and development over time. They analyse the role religion has played in society and understand the challenges and opportunities religions face.

The connections between religion and life occur in many areas of human activity. Religion motivates and influences how people interact with each other and the world around them.

Students employ research and learning skills that enable them to use a range of primary and secondary sources to investigate the interplay between religion and life.



General Religion & Life

The Religion and Life General course provides students with opportunities to learn about religion and to explore the relationship between religion, society and individuals. Using a range of inquiry skills students develop an understanding of ways in which people discover, understand and express their religious beliefs. They also use these skills to explore one or more religions in detail, to analyse the role religion plays in human affairs and to explore issues of concern to religion.

Unit 1 General

The focus of this unit is religion as a human activity. It explores how people search for meaning in life and the characteristics of religion. Students conduct research and develop the skills required for processing information and communicating findings about religion and life.

Unit 2 General

The focus of this unit is the role religion plays in society. It considers the responses offered by religion to issues that exist in society. Students conduct research and develop the skills required for processing information and communicating findings about religion and life.

ATAR Religion & Life

The Religion and Life ATAR course provides students with opportunities to explore how and why individuals and communities relate to and understand religion. Students use a range of inquiry skills to explore at least one religious worldview and to investigate characteristics of religion, their origins, foundations, cultural influences and development over time. They also use these skills to analyse the role religion plays in society and to consider the challenges and opportunities religions face in the future.

Unit 1 ATAR

The focus of this unit is the place of religion in society. It examines the responses of people to religion, in particular how people understand the response of religion to their concerns, needs and questions. Students develop the skills required for conducting an inquiry, processing information, and communicating findings about the interplay between religion and life.

Unit 2 ATAR

The focus of this unit is religious identity and purpose. It investigates how religion shapes, forms and supports people in life. The unit also examines how religion impacts on and interacts with, groups in society. Students develop the skills required for conducting an inquiry, processing information, and communicating findings about the interplay between religion and life.



Photo by Nacho Arteaga on Unsplash

Drama General
 Drama ATAR
 Visual Arts General
 Visual Arts ATAR
 Music General

ARTS

Drama

Drama is a vibrant and varied art form found in play, storytelling, street theatre, festivals, film, television, interactive games, performance art and theatres.

In Drama, students achieve outcomes through the key activities of creation, performance and reflection. They explore and communicate ideas and learn particular processes and skills to enable them to work with drama forms, styles, conventions and technologies. They reflect, respond and evaluate drama and become critical, informed audiences, understanding drama in the context of their own society and culture, drawing on a diverse range of drama from other cultures, places and

times to enrich their intercultural understanding.

While some students intend to make a career in drama and related fields, they also participate in drama for enjoyment and satisfaction. They experience the pleasure that comes from developing personal skills, knowledge and understandings that can be transferred to a range of careers and situations. The Drama courses build confidence, empathy, understanding about human experience, and a sense of identity and belonging. These are invaluable qualities for contemporary living

General Drama

Unit 1 - Dramatic storytelling

The focus of this unit is dramatic storytelling. Students engage with the skills, techniques, processes and conventions of dramatic storytelling. Students view, read and explore relevant drama works and texts using scripts and/or script excerpts from Australian and/or world sources.

Unit 2 - Presentational, non-realist drama

The focus of this unit is presentational, non-realist drama. Students explore techniques of role and/or character through different approaches to group based text interpretation, particularly those based on the work of Brecht and others. In this unit, students have the opportunity to research and collaboratively workshop, interpret and perform drama texts related to presentational, non-realistic drama that challenge and question perspectives.

ATAR Drama

Unit 1 - Representational, realist drama

The focus for this unit is representational, realist drama. Students explore techniques of characterisation through different approaches to group based text interpretation, particularly those based on the work of Stanislavski and others. In this unit, students have the opportunity to research and collaboratively workshop, interpret, perform and produce texts in forms and styles related to representational, realistic drama that educate and present perspectives.

Unit 2 - Drama performance events

The focus for this unit is drama performance events for an audience other than their class members. In participating in a drama performance event, students work independently and in teams. They apply the creative process of devising and of interpreting Australian and/or world sources to produce drama that is collaborative and makes meaning.

Music

Music is an aural art form that involves the exploration, organisation and manipulation of sound and silence. Music has the capacity to engage, inspire and enrich students, stimulating imaginative and innovative responses and fostering critical thinking and aesthetic understanding. Music is processed through aural discrimination, memory and emotional response, all of which interact with each other and with physical processes as a means of perceiving, learning, composing and performing.

Students listen, perform, improvise, compose and analyse music, developing skills to confidently

engage with a diverse array of musical experiences both independently and collaboratively. Through continuous sequential music learning, students develop music knowledge, skills and understanding to create, communicate and evaluate music ideas with increasing depth and complexity. Students are encouraged to reach their creative and expressive potential, communicating ideas with current and emerging technologies.

Music is an expression of human experience and has a universal place in every culture across the globe and throughout history.

The Music General course is designed to facilitate achievement of the following outcomes.

Outcome 1 – Performing

Students apply musicianship skills, techniques and conventions when performing.

Outcome 2 – Composing/arranging

Students apply music language, stylistic awareness and knowledge of instrumental and performance techniques when composing or arranging.

Outcome 3 – Listening and responding

Students respond to, reflect on, and evaluate music.

Outcome 4 – Culture and society

Students understand how social, cultural and historical factors shape music in society.

Covering two units over the year the Music General course encourages students to develop their skills, knowledge and understanding to listen to, compose, perform and analyse music. They develop aural and music literacy skills and learn how the elements of music can be applied when performing, composing and responding to music. Students learn about how music is created and performed, analysing musical works and exploring how social, cultural and historical factors shape music in the specific context(s) selected for study.

General Music

The Music General course encourages students to explore a range of musical experiences through different musical contexts. The course consists of a written component and a practical component, incorporating the following content areas: aural and theory, composing and arranging, investigation and analysis, and performance. Students can choose to perform on voice or instrument, submit a composition portfolio or complete a production/practical project to fulfil the requirements of the practical component. The Music General course provides an opportunity for creative expression, the development of aesthetic appreciation and the pleasure and satisfaction that comes from listening to and making music independently and collaboratively with others. Studying music may also provide a pathway for further training and employment in a range of professions within the music industry.

Visual Art

Art is a fundamental dimension of human life. Throughout history the visual arts have given form and meaning to ideas and feelings and provided ways for people to express and communicate experience. The Visual Arts courses encompass the practice and theory of the broad areas of art, craft and design. Students have opportunities to express their imagination and develop personal imagery, develop skills, and engage in the making and presentation of artworks. They develop aesthetic understandings and a critical awareness that assists them to appreciate and make informed evaluations of art.

The course includes the following:

- Art making: inquiry, visual language, influences, art forms, art practice, presentation and reflection.
- Art interpretation: visual analysis, personal response, meaning and historical contexts.

The Visual Arts courses facilitate the achievement of four outcomes.

- Visual Arts Ideas
- Visual Arts Skills and Processes
- Responses to Visual Arts
- Visual Arts in Society

General Visual Art

Unit 1

The focus for this unit is experiences. Students develop artworks primarily concerned with experiences of the self and observations of the immediate environment. They discover ways to compile and record their experiences through a range of art activities and projects that promote a fundamental understanding of art language and appreciation of the visual arts in their everyday life.

Unit 2

The focus for this unit is explorations. In developing subject matter for artworks, students explore ways to express personal beliefs, opinions and feelings. They explore a variety of media and materials in a range of art forms when generating and extending ideas.

ATAR Visual Art

Unit 1

The focus for this unit is differences. Students consider differences arising from cultural diversity, place, gender, class and historical period. Differences relating to art forms, media and conventions also provide a stimulus for exploration and expression.

Students examine how visual language and media choices contribute to the process of conveying function and meaning, and use a range of media and technologies to explore, create, and communicate ideas.

Unit 2

The focus for this unit is identities. In working with this focus, students explore concepts or issues related to personal, social, cultural or gender identity. They become aware that self-expression distinguishes individuals as well as cultures. Students use a variety of stimulus materials and use a range of investigative approaches as starting points to create artworks. They develop a personal approach to the development of ideas and concepts, making informed choices about the materials, skills, techniques and processes used to resolve and present their artwork.

Design & Technology

Design General
Design ATAR
Engineering Studies General
Materials Design & Technology (Wood) General
Materials Design & Technology (Metals) General
Certificate II Engineering Pathways
Certificate II Furniture Making Pathways

Engineering Studies

General Engineering Studies

Engineers are involved in the design, manufacture and maintenance of a diverse range of products and infrastructure integral to the functioning of society, business and industry. They rely strongly on their creativity and problem solving to turn ideas into reality by applying lateral thinking and mathematical and scientific principles, to develop solutions to problems, needs and opportunities. An engineer also needs to be socially aware and involved in broader community issues, impacts on the environment, sustainable energy, health and safety, and consultation processes to understand social attitudes and opinion.

The Engineering Studies General course provides opportunities for students to investigate, research

and present information, design and make products, and undertake project development. These opportunities allow students to apply engineering processes, understand underpinning scientific and mathematical principles, develop engineering technology skills and explore the interrelationships between engineering and society.

The Engineering Studies General course is essentially a practical course focusing on real-life contexts. It aims to prepare students for a future in an increasingly technological world, by providing the foundation for life-long learning about engineering. It is particularly suited to those students who are interested in engineering and technical industries as future careers.

Materials Design & Technology

General Materials Design & Technology (Wood)

The Materials Design and Technology General course is a practical course. Students have the opportunity to develop and practise skills that contribute to creating a physical product, while acquiring an appreciation of the application of a design process, and an understanding of the need for materials sustainability. Students will learn and practise manufacturing processes and technologies, including principles of design, planning and management.

Unit 1

Students interact with a variety of items that have been specifically designed to meet certain needs. Students are introduced to the fundamentals of design. They learn to communicate various aspects of the technology process by constructing what they design.

Throughout the process, students learn about the origins, classifications, properties and suitability for purpose of the materials they are using, and are introduced to a range of production equipment and

techniques. They develop materials manipulation skills and production management strategies, and are given the opportunity to realise their design ideas through the production of their design project.

Unit 2

Students interact with products designed for a specific market. They use a range of techniques to gather information about existing products and apply the fundamentals of design. Students learn to conceptualise and communicate their ideas and various aspects of the design process within the context of constructing what they design.

Throughout the process, students learn about the origins, classifications, properties and suitability for end use of materials they are working with. Students are introduced to a range of technology skills and are encouraged to generate ideas and realise them through the production of their design projects. They work within a defined environment and learn to use a variety of relevant technologies safely and effectively.

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

Design

General Design

In the Design General course students develop skills and processes for current and future industry and employment markets. Students are equipped with the knowledge and skills to understand design principles and processes, analyse problems and devise innovative strategies through projects. Students are able to focus on particular contexts from a choice of photography, graphics, dimensional design and technical graphics. The Design General course also emphasises the scope of design in trade based industries allowing students to maximise vocational pathways.

Unit 1: Design Fundamental

The focus of this unit is to introduce design process and practice. Students learn that design can be used to provide solutions to design problems and communication needs. They are introduced to basic design skills and a range of techniques within a defined context to demonstrate control over the elements and principles of design.

Unit 2: Personal Design

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

ATAR Design

In the Design ATAR course students develop skills and processes for current and future industry and employment markets. Students are equipped with the knowledge and skills to understand design principles and processes, analyse problems and possibilities, and devise innovative strategies within design contexts. These include photography, graphics, dimensional design and technical graphics. The Design ATAR course also emphasises the scope of design in professional industries allowing students to maximise university pathways.

Unit 1: Product Design

Students learn that the commercial world is comprised of companies requiring consumer products, services and brands for a particular audience. They are introduced to the concept of intellectual property. They create products/services, visuals and/or layouts with an understanding of codes and conventions. They use relevant and appropriate production skills and processes, materials and technologies relevant to the design.

Unit 2: Cultural Design

Students learn that society is made up of different groups of people who share diverse values, attitudes, beliefs, behaviour and needs and that different forms of visual communication transmit these values and beliefs. Students are encouraged to create designs that link to a culture or sub-culture and are introduced to ethical issues concerning representation. Students develop a design process with an understanding of codes and conventions. They analyse communication situations and audience. They define and establish contemporary production skills and processes, materials and technologies.

Certificate II MEM20413 Engineering Pathways (Metals)

This qualification applies to a learning and assessment environment where access to structured on-the-job learning in a workplace may not be available.

This qualification will equip graduates with knowledge and skills which will enhance their prospects of employment in an engineering or related working environment.

Total number of units = 12

Units of Competency

Core Units

MEM13014A Apply principles of Occupational Health and Safety in work environment
MEMPE005A Develop a career plan for the engineering and manufacturing industry
MEMPE006A Undertake a basic engineering project
MSAENV272B Participate in environmentally sustainable work practices

Elective Units

MEM16008A Interact with computing technology
MEM18001C Use hand tools
MEM18002B Use power tools/hand held operations
MEMPE001A Use engineering workshop machines
MEMPE002A Use electric welding machines
MEMPE003A Use oxy-acetylene and soldering equipment
MEMPE004A Use fabrication equipment
MSAPSUP106A Work in a team

Certificate II MSF20516 Furniture Making Pathways (Wood)

This qualification applies to a learning and assessment environment where access to structured on-the-job learning in a workplace may not be available.

The qualification is intended for people interested in exposure to a furniture making related working environment with a view to entering into employment in that area.

Total number of units = 12

Units of Competency

Core Units

MSMENV272 Participate in environmentally sustainable work practices
MSMPCI103 Demonstrate care and apply safe practices at work
MSFGN2001 Make measurements and calculations
MSFFP2001 Undertake a basic furniture making project
MSFFP2002 Develop a career plan for the furnishing industry

Elective Units

MSFFM2001 Use furniture making sector hand and power tools
MSFFM2002 Assemble furnishing components
MSFFM2003 Select and apply hardware
MSFFP2003 Prepare surfaces
MSFFP2004 Apply domestic surface coatings
MSFFP2006 Make simple timber joints
MSMSUP106 Work in a team



AIET Registration Training Organisation number: 121314
ABN: 74 884 427 288
www.aiet.edu.au

Third Party Arrangement

The Australian Institute of Education and Training (AIET) is a Registered Training Organisation (RTO). AIET delivers this qualification through Secondary Schools as a VET in School Third Party Auspicing Arrangement. AIET manages Secondary Schools Compliance requirements as per the ASQA Standards for RTOs and provides training resources to the students and the trainers.

AIET is responsible for the quality of Training and

Assessment provided and issues the Qualification Certificate and Statement of Attainments.

All students must have a valid USI (Unique Student Identifier) number to enrol into this qualification and receive a Certificate/Statement of Attainment.

Our student handbook can be located on our web site at <https://www.aiet.edu.au/aiet-student-handbook/>

DIGITAL TECHNOLOGIES

COMPUTER SCIENCE ATAR

APPLIED INFORMATION TECHNOLOGY ATAR

APPLIED INFORMATION TECHNOLOGY GENERAL

CERTIFICATE II: INFORMATION TECHNOLOGY,
DIGITAL MEDIA & TECHNOLOGY

Computer Science

ATAR Computer Science

Computer Science is a wide-ranging discipline that can lead to many different professional and non-professional careers. Typically the Computer Science course of study is studied over two years, and consists of semesterised units organised into two-unit combinations. It is expected that most students will undertake the full two-year course and complete at least four units, to give them the best opportunity in an external assessment.

The Computer Science ATAR course delivered in Year 11 is designed to facilitate the achievement of four course of study outcomes:

- Technology Process
- Knowledge and understanding of computer-based systems
- Skills for computer-based systems
- Computer-based systems in society

Essential content for this course of study includes knowledge, understandings and skills with a degree of complexity in the following areas:

- Systems Analysis
- Analysing, documenting and planning system implementation

- Hardware
- Hardware Components
- Managing Data
- Knowledge, skills and legislation relating to the collection and analysis of data
- Programming
- Underlying systems
- Systems implementation skills
- Networks
- Components and how they are implemented

Computer Science ATAR 11 and 12 offers links with a wide range of employment possibilities and studies such as:

- Information Technology Forensics
- Software Engineering-Programming
- Industrial Modelling
- Science and Computing Business
- Information Systems Business
- Information Technology
- Computer Science
- Computer Systems and Networking
- Computer Systems Engineering
- Electronic and Communication Engineering
- Security Engineering
- Project Management

Applied Information Technology

ATAR Applied Information Technology

The Applied Information Technology ATAR Course is typically studied over two years and consists of semesterised units. It is expected that most students will, in two years, undertake the full two-year course. The Applied Information Technology ATAR course delivered in Year 11 is designed to facilitate the achievement of three course of study outcomes: the design process; understanding digital communication technologies; and impacts of technology.

This course aims to provide students with

General Applied Information Technology

The Applied Information Technology Course of Study is typically studied in Year 11 and consists of semesterised units. It is expected that most students will, move into the Certificate II in Information Technology in Year 12.

The Applied Information Technology General course of study delivered in Year 11 is designed to facilitate the achievement of three course of study outcomes:

- Design Process
- Understanding digital communication technologies
- Impacts of technology

Certificate II ICT 2015 Information, Digital Media & Technology

Students enrolled in Year 11 AIT 1A will be enrolled in Certificate II in second semester Year 11.

This entry level qualification provides the foundation skills and knowledge to use information and communications technology (ICT) in any industry. Working in an IT tech support role is a versatile starting point for many tech careers.

Units of Competency

Core Units

- BSBWHS201 Contribute to health and safety of self and others
- BSBSUS201 Participate in environmentally sustainable work practices
- ICTICT201 Use computer operating systems and hardware
- ICTICT202 Work and communicate effectively in

opportunities to be creative through interesting practical experiences using innovative software and equipment.

Applied Information Technology ATAR offers links with a wide range of employment possibilities, post-secondary University studies such as: Mass Communication - Marketing-Advertising, Multimedia-Design-Animation-Games Developer, Software Engineering Programming, Photography, Printing-Desktop Publishing, Business Information Technology, Interactive Multimedia-Film and Television, Computer Forensics, Communication Engineering, Computer Science, Computer Systems Engineering, Computer Systems and Networking, Animation, Graphic Design, Drafting.

an ICT environment
ICTICT203 Operate application software packages
ICTICT204 Operate a digital media technology package
ICTWEB201 Use social media tools for collaboration and engagement

Elective Units

ICTICT206 Install software applications
ICTICT209 Interact with ICT clients
ICTICT210 Operate database applications
ICTSAS203 Connect hardware peripherals
ICTSAS204 Record client support requirements
ICTSAS205 Maintain ICT system integrity
ICTSAS208 Maintain ICT equipment and consumables

Third Party Arrangement



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AIET is responsible for the quality of Training and Assessment provided and issues the Qualification Certificate and Statement of Attainments.

All students must have a valid USI (Unique Student Identifier) number to enrol into this qualification and receive a Certificate/Statement of Attainment.

Our student handbook can be located on our web site at <https://www.aiet.edu.au/aiet-student-handbook/>

ENGLISH

Photo by Elijah O'Donnell on Unsplash

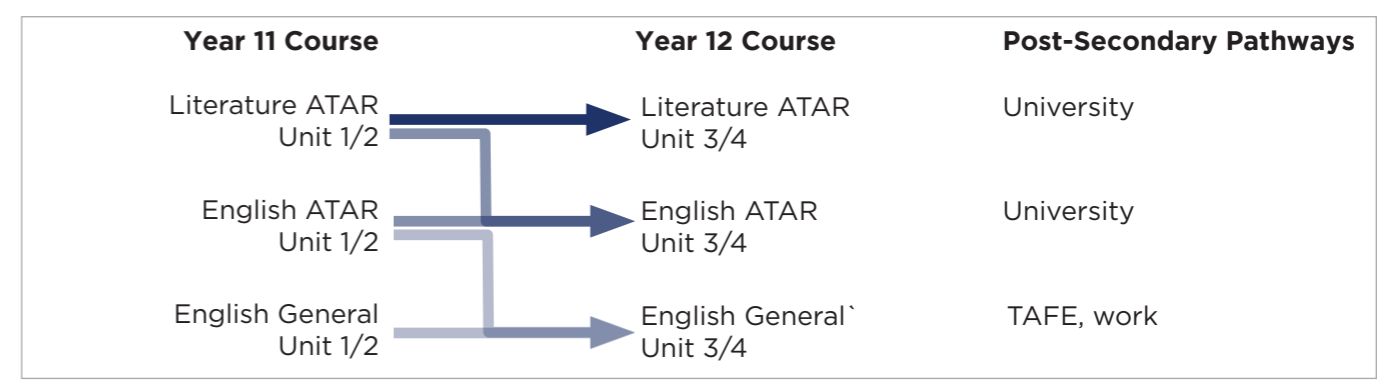


English General English ATAR Literature ATAR

In English, there are three Year 11 courses to choose from: ATAR English, General English and Literature.

The upper school courses offered by the English Department are organized into a Year 11 syllabus and a Year 12 syllabus. The complexity of the syllabus content increases from Year 11 to Year 12. The Year 11 syllabus is divided into two units, each of one semester duration, which are delivered as a pair.

These courses examine language in its broadest sense, offering students opportunities to develop their skills through experiences of a wide variety of genres, ranging from film and television to novels, non-fiction texts and poetry.



English and Literature

General English

Unit 1 & 2

The course develops students' language, literacy and literary skills to enable them to communicate successfully both orally and in writing and to enjoy and value using language for both imaginative and practical purposes. Students comprehend, analyse,

interpret and evaluate the content, structure and style of a wide variety of oral, written, multi-modal, digital and media texts.

Students learn how the interaction of structure, language, audience and context helps to shape how the audience makes meaning. Both independently and collaboratively, they apply their knowledge to create analytical, imaginative, interpretive and persuasive texts in different modes and media.

ATAR English

Unit 1 & 2

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.

Students refine their skills across all language modes by engaging critically and creatively with texts. They learn to speak and write fluently in a range of contexts and to create a range of text forms. They hone their oral communication skills through discussion, debate and argument, in a range of formal and informal situations.

ATAR Literature

Unit 1 & 2

The Literature ATAR course focuses on the study of literary texts and developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language; evaluate perspectives and evidence; and challenge ideas and interpretations.

The Literature ATAR course explores how literary texts construct representations, shape perceptions of the world and enable us to enter other worlds of the imagination. In this subject, students actively participate in the dialogue of literary analysis and the creation of imaginative and analytical texts in a range of modes, media and forms.

Students enjoy and respond creatively and critically to literary texts drawn from the past and present and from Australian and other cultures. They reflect on what these texts offer them as individuals, as members of Australian society and as world citizens.

Students establish and articulate their views through creative response and logical argument. They reflect on qualities of literary texts, appreciate the power of language and inquire into the relationships between texts, authors, readers, audiences and contexts as they explore ideas, concepts, attitudes and values.

HEALTH AND PHYSICAL EDUCATION

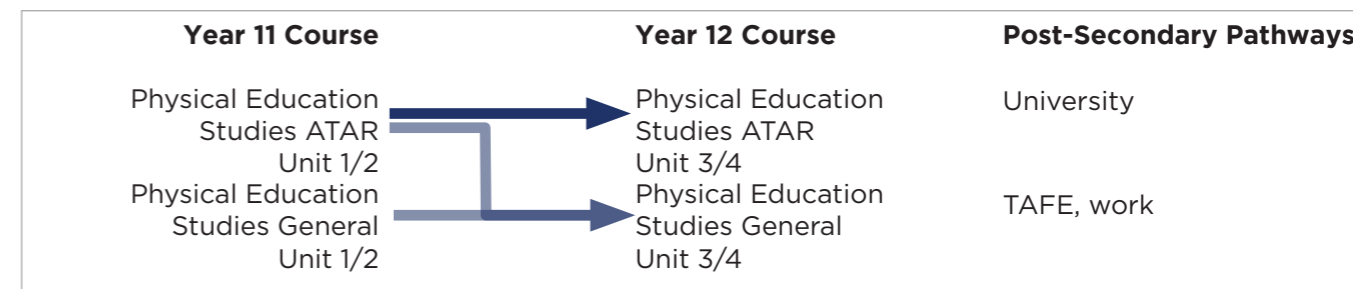
Physical Education Studies General Physical Education Studies ATAR Outdoor Education General / Certificate II in Outdoor Recreation

The **Physical Education Studies courses** focus on the complex interrelationships between motor learning and psychological, biomechanical and physiological factors that influence individual and team performance. Students engage as performers, leaders, coaches, analysts and planners of physical activity. Physical activity serves both as a source of content and data and as a medium for learning. Learning in the Physical Education Studies courses cannot be separated from active participation in physical activities and involves students in closely integrated written, oral and physical learning experiences based upon the study of selected physical activities.

The **Certificate II in Outdoor Recreation** begins in Semester One as an Outdoor Education General course before the Certificate II commences in Semester Two. This qualification provides the skills and knowledge for an individual to be

competent in performing core skills in outdoor recreation environments and assisting with the conduct of a range of outdoor activities. Work may be undertaken as part of a team and would be performed under supervision. Work would be undertaken in field locations such as camps or in indoor recreation centres or facilities, in differing environments such as water-based, dry land and mountainous terrains, using a diverse range of equipment.

Photo by Toomy Boucreau on Unsplash



Physical Education Studies

The Physical Education Studies courses are designed to facilitate achievement of the following outcomes:

Outcome 1 - Skills for physical activity

Students apply decision making, movement and tactical skills to enhance participation in physical activity.

Outcome 2 - Self-management and interpersonal skills for physical activity

Students apply self-management and interpersonal skills to enhance participation in physical activity.

Outcome 3 - Knowledge and understanding of movement and conditioning concepts for physical activity

Students understand movement and conditioning concepts that enhance participation in physical activity.

Outcome 4 - Knowledge and understanding of sport psychology concepts for physical activity.

Students understand mental skills, motor learning, coaching and tactical concepts that inform the enhancement of participation in physical activities.

General Physical Education Studies Unit 1

The focus of this unit is the development of students' knowledge, understanding and application of anatomical, physiological and practical factors associated with performing in physical activities.

Unit 2

The focus of this unit is the impact of physical activity on the body's anatomical and physiological systems. Students are introduced to these concepts which support them to improve their performance as team members and/or individuals.

Organisation of content

The course content is divided into six interrelated content areas:

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

ATAR Physical Education Studies Unit 1

The focus of this unit is to explore anatomical and biomechanical concepts, the body's responses to physical activity, and stress management processes, to improve the performance of themselves and others in physical activity.

Unit 2

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

Organisation of content

The course content is divided into six interrelated content areas:

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

Outdoor Education

Outdoor Education General Unit 1 is a precursor to the Certification II in Outdoor Recreation.

Students will be awarded a grade for the single unit of Outdoor Education General before commencing the certificate course at the start of second semester.

General Outdoor Education

Through interaction with the natural world, Outdoor Education aims to develop an understanding of our relationships with the environment, others and ourselves. The Outdoor Education General course focuses on outdoor activities in a range of environments, including bush-walking, mountain biking, snorkeling and orienteering. It provides students with an opportunity to develop essential life skills and physical activity skills, and an opportunity to develop a comprehensive understanding of the environment and develop a positive relationship with nature. The course also provides students with opportunities to develop skills that will enable them to pursue personal interests and careers in outdoor pursuits, environmental management, or eco-tourism.

The Outdoor Education General course is designed to facilitate achievement of the following outcomes:

Outcome 1 - Understanding the principles of outdoor education

Students understand that outdoor education aims to develop an understanding of human-nature relationships.

Outcome 2 - Skills for safe participation in outdoor activities

Students develop skills, strategies, risk management and emergency response procedures to participate safely in outdoor activities.

Outcome 3 - Understanding of the environment

Students develop an understanding of the environment, human impacts and management principles.

Outcome 4 - Self-management and interpersonal skills in outdoor activities

Students develop self-understanding, decision-making and positive relationship skills.

Unit 1: Experiencing the outdoors

Students are encouraged to engage in outdoor adventure activities. An experiential approach is used to discover what being active in the environment is all about. Students are introduced to outdoor adventure activities where they can develop and improve technical skills and apply appropriate practices to ensure safe participation. They understand basic planning and organisational requirements necessary for them to participate in safe, short duration excursions/expeditions in selected outdoor activities. They begin developing skills in roping and navigation. Students are introduced to personal skills and interpersonal skills, including self-awareness, communication and leadership. Features of natural environments and examples of local environmental management and 'Leave No Trace' principles are introduced.

Photo by Rhys McKay on Unsplash

Certificate II SIS20419 Outdoor Recreation

This qualification provides the skills and knowledge for an individual to be competent in performing core skills in outdoor recreation environments and assisting with the conduct of a range of outdoor activities.

Work would be undertaken in field locations such as camps or in indoor recreation centres or facilities, in differing environments such as water-based, dry land and mountainous terrains, using a diverse range of equipment.

Total number of units = 11

Units of Competency

Core Units

- HLTWHS001 Participate in workplace health and safety
- SISOFLD001 Assist in conducting recreation sessions
- SISOFLD002 Minimise environmental impact
- SISXIND002 Maintain sport, fitness and recreation industry knowledge

Elective Units (Select 7 - include 3 Activity Units)

Activity Units

- SISCAQU002 Perform basic water rescues
- SISOABS001 Abseil single pitches using fundamental skills
- SISOBWG001 Bushwalk in tracked environments
- SISOCNE001 Paddle a craft using fundamental skills
- SISOCYT001 Set up, maintain and repair bicycles
- SISOCYT002 Ride bicycles on roads and pathways, easy conditions
- SISOCYT004 Ride off road bicycles on easy trails
- SISOFLD006 Navigate in tracked environments
- SISOSNK001 Snorkel
- SISOSRF001 Surf small waves using basic manoeuvres
- SISOSUP001 Paddle a stand up board on inland flatwater

General

- HLTAID003 Provide first aid
- SISXEMR001 Respond to emergency situations
- SISXCAI001 Provide equipment for activities
- SISXFAC001 Maintain equipment for activities
- SISXFAC002 Maintain sport, fitness and recreation facilities



AIET Registration Training Organisation number: 121314
ABN: 74 884 427 288
www.aiet.edu.au

Third Party Arrangement

The Australian Institute of Education and Training (AIET) is a Registered Training Organisation (RTO). AIET delivers this qualification through Secondary Schools as a VET in School Third Party Auspicing Arrangement. AIET manages Secondary Schools Compliance requirements as per the ASQA Standards for RTOs and provides training resources to the students and the trainers.

AIET is responsible for the quality of Training and Assessment provided and issues the Qualification Certificate and Statement of Attainments.

All students must have a valid USI (Unique Student Identifier) number to enrol into this qualification and receive a Certificate/Statement of Attainment.

Our student handbook can be located on our web site at <https://www.aiet.edu.au/aiet-student-handbook/>

Humanities & Social Sciences

Economics
Geography
Modern History

ATAR Economics

Economics explores the choices which all people, groups and societies face as they confront the ongoing problem of satisfying their unlimited wants with limited resources. The Economics ATAR course aims to develop students' ability to analyse the allocation, utilisation and distribution of scarce resources that determine our wealth and wellbeing. The study of Economics provides a framework for examining society's issues and identifying possible solutions which assist decision making. The emphasis of the course is on the Australian economy.

The Year 11 Economics ATAR course is made up of the following two units:

Unit 1: Microeconomics

This unit is an introduction to microeconomics and explores the role of the market in determining the wellbeing of individuals and society. Students explore the workings of real world markets with an emphasis on the Australian economy.

Unit 2: Macroeconomics

This unit is an introduction to macroeconomics and explores the government's macroeconomic objectives such as economic growth, low inflation and low unemployment with an emphasis on the Australian economy. Students learn it is important to measure and monitor changes in these macroeconomic indicators as changes in the level of economic activity affect the wellbeing of individuals and society.

ATAR Modern History

Studying the Modern History ATAR course enables students to become critical thinkers and helps inform their judgements and actions in a rapidly changing world. Students are exposed to a variety of historical sources, including government papers, extracts from newspapers, letters, diaries, photographs, cartoons, paintings, graphs and secondary sources, in order to determine the cause and effect, and the motives and forces influencing people and events. Through the process of historical inquiry, students are encouraged to: question and evaluate historical sources; identify various representations and versions of history; use evidence to formulate and support their own interpretations; and, communicate their findings in a variety of ways.

ATAR Geography

The study of the Geography ATAR course draws on students' curiosity about the diversity of the world's places and their peoples, cultures and environments. It provides students with the knowledge and understanding of the nature, causes and consequences of natural and ecological hazards, international integration in a range of spatial contexts, land cover transformations, and the challenges affecting the sustainability of places. In the ATAR course, students learn how to collect information from primary and secondary sources, such as field observation and data collection, mapping, monitoring, remote sensing, case studies and reports.

The Year 11 Geography ATAR course is made up of the following two units:

Unit 1: Natural and ecological hazards

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.

Unit 2: Global networks and interconnections

In this unit, students explore the economic and cultural transformations taking place in the world – the spatial outcomes of these processes and their social and geopolitical consequences – that will enable them to better understand the dynamic nature of the world in which they live.

The Year 11 History ATAR course is made up of the following two units:

Unit 1: Understanding the modern world

This unit provides an introduction to significant developments in the modern period that have defined the modern world, and the ideas that underpinned them, such as liberty, equality and fraternity.

Unit 2: Movements for change in the 20th century

This unit examines significant movements developed in response to the ideas studied in Unit 1 that brought about change in the modern world and that have been subject to political debate. The unit focuses on the ways in which individuals, groups and institutions challenge authority and transform society.

Mathematics

Essentials Applications Methods Specialist

Students should choose their Mathematics for Years 11 and 12 based on proven mathematical performance, career pathways and their interest in developing the highest possible mathematical understandings for life and employment. It is important to balance these issues.

Mathematics is the study of order, relation and pattern. From its origins in counting and measuring, it has evolved in highly sophisticated and elegant ways to become the language now used to describe much of the modern world. Statistics is concerned with collecting, analysing, modelling and interpreting data in order to investigate and understand real world phenomena and solve problems in context. Together, mathematics and statistics provide a framework for thinking and a means of communication that is powerful, logical, concise and precise.

General Mathematics Essentials

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

From the Head of Mathematics:

This is for students who want to study a Maths course that will contribute to their points entry to TAFE and do not wish to make a ATAR score using Maths. It is also for students for whom it is a requirement for an apprenticeship or employment.

ATAR Mathematics Applications

Mathematics Applications is an ATAR course which focuses on the use of mathematics to solve problems in contexts that involve financial modelling, geometric and trigonometric analysis, graphical and network analysis, and growth and decay in sequences. It also provides opportunities 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.

From the Head of Mathematics:

This is for students who want to study a course in Maths that will contribute to their ATAR for university which has some mathematical content or for those who want to gain extra points for a particular TAFE course they are considering, by studying a preferred subject.

Students will need a "C" in Year 10 Maths to enrol in this course.

ATAR Mathematics Methods

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

From the Head of Mathematics:

This is for students who want to study a course with mathematical (including statistical) content at university or keep their options open for university in case they study in some scientific field, Economics or a Commerce area that requires strong Maths.

Students will need a "B" in Year 10 Maths to enrol in this course, showing particular strength in the outcomes of Algebra & Number.

ATAR Mathematics Specialist

Mathematics Specialist is an ATAR course that provides opportunities, beyond those presented in the Mathematics Methods ATAR course, to develop rigorous mathematical arguments and proofs, and to use mathematical and statistical models more extensively. Topics are developed systematically and lay the foundations for future studies in quantitative subjects in a coherent and structured fashion. Students of the Mathematics Specialist ATAR course will be encouraged to appreciate the true nature of mathematics, its beauty and its functionality.

The Mathematics Specialist ATAR course has been designed to be taken in conjunction with the Mathematics Methods ATAR course. The course contains topics in functions, calculus, probability and statistics that build on and deepen the ideas presented in the Mathematics Methods ATAR

course and demonstrate their application in many areas. Vectors, complex numbers and matrices are introduced. The Mathematics Specialist ATAR course is designed for students with a strong interest in mathematics, including those intending to study mathematics, statistics, all sciences and associated fields, economics or engineering at university.

From the Head of Mathematics:

This is for students who want to study a course with a high level of mathematical content, such as Maths, Physics or Engineering at university or who want to study a course at university that needs a very high ATAR score and who are very good at Maths. Maths enjoyment is important!

Students will need an "A" in Year 10 Mathematics to enrol in this course, showing particular strength in the outcomes of Algebra, Number & Measurement.

Science

Integrated Science General

Biology ATAR

Chemistry ATAR

Earth & Environmental
Sciences ATAR

Human Biology ATAR

Physics ATAR

General Integrated Science

The Integrated Science General course enables students to investigate science issues in the context of the world around them. It encourages students to develop their scientific skills of curiosity, observation, collection and analysis of evidence, in a range of contexts. The multidisciplinary approach, including aspects of biology, chemistry, geology and physics, further encourages students to be curious about the world around them and assume a balanced view of the benefits and challenges presented by science and technology. Students conduct practical investigations that encourage them to apply what they have learnt in class to real-world situations and systems.

Unit 1

In this unit, students develop an understanding of the processes involved in the functioning of systems from the macro level (cycles in nature and Earth systems) to systems at the organism, cellular and molecular level. They investigate and describe the effect of human activity on the functioning of cycles in nature. By integrating their understanding of Earth and biological systems, students come to recognise the interdependence of these systems.

Students investigate structure and function of cells, organs and organisms, and the interrelationship between the biological community and the physical environment. They use a variety of practical activities to investigate patterns in relationships between organisms.

Unit 2

In this unit, students develop an understanding of the processes involved in the transformations and redistributions of matter and energy in biological, chemical and physical systems, from the atomic to the macro level. Students will investigate the properties of elements, compounds and mixtures, and how substances interact with each other in chemical reactions to produce new substances. They explore the concepts of forces, energy and motion and recognise how an increased understanding of scientific concepts has led to the development of useful technologies and systems.

Practical experiences are an important part of this course that provide valuable opportunities for students to work together to collect and interpret first-hand data. In order to understand the interconnectedness of organisms to their physical environment, and the impact of human activity, students analyse and interpret data collected through investigation of the context studied.

ATAR Biology

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

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

Unit 1: Ecosystems and biodiversity

The current view of the biosphere as a dynamic system composed of Earth's diverse, interrelated and interacting ecosystems. In this unit, students investigate and describe a number of diverse ecosystems, exploring the range of biotic and abiotic components to understand the dynamics, diversity and underlying unity of these systems. Through the investigation of appropriate contexts, students explore how international collaboration, evidence from multiple disciplines and the use of ICT and other technologies have contributed to the study and conservation of national, regional and global biodiversity. They investigate how scientific knowledge is used to offer valid explanations and reliable predictions, and the ways in which scientific knowledge interacts with social, economic, cultural and ethical factors. Fieldwork is an important part of this unit. Fieldwork provides valuable opportunities for students to work together to collect first-hand data and to experience local ecosystem interactions.

Unit 2: From single cells to multicellular organisms

The cell is the basic unit of life. In this unit, students examine inputs and outputs of cells to develop an understanding of the chemical nature of cellular systems, both structurally and functionally, and the processes required for cell survival. Students examine the structure and function of plant and animal systems at cell and tissue levels in order to describe how they facilitate the efficient provision or removal of materials to and from all cells of the organism. Students use science inquiry skills to explore the relationship between structure and function by conducting real or virtual dissections and carrying out microscopic examination of cells and tissues. Students consider the ethical considerations that apply to the use of living organisms in research.

ATAR Chemistry

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

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

Unit 1: Chemical fundamentals

Chemists design and produce a vast range of materials for many purposes, including for fuels, cosmetics, building materials and pharmaceuticals. As the science of chemistry has developed over time, there has been an increasing realisation that the properties of a material depend on, and can be explained by, the material's structure. A range of models at the atomic and molecular scale enable explanation and prediction of the structure of materials and how this structure influences properties and reactions. In this unit, students relate matter and energy in chemical reactions as they consider the breaking and reforming of bonds as new substances are produced.

Unit 2: Molecular interactions and reactions

Students develop their understanding of the physical and chemical properties of materials, including gases, water and aqueous solutions, acids and bases. Students explore the characteristic properties of water that make it essential for physical, chemical and biological processes on Earth, including the properties of aqueous solutions. They investigate and explain the solubility of substances in water, and compare and analyse a range of solutions. They learn how rates of reaction can be measured and altered to meet particular needs, and use models of energy transfer and the structure of matter to explain and predict changes to rates of reaction. Students gain an understanding of how to control the rates of chemical reactions.

ATAR Earth & Environmental Sciences

This ATAR course explores our planet as a dynamic global system involving interactions between the geosphere, hydrosphere, atmosphere and the biosphere. A multidisciplinary approach, including geological and environmental sciences, encourages students to be curious about the world around them and to apply scientific principles to develop a balanced view of the benefits and challenges presented by the utilisation of resources. Management of environmental issues is explored, with students having opportunities to discuss issues and draw evidence-based conclusions. Students conduct practical investigations and have the opportunity to participate in field-based excursions that encourage them to apply what they have learnt in class to real world situations. This course provides an understanding of the minerals and energy industry and its contribution to Western Australia's economy.

The Earth and Environmental Science ATAR course has three interrelated strands: Science Inquiry Skills, Science as a Human Endeavour and Science Understanding which build on students' learning in the Year 7–10 Science curriculum.

Unit 1: Earth systems

The Earth consists of interacting systems, including the geosphere atmosphere, hydrosphere and biosphere. Students explore the Earth's formation, its internal and surface structure, as well as the processes that formed the oceans and atmosphere. They review the hydrological cycle, and the environments influenced by water, in particular, the oceans, ice sheets and groundwater.

Students explore evidence from the fossil record that demonstrates the interrelationships between major changes in Earth's systems and the evolution and mass extinction of organisms. They investigate how changes in Earth's systems influence the distribution and diversity of life on Earth.

Unit 2: Earth processes

Students explore the transfer and transformation of energy from the Sun and Earth's interior, and how this influences tectonic plate movement, global weather patterns, and ecosystem processes. They conduct a series of practical and field activities, using their science inquiry skills to make inferences about the factors causing changes to movements of energy and matter in Earth systems.

ATAR Human Biology

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

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

Unit 1: The functioning human body

This unit looks at how human structure and function supports cellular metabolism and how lifestyle choices affect body functioning. Cells are the basic structural and functional unit of the human body. Cells contain structures that carry out a range of functions related to metabolism, including anabolic and catabolic reactions. Materials are exchanged in a variety of ways within and between the internal and external environment to supply inputs and remove outputs of metabolism. Metabolic activity requires the presence of enzymes to meet the needs of cells and the whole body. The respiratory, circulatory, digestive and excretory systems control the exchange and transport of materials in support of metabolism, particularly cellular respiration. The structure and function of the musculo-skeletal system provides for human movement and balance as the result of the co-ordinated interaction of the many components for obtaining the necessary requirements for life.

Unit 2: Reproduction and inheritance

This unit provides opportunities to explore, in more depth, the mechanisms of transmission of genetic materials to the next generation, the role of males and females in reproduction, and how interactions between genetics and the environment influence early development. The cellular mechanisms for gamete production and zygote formation contribute to human diversity. Meiosis and fertilisation are important in producing new genetic combinations.

ATAR Physics

In the Physics ATAR course students will learn how energy and energy transformations can shape the environment from the small scale, in quantum leaps inside an atom's electron cloud, through the human scale, in vehicles and the human body, to the large scale, in interactions between galaxies. Students have opportunities to develop their investigative skills and use analytical thinking to explain and predict physical phenomena. Students plan and conduct investigations to answer a range of questions, collect and interpret data and observations, and communicate their findings in an appropriate format. Problem-solving and using evidence to make and justify conclusions are transferable skills that are developed in this course.

Physics is a challenging and rewarding subject. Physics is a prerequisite subject for most university engineering courses and is a desired subject for most tertiary science courses. Students wishing to enter Unit 1 and 2 Physics in Year 11 should have developed mathematics skills and meet the minimum expected results from Year 10 Extended Science: Physics.

Unit 1: Thermal, nuclear and electrical physics

An understanding of heating processes, nuclear reactions and electricity is essential to appreciate how global energy needs are met. In this unit, students explore the ways physics is used to describe, explain and predict the energy transfers and transformations that are pivotal to modern industrial societies. Students investigate heating processes, apply the nuclear model of the atom to investigate radioactivity, and learn how nuclear reactions convert mass into energy. They examine the movement of electrical charge in circuits and use this to analyse, explain and predict electrical phenomena.

Unit 2: Linear motion and waves

In this unit, students develop an appreciation of how an understanding of motion and waves can be used to describe, explain and predict a wide range of phenomena. Students describe linear motion in terms of position and time data, and examine the relationships between force, momentum and energy for interactions in one dimension. Students investigate common wave phenomena, including waves on springs, and water, sound and earthquake waves.

Workplace Learning and VET

Vocational Education and Training (VET) in Schools

WORKPLACE LEARNING ENDORSED PROGRAM

Students enrolled in a non-university program of study will be expected to enrol in the Authority Developed Workplace Learning Endorsed Program (ADWLEP) where they will complete 110 hours of workplace learning across the year.

To complete this endorsed program, a student works in one or more real workplace/s to develop a set of transferable workplace skills. The student must record the number of hours completed and the tasks undertaken in the workplace in the Authority's Workplace Learning Logbook. The student must also provide evidence of their knowledge and understanding of the workplace skills by completing the Authority's Workplace Learning Skills Journal after each 55 hours engaged in the workplace.

ADWLEP provides students with an opportunity to demonstrate, and develop increasing competence in, the core skills for work, often referred to as generic, transferable or employability skills. A student learns to apply and adapt the workplace skills that are necessary to understand and carry out different types of work, and that play a key role in lifelong learning.

Core Skills for Work

The Core Skills for Work (CSfW) are a set of non-technical skills, knowledge and understandings that underpin successful participation in work. These skills are documented in the Core Skills for Work Developmental Framework, developed collaboratively by the Department of Industry and the Department of Education. The Core Skills for Work encompass the Employability Skills outlined in the National Employability Skills Framework.

The CSfW describe performance in ten Skill Areas, grouped under three Skill Clusters.

Skill Clusters	Skill Areas
Navigate the world of work	<ul style="list-style-type: none"> Manage career and work life Work with roles, rights and protocols
Interact with others	<ul style="list-style-type: none"> Communicate for work Connect and work with others Recognise and utilise diverse perspective
Get the work done	<ul style="list-style-type: none"> Plan and organize Make decisions Identify and solve problems Create and innovate Work in a digital world

Developing competence in workplace skills assists students to gain employment, and in the longer term, to progress within an organisation or industry area in which they are employed, and to contribute successfully to the organisation's objectives and to the wider community. Participation in ADWLEP also provides students with several other benefits and also allows students to:

- test out possible careers
- potentially gain employment or apprenticeships
- obtain credit for TAFE entry
- develop vital workplace communication and practical skills
- experience the discipline and routine of the workplace
- experience personal growth.

What is VET in Schools?

VET in Schools enables senior secondary school students to develop skills and knowledge for employment or further study. VET studies can be undertaken at the same time as study towards a Western Australian Certificate of Education (WACE). Successful completion of a VET in Schools program enables students to gain nationally recognised qualifications. VET in Schools programs are delivered in a variety of ways across Western Australia.

Delivery of VET Programs

Schools registered as training organisations (RTOs) may deliver VET programs directly to students. Alternatively, schools may engage external RTOs, including TAFE institutes, to deliver VET programs either directly or through auspicing arrangements.

How can my son access a VET program?

At Mazenod we offer a variety of courses internally and encourage students to access courses through external providers.

Access of external courses means your son will be at an external learning institution for at least one day a week. These courses have a duration of between one and two years depending on the number of hours/days required for completion. Work experience may also be required.

Pre-Apprenticeships in Schools (PAiS)

If you're in year 11 or 12, the PAiS program involves attending school, completing Certificate II Pre-Apprenticeship training at either South or North Metropolitan TAFE, and completing work placements with at least two employers.

You will graduate Year 12 with your WACE, a pre-apprenticeship in your chosen field and be a step ahead of others looking for apprenticeships. There is no doubt employers look favourably at the candidate who already has a proven track record of study, demonstrated the capacity to apply themselves to a formal course and can understand the practices and terminology associated with the trade in question.

School-based traineeships (SBT)

School-based traineeships are Certificate II and III programs approved by industry to kick-start your career. They give school students who are generally at least 15 years of age the opportunity to start a traineeship as part of their school program. Traineeships are usually in a non-trade area.

Examples of recent Student Enrolment

Certificate II: Electrotechnology; Data and Voice Communication; Aero skills, Construction, Plumbing, Screen and Media, Hospitality, Electronics, Automotive Servicing, Fashion Design

Certificate III: Information, Digital Media & Technology; Education Support; Early Childhood Education and Care; Retail

Certificate IV: Business, Education Support.

Requests to enrol in traineeships, VET programs, off-campus TAFE courses, apprenticeship link programs or any other external training program will be considered on an individual basis and will be supported where it is deemed to be in the best interests of the student.

While Mazenod College supports and promotes full time secondary studies coupled with workplace learning for students enrolled in a General program of study, all applications are assessed on an individual basis.

Students will be given permission to enrol in an external program based on the following conditions:

- Students will enrol in a full program of study (i.e. 6 subjects unless specifically negotiated with the Dean of Students).
- It is the student's responsibility to obtain the work missed while away from the College and to use homework time to keep up with the theoretical components of each subject.
- It is the student's responsibility to complete the assessment schedule for each subject at the same time as the other students.
- The College requests that students only enrol in courses where there is only a one day per week commitment.
- TAFE have strict attendance requirements that must be met for students to complete the relevant course competencies and to receive credit for the VET certificate.
- TAFE attendance takes precedence over work placement clashes therefore it is the student's responsibility to keep his employer informed and make arrangements to ensure that he completes the required 55 hours for each placement.
- Where Mazenod College commitments and representative opportunities clash with attendance at TAFE, the student must consult the Senior School Academic Advisor.
- Parents (particularly boarding families) should note TAFE attendance requirements on days that are pupil free days at Mazenod.
- Examination requirements (ATAR subjects) and Year 12 Externally Set Tasks take precedence over work placements and TAFE attendance.
- Students must act in a responsible manner while engaged with the external provider remembering that he is representing Mazenod College.
- Students must refrain from any behaviour prejudicial to the values of the College.

Section 3: Post-Schooling Options

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. These students should consult with school counsellors to determine the institutions they can attend after Year 12, and the academic background required to access those institutions.

The majority of students, however, will not have made up their mind about a career path. If this applies to you, then 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 www.jobsandskills.wa.gov.au

All students should be aware that some university studies specify preferred courses or prerequisites and that some State Training Provider 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. Obviously, your options are influenced by the courses you have completed at school, and the results you have attained.



1 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 \$7,000 and \$12,000 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 previously, if you intend to enrol 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.

2 State Training Provider

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. 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:

- i. 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.
- ii. 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.
- iii. 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.

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.

3 Employment after leaving school

Approximately 20 percent of students seek employment immediately after Year 12. Entering the workforce is competitive, and employers may require evidence of successful completion of school courses. In addition, workplace experience is well-regarded, so you should consider some form of vocational education and work placement.

Summary

For university entry, consider:

- Your career interest and aspirations;
- Your Year 10 achievement profile;
- Any required prerequisites for your intended university course;
- Select English or Literature
- Select four or five ATAR courses, bearing in mind unacceptable pairings; and
- Refer to past ATAR entry cut-offs to determine the required achievement standard.

For STP 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.

University Entry



UNIVERSITY ADMISSION REQUIREMENTS FOR SCHOOL LEAVERS

Summary of requirements for University Admission to Curtin University of Technology, Edith Cowan University, Murdoch University and The University of Western Australia.

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

1. achieve the Western Australian Certificate of Education (**WACE**);
2. achieve **competence in English** as prescribed by the individual universities;
3. satisfy any **prerequisites** or special requirements for entry to particular courses; and,
4. obtain a **sufficiently high ATAR** for entry to a particular university and/or course.

PORTFOLIO ENTRY PATHWAY TO ECU

In addition to the requirements outlined above, Edith Cowan University offers an additional pathway for entry by school leaver students. Students will need to satisfy ECU's competence in English, as outlined below, and achieve the minimum number of points determined from their school assessed results for their WACE courses. Applications will be partially assessed prior to release of final results and applicants may be required to attend an interview. Applicants seeking entry via the Portfolio Entry Pathway should apply through TISC, but submit their Portfolio directly to ECU. Detailed information about the requirements for the Portfolio Entry Pathway to ECU may be obtained from Student Recruitment on 134 328 or www.reachyourpotential.com.au.

PORTFOLIO ENTRY TO MURDOCH UNIVERSITY

In addition to the requirements outlined above, Murdoch University offers a portfolio pathway for admission to the Bachelor degrees in the Bachelor of Communications, Bachelor of Media and Bachelor of Digital Media. Students must satisfy Murdoch's English requirement and should apply through TISC but submit their Portfolio directly to the Prospective Students' and Admissions Centre at Murdoch University. Portfolios will be assessed by academic staff in the relevant discipline. For more information see www.murdoch.edu.au.

1 Western Australian Certificate of Education (WACE)

It is essential for you to satisfy the requirements of the WACE to enter all four universities. Students must:

- complete at least 20 course units;
- achieve a 'C' grade or better in 14 of these units including 6 in Year 12;
- complete 4 units in an English Course. 2 concurrent units must be studied in the final year of schooling;
- meet the Breadth of Study criteria;
- pass OLN.A.

2 Competence in English

For university admission purposes, usually you demonstrate competence in English by achieving the prescribed standard in English or Literature. This is generally considered to be a final scaled mark of at least 50%.

CONCESSIONS

Curtin University of Technology

Edith Cowan University

Murdoch University

(a) If you have not met the requirement for one of these three universities, that university will concede competence in English if you have:

- achieved a standardised moderated numeric school assessment or standardised numeric examination assessment of at least 55% in ATAR English or Literature.

(b) If you have not met the requirement (a) above for one of the above three universities, but you have:

- achieved an ATAR above the minimum specified annually by the universities, and
- achieved a scaled mark less than 50 in ATAR English or Literature, then you may demonstrate your competence in English by sitting the Special Tertiary Admissions Test (STAT).

The University of Western Australia

(a) If you have not met the requirement for The University of Western Australia, you will be conceded competence in English if you have:

- achieved a standardised moderated numeric school assessment or standardised numeric examination assessment of at least 60% in ATAR English or Literature.

(b) If you have not met the requirement (a) above for The University of Western Australia, but you have:

- achieved an ATAR above the minimum specified annually by the universities, and
- achieved a scaled mark less than 50% in ATAR English or Literature, then you may demonstrate your competence in English by sitting the Special Tertiary Admissions Test (STAT).

3 The Australian Tertiary Admissions Rank (ATAR)

The Australian Tertiary Admissions Rank is the basis of admission to most university courses. You are ranked in order of merit based on your ATAR. The ATAR ranges between zero and 99.95. It reports your 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. The ATAR is calculated using scaled marks in courses.

CALCULATION OF THE TERTIARY ENTRANCE AGGREGATE

The ATAR is derived from the Tertiary Entrance Aggregate (TEA). The TEA will be calculated by adding the best four scaled scores. In calculating the scaled score, equal weight is given to the final school score and the final examination score, except where courses/subjects are taken on a private basis. There are unacceptable course combinations whereby scores in both courses/subjects cannot both be used such as Biology and Human Biology. For all universities you may accumulate scaled scores which contribute to your ATAR over five consecutive years.

4 Prerequisites

Make sure that you satisfy the prerequisites for admission to the university course of your choice. Prerequisites are courses or special requirements that must be successfully completed for entry to particular university courses. Generally a scaled mark of 50% or more in a Year 12 ATAR course is required for prerequisites purposes; however, mathematics prerequisites differ across university courses. See individual university course entries which follow for details. Note that where a prerequisite is listed as at least Mathematics Applications, Mathematics Methods will also be accepted.

Entry to the University of Notre Dame



The University of Notre Dame Australia is a small, private Catholic University based in the West End of Fremantle committed to ensuring that students receive a personalised, high quality education. It offers a caring and friendly learning environment, providing courses that are challenging, relevant and responsive to student, employer and community needs. The University has two campuses, one in the historic port city of Fremantle and the other in Broome.

The Fremantle campus now has over 3,800 students enrolled in a range of undergraduate and postgraduate courses in Arts, Law, Education, Science & Technology, Health, Business and Theology. Although it is a private University, some courses attract Government funding in the form of Commonwealth Supported places and most other course fees are HECS equivalent.

Notre Dame selects students on the basis of a broad range of information provided by the student, the student's school and others in a position to provide supporting evidence.

The process is designed to ensure that the university selects students who demonstrate:

- adequate ability, preparation and potential to succeed in university studies
- the motivation to complete such a course
- personal qualities that will enhance the university community.

When applying to Notre Dame, students need to provide a completed application form, results of Year 11 and Semester 1 Year 12 studies, a personal reference and a completed Notre Dame school reference form. The school will provide a professional judgement of the student's ability, performance and potential, as well as comments on more general attributes exhibited by the student in the school environment.

An interview with university staff generally occurs as well. In most instances, students will have successfully undertaken a tertiary entrance course, although the university does not insist on particular subject combinations. It seeks evidence only, that a student has an appropriately rigorous academic preparation for university

Refer to <http://www.nd.edu.au> for further details.

Training And Further Education (TAFE)

Brief outline of the selection criteria

The arrangements to operate after February 2007 are the outcomes of a review of the existing entrance requirements and selection criteria, and are designed to:

- streamline the application process for full-time places in TAFE qualifications
- enhance the provision of course advice provided for new and ongoing students seeking full time places in TAFE qualifications
- ensure that selection processes are equitable, consistent across the TAFE network and operate on a merit basis
- ensure that selection processes are consistent with the government's objectives of promoting participation in training, pathways and lifelong learning.

Entry requirements

Under the new arrangements the entry requirements for all TAFE qualifications will be expressed as competencies or competency based qualifications. A set of generic competency statements has been identified for use in describing the entry requirements for TAFE qualifications. These describe competency in writing, reading, numeracy and oral communication.

Selection criteria

Selection criteria will be applied only to a limited number of competitive TAFE qualifications.

School leavers applying for TAFE qualifications for which there are entry requirements and selection criteria must provide evidence that addresses both of these to compile a merit score. There will be a common set of selection criteria applied to all qualifications, which include:

Qualification pathways

Points will be awarded if applicants can show evidence of having established a qualification pathway. This requires the applicant to show evidence of engagement in a planned sequence of vocational education and training in a school, RTO, community or workplace setting that is linked to their future career. For example, a student may have undertaken a VET version of a new course as a precursor to seeking a place in a TAFE qualification.

Workplace experience/employment

Points will be awarded if applicants can provide evidence of participation in work. This includes work experience in school and VET programs, general work experience including voluntary work, paid employment or meaningful engagement in community activities.

Secondary education/skill development

For most school leavers, points in this category will be determined by the student's academic results at secondary school. TAFE Admissions will allocate a point score based on these results.

To avoid the need to require school leavers to make subject choices that may not suit their ability or interest, the new selection paradigm will not award points for 'preferred subjects', and wherever possible will not stipulate specific subject requirements in the selection criteria and entry requirements.



Selection Criteria Model

Qualification Pathway

+

Wokplace Experience and Employment

Related Work Experience

+

Unrelated Work Experience

Secondary Education/Skill development

General Academic Achievement

OR

Portfolio

How can I improve my chances of getting a place in a TAFEWA course?

Firstly, choose the course you want to study carefully. You will need to meet the entrance requirements for the course. For some courses, for example arts and multimedia, you may need to submit a portfolio. There are also courses not recommended for people just leaving school either because of few job opportunities for young people or because you need specific skills gained through lower level courses.

Secondly, if the course you choose to apply for is deemed to have competitive entry, you will need to provide evidence that you meet the selection criteria. Competitive entry courses are those where there are more people applying than there are places available. In these instances, people with the highest score against the selection criteria are offered the available places. A very good grade average at school is vital to be competitive.

What sort of work experience will help me get points?

Most work experience counts including part-time, paid or unpaid experience. Points will be awarded on the basis of length of time you were working. This may be work experience organised through Mazenod or casual work you do to earn extra money while at school such as working at the local supermarket or fast food store. You must, however, provide proof of your work experience such as a reference, pay slip or group certificate and complete the workplace experience section of the application form.

Careers and Training Sites

Career Quiz

Career Quiz is a fast online assistance tool, helping to inform about career interest areas and providing links to local career information services. Completing this checklist helps find types of work you like most, and will only take a few minutes to complete.

www.joboutlook.gov.au/careerquiz

Exploring Industries

Searching for Specific Information on Occupations and Careers? Find out about job prospects, weekly earnings, type of work and other useful occupational information.

www.joboutlook.gov.au/industry

Choosing a Career

Learn what you need to know about choosing a career, which suits you, by reading information about careers, completing activities that help you to understand more about yourself and help you find careers that suit your personality and abilities. (To use this site read the information as you scroll down the page and move on to following pages).

www.careersonline.com.au/job-seekers-workshop/choosing-a-career

My Future

My future is a website that once you join (for free) assists you explore your career direction and plan your future. It presents activities and articles as the set of steps in a maze. You can click on these steps or use the menu to move around My Guide and develop your career pathway plan.www.myfuture.edu.au/

Jobs and Skills WA

A website designed to help you gain an understanding of yourself and the career planning process.

www.jobsandskills.wa.gov.au

Australian Defence Force

The Australian Defence Force Career Explorer website contains detailed information on all employment categories in the Navy, Army and Air Force, including information for overseas applications. Go to the personalised job finder link.

www.defencejobs.gov.au

TAFE in Australia

TAFE in Australian contains information regarding careers, courses and admissions into all TAFE centres across metropolitan and country TAFE.

www.tafecourses.com.au/

Universities

The Curtin University, Edith Cowan University, Murdoch University, Notre Dame University and University of WA websites provide information on all courses available, the different schools and scholarships for prospective students.

www.curtin.edu.au

www.ecu.edu.au

www.murdoch.edu.au

www.uwa.edu.au

School Curriculum & Standards Authority (SCSA)

For information regarding the WACE and post-schooling requirements:

scsa.wa.edu.au/

Tertiary Institutions Service Centre (TISC)

For university requirements:

www.tisc.edu.au



Notes

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