Mater Dei College

2016
Curriculum Handbook

Years 11 & 12
INTRODUCTION

Our College

The mission of Mater Dei College is to prepare our students for life in a global community. We draw our inspiration to face all challenges from the example of Mary’s demonstration of faith, devotion and courage. Those at Mater Dei College believe in the dignity and the nurturing of the individual. We are guided by our Catholic faith, Marian tradition and Gospel values and focus on respect, compassion, integrity and resilience.

Staff are guided by our Mission, Vision and Values through the four pillars of faith, community, service and learning. Our collective aim is to assist our students to become well-rounded individuals that will continue to make valuable contributions to society and endeavour to reach their full potential.

The College has an on-going commitment to academic programmes and opportunities. We aim to achieve outcomes for our students to enable them to be critical and global thinkers. We have a range of subject choices that prepare and motivate our students for further learning and their post-school destination of choice. Mater Dei College students aim to be inquiring and independent learners that strive for excellence. The College endeavours to provide as broad an education as possible for as long as possible in the belief that all students have a gift, a talent or an interest. The aim is to identify and nurture this and so create a desire for excellence, success and for lifelong learning.

This booklet contains information on all Courses planned for Year 11 and 12 and is one of a range of supports offered by the College to assist students to plan for the future. Whilst Course content makes up the bulk of material in the booklet, information relating to the WA Certificate of Education (WACE) is also provided to assist in the decision-making process. Knowledge of the information provided in this handbook will assist this subject selection process.

The College hopes and expects that our students adopt a mature and conscientious approach to the process of selecting Year 11 and Year 12 subjects. This is an ideal time to revisit the expectations of the College and make a commitment for the future.

In order to make the right choice of subjects in Senior School, it is important that students consider their future career options and post school education. Students and their parents are encouraged to gather as much information as possible. As students learn more about themselves and the opportunities available to them, their decisions and career planning will become more sharply focussed. In considering their career options, students should take into account their academic ability, skills, talents, areas of interest and personality.
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SECTION A: GENERAL INFORMATION

1. PATHWAYS AND COURSES

At Mater Dei College most of the Year 10 students will continue with studies to Year 12. Essentially, students follow three main pathways:

(i) **University** – including the public universities (University of WA, Murdoch University, Curtin University, Edith Cowan University), as well as the only private Catholic university, The University of Notre Dame Australia.

(ii) **State Training Providers (STP)** – including 4 major metropolitan campuses, (Central Institute of Technology, Challenger Institute of Technology, Polytechnic West and West Coast Institute of Training) as well as country and regional campuses delivering Technical and Further Education training.

(iii) **Employment or further study** – this includes apprenticeships, traineeships, further study at Independent Colleges as well as employment.

Educational opportunities are provided for all students to succeed at their chosen pathways, whether University, STP or employment-bound.

At Mater Cei College all Year 11 and 12 students:

- Choose an ATAR pathway, a General pathway or a CareerLink pathway
- May combine courses from each pathway
- Study 6 courses in Year 11 and 6 courses in Year 12
- Study Religion & Life as one of their courses in Year 11 and in Year 12
- Select either English or Literature
- Must study Mathematics (unless under exceptional circumstances)
- Must include at least one List A and one List B course
- Generally study the same courses in Year 11 and Year 12 but changes are allowed

<table>
<thead>
<tr>
<th>ATAR Courses</th>
<th>Year 11 Unit</th>
<th>Year 12 Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 &amp; 2</td>
<td>3 &amp; 4</td>
</tr>
<tr>
<td>General Courses</td>
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<td>3 &amp; 4</td>
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<td>3 &amp; 4</td>
</tr>
<tr>
<td>Preliminary Courses</td>
<td>1 &amp; 2</td>
<td>3 &amp; 4</td>
</tr>
<tr>
<td>Certificate II or III Courses</td>
<td>1 or 2 years in length</td>
<td>For University, STP or workforce bound students</td>
</tr>
</tbody>
</table>

* These Courses are only offered on a needs basis and may not be offered, depending on the needs of the cohort.

<table>
<thead>
<tr>
<th>ATAR Pathway</th>
<th>General Pathway</th>
<th>CareerLink Pathway</th>
</tr>
</thead>
<tbody>
<tr>
<td>For University bound students Courses are content based External exams (ATAR exams) are sat at the end of Year 12 ATAR score is based on 50% school assessment and 50% external exams Students gain an ATAR score based on their best 4 courses A minimum of 4 ATAR courses are required but 5 or 6 are recommended</td>
<td>For STP or workforce bound students Courses are practical based There is one externally set task for each course which all students must complete in Term 2 Year 12 High grades are important At least one Certificate II course must be completed by the end of Year 12</td>
<td>For STP or workforce bound students Courses are practical based There is one externally set task for each course which all students must complete in Term 2 Year 12 High grades are important At least one Certificate II course must be completed by the end of Year 12 (at MDC and/or at an STP) Students are off-campus one day a week studying at an STP or undertaking a Workplace Learning placement in both Year 11 and 12</td>
</tr>
</tbody>
</table>
Summary
The WACE will comprise courses with Year 11 Units (Units 1 and 2) and Year 12 units (Units 3 and 4).

Students will undertake 12 courses (24 units) across Years 11 and 12 (six courses in Year 11 and six courses in Year 12).

The study of Vocational Education and Training (VET) and endorsed programs can contribute to the unit requirement. Students studying VET can achieve full or partial, nationally recognised qualifications. At Mater Dei students can achieve Certificates II or III in the area they choose.

If a student does not complete the course requirements to achieve an ATAR, they will need to achieve a minimum of a Certificate II. Endorsed programs address areas of learning not covered by courses.

To achieve a WACE from 2016, students will need to:
- demonstrate a minimum standard of literacy and numeracy based on the skills regarded as essential for individuals to meet the demands of everyday work and life in a knowledge-based economy (OLNA Category 3)
- complete the course requirements to achieve an ATAR or complete a Certificate II (or higher)
- complete two Year 11 English units and a pair of Year 12 English units
- complete at least one pair of units from a List A course and one pair of units from a List B course in Year 12
- complete at least 20 units (or equivalents), including a minimum of 10 units at Year 12
- achieve a minimum of 14 C grades in Year 11 and Year 12 course units with at least six C grades in four pairs of Year 12 units (or equivalents).
YEAR 11 AND 12 COURSES

At Mater Dei College all Year 11 and 12 courses (including Religious Education – Religion and Life) are accredited by SCSA. The Courses offered by the College fall into the following categories:

(i) **ATAR Courses**
Courses are assessed numerically and students will be awarded a percentage mark and grade in each Course. ATAR course units are for students who are aiming to enrol in a university course directly from school. These courses will be examined by the Authority and contribute to the achievement of an Australian Tertiary Admission Rank (ATAR). Students aspiring to University are strongly advised to study at least five ATAR Courses in Years 11 and 12. Semester and End of Year examinations will be held for Year 11 and 12 students studying ATAR Courses that lead to University.

(ii) **General Courses** for students who are aiming to enter further training or the workforce directly from school. These courses will not be examined by the Authority. State Training Provider bound students are strongly advised to study General Courses in Years 11 and 12.

**External Assessments**
In Year 12, students studying ATAR Courses are required to sit external examinations set by the School Curriculum and Standards Authority (SCSA) in order to gain direct access to University from secondary school. Students studying do not have to sit external examinations set by the School Curriculum and Standards Authority (SCSA) but do have to sit an Externally Set Task (EST) in Term 2 Year 12.

**Assessment**
Assessment for each Course is continuous and cumulative and the grades achieved at the end of the year, for each semester’s work, are reported to the SCSA and will appear on the student’s Statement of Results. Courses will also have a numerical score.

**Grading**
The grades that may be awarded are shown below:
A  Excellent Achievement
B  High Achievement
C  Sound Achievement
D  Limited Achievement
E  Inadequate Achievement

(ii) **Vocational Education and Training industry specific (VETis) courses** are for students who are aiming to enter further training or the workforce directly from school. VET programs contribute to the achievement of a WACE. VET courses have been developed in close consultation with WA Industry Training Councils and include a full, nationally recognised qualification and mandatory industry-related workplace learning. These courses are mainly offered through the CareerLink programme.

(iii) **Foundation Courses** are for those who need additional help in demonstrating the minimum standard of literacy and numeracy. These Courses are only offered on a needs basis and may not be offered in 2016, depending on the needs of the cohort.

(ii) **Preliminary Courses** are for those who may need modification to the curriculum to meet their special needs. Preliminary courses do not contribute to the achievement of a WACE. These Courses are offered only on a needs basis.

(iii) **Endorsed Programs**
Endorsed programs are not graded but enable students to achieve credit towards the achievement of WACE (Secondary Graduation). Students enrolled in CareerLink will be awarded an Endorsed Program in Workplace Learning. Students are informed which programs, other than CareerLink, are classified as Endorsed Programs.
<table>
<thead>
<tr>
<th>LEARNING AREA</th>
<th>ATAR COURSES</th>
<th>GENERAL COURSES</th>
<th>CERTIFICATE COURSES</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Recommended for direct entry into university</td>
<td>Recommended for workforce/STP pathway</td>
<td>(Not counted as either List A nor List B)</td>
</tr>
<tr>
<td>Religious Education</td>
<td>Religion &amp; Life</td>
<td>Religion &amp; Life</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>English</td>
<td>English</td>
<td></td>
</tr>
<tr>
<td>Humanities</td>
<td>Business Management &amp; Enterprise</td>
<td>Career &amp; Enterprise</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Economics</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Geography</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Modern History</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Politics and Law</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Languages</td>
<td>Indonesian (Second Language)</td>
<td></td>
<td>Applied Language: Indonesian</td>
</tr>
<tr>
<td></td>
<td>Japanese (Second Language)</td>
<td></td>
<td>Applied Language: Japanese</td>
</tr>
<tr>
<td>The Arts</td>
<td>Dance</td>
<td>Dance</td>
<td></td>
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<tr>
<td></td>
<td>Drama</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Media Production &amp; Analysis</td>
<td></td>
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<td></td>
<td>Music</td>
<td>Music</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Visual Arts</td>
<td></td>
<td>Visual Arts (Art)</td>
</tr>
<tr>
<td>Health &amp; Physical Education</td>
<td>Outdoor Education</td>
<td></td>
<td>Sport &amp; Recreation (Outdoor Pursuits)</td>
</tr>
<tr>
<td></td>
<td>Physical Education Studies</td>
<td></td>
<td>Sport &amp; Rec (Sports Management)</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics Essentials</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mathematics Applications</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mathematics Methods</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mathematics Specialist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>Biology</td>
<td>Integrated Science</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chemistry</td>
<td>Chemistry (Year 12 only)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Human Biology</td>
<td>Human Biology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Physics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology &amp; Enterprise</td>
<td>Accounting &amp; Finance</td>
<td></td>
<td>Business</td>
</tr>
<tr>
<td></td>
<td>Children, Family &amp; the Community</td>
<td>Children, Family &amp; the Community</td>
<td>Hospitality</td>
</tr>
<tr>
<td></td>
<td>Design (Technical Graphics)</td>
<td>Design (Photography)</td>
<td>Engineering Pathways</td>
</tr>
<tr>
<td></td>
<td>Materials Design &amp; Technology</td>
<td>Materials Design &amp; Technology</td>
<td>Visual Arts (Digital Graphics)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Visual Arts (Furniture)</td>
</tr>
<tr>
<td>Vocational Education (CareerLink)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It is important to note that some courses may not run due to a lack of student numbers. The College reserves the right to withdraw these courses from the offerings in Year 11/12.
Certificate Courses Year 11 progression to Year 12

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Year 12</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sport &amp; Recreation (Outdoor Pursuits) (Certificate II) ***</td>
<td>Sport &amp; Recreation (Outdoor Pursuits) (Certificate III)</td>
<td>2 years</td>
</tr>
<tr>
<td>Sport &amp; Rec (Sports Management) (Certificate II) ***</td>
<td>Sport &amp; Rec (Sports Management) (Certificate III)</td>
<td>2 years</td>
</tr>
<tr>
<td>Hospitality (Certificate II) Part A **</td>
<td>Hospitality (Certificate II) Part B</td>
<td>2 years</td>
</tr>
<tr>
<td>Engineering Pathways (Certificate II) Part A **</td>
<td>Engineering Pathways (Certificate II) Part B</td>
<td>2 years</td>
</tr>
<tr>
<td>Visual Arts (Furniture) (Certificate II) Part A **</td>
<td>Visual Arts (Furniture) (Certificate II) Part B</td>
<td>2 years</td>
</tr>
<tr>
<td>Business (Certificate II) *</td>
<td>Business (Certificate II) *</td>
<td>1 year</td>
</tr>
<tr>
<td>Information Digital Media &amp; Technology (Certificate II) *</td>
<td>Information Digital Media &amp; Technology (Certificate II) *</td>
<td>1 year</td>
</tr>
<tr>
<td>Sport &amp; Recreation (Outdoor Pursuits) (Certificate II) *</td>
<td>Sport &amp; Recreation (Outdoor Pursuits) (Certificate II) *</td>
<td>1 year</td>
</tr>
<tr>
<td>Sport &amp; Rec (Sports Management) (Certificate II) *</td>
<td>Sport &amp; Rec (Sports Management) (Certificate II) *</td>
<td>1 year</td>
</tr>
</tbody>
</table>

Pathways (See * in table for the notes below)

**** Start a Certificate III in Year 11 and complete the Certificate III in Year 12 – takes two years to achieve the Certificate III

*** Complete a Certificate II in Year 11 and go on to complete the corresponding Certificate III in Year 12 – takes two years and two Certificates are achieved

** Start a Certificate II in Year 11 (Part A) and complete the Certificate II in Year 12 (Part B) – takes two years to complete the Certificate II

* Complete a Certificate II in Year 11 or in Year 12 – takes one year to achieve the Certificate II
# Year 11 Subject Choice

Year 11 ATAR Courses (Units 1&2) and Course Pre-requisites

<table>
<thead>
<tr>
<th>LEARNING AREA</th>
<th>Year 11 ATAR COURSES Units 1&amp;2</th>
<th>Year 10 Pre-requisite Subject</th>
<th>Year 10 Pre-requisite Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>List A</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Religious</td>
<td>Religion &amp; Life</td>
<td>Religion</td>
<td>B</td>
</tr>
<tr>
<td>English</td>
<td>English</td>
<td>English</td>
<td>High C</td>
</tr>
<tr>
<td></td>
<td>Literature</td>
<td>English</td>
<td>B</td>
</tr>
<tr>
<td>Humanities</td>
<td>Business Management &amp;</td>
<td>English</td>
<td>High C</td>
</tr>
<tr>
<td></td>
<td>Economics</td>
<td>Economics</td>
<td>B</td>
</tr>
<tr>
<td></td>
<td>Geography</td>
<td>Geography</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td>Modern History</td>
<td>Modern History</td>
<td>B</td>
</tr>
<tr>
<td></td>
<td>Politics and Law</td>
<td>Politics and Law</td>
<td>B</td>
</tr>
<tr>
<td>Languages</td>
<td>Indonesian (Second Language)</td>
<td>Indonesian Specialist</td>
<td>B</td>
</tr>
<tr>
<td></td>
<td>Japanese (Second Language)</td>
<td>Japanese Specialist</td>
<td>B</td>
</tr>
<tr>
<td>The Arts</td>
<td>Dance</td>
<td>Dance</td>
<td>C (or equivalent)</td>
</tr>
<tr>
<td></td>
<td>Drama</td>
<td>Drama</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td>Media Production &amp; Analysis</td>
<td>English</td>
<td>B</td>
</tr>
<tr>
<td></td>
<td>Music</td>
<td>Music</td>
<td>AMEB Grade 4 Performance or equiv.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>AMEB Grade 3 Theory or equiv.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Interview with Head of Music.</td>
</tr>
<tr>
<td></td>
<td>Visual Arts</td>
<td>Visual Arts</td>
<td>C</td>
</tr>
<tr>
<td>Health &amp; Physical</td>
<td>Outdoor Education</td>
<td>Outdoor Ed or PE Studies</td>
<td>C</td>
</tr>
<tr>
<td>Education</td>
<td>Physical Education Studies</td>
<td>Physical Education Studies</td>
<td>C</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics Applications</td>
<td>General Upper</td>
<td>A or B</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Extension</td>
<td>C or D</td>
</tr>
<tr>
<td></td>
<td>Mathematics Methods</td>
<td>Extension</td>
<td>B</td>
</tr>
<tr>
<td></td>
<td>Mathematics Specialist</td>
<td>Extension</td>
<td>A</td>
</tr>
<tr>
<td>Science</td>
<td>Biology</td>
<td>Biology or equivalent</td>
<td>B</td>
</tr>
<tr>
<td></td>
<td>Chemistry</td>
<td>Chemistry or equivalent</td>
<td>B</td>
</tr>
<tr>
<td></td>
<td>Human Biology</td>
<td>Biology or equivalent</td>
<td>B</td>
</tr>
<tr>
<td></td>
<td>Physics</td>
<td>Physics or equivalent</td>
<td>B</td>
</tr>
<tr>
<td>Technology &amp; Enterprise</td>
<td>Accounting &amp; Finance</td>
<td>Maths General Upper</td>
<td>B</td>
</tr>
<tr>
<td></td>
<td>Children, Family &amp; the Community</td>
<td>English</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td>Design (Technical Graphics)</td>
<td>Graphics</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td>Materials Design &amp; Technology</td>
<td>Materials</td>
<td>C</td>
</tr>
</tbody>
</table>
# Year 11 General Courses (Units 1&2) and Course Pre-requisites

<table>
<thead>
<tr>
<th>LEARNING AREA</th>
<th>Year 11 GENERAL COURSES Units 1&amp;2</th>
<th>Pre-requisite</th>
<th>Year 10 Pre-requisite Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Religious Education</strong></td>
<td>Religion &amp; Life</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td><strong>English</strong></td>
<td>English</td>
<td>OLNA Category 2</td>
<td></td>
</tr>
<tr>
<td><strong>Humanities</strong></td>
<td>Career &amp; Enterprise</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td><strong>The Arts</strong></td>
<td>Dance</td>
<td>Year 10 Dance (preferred)</td>
<td>C (or equivalent)</td>
</tr>
<tr>
<td></td>
<td>Music</td>
<td>Year 10 Music</td>
<td>AMEB Grade 2 Performance or equiv. Interview with Head of Music</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>List A</strong></th>
<th>Mathematics</th>
<th>Mathematics Essentials</th>
<th>OLNA Category 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Science</strong></td>
<td>Human Biology</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td><strong>Technology &amp; Enterprise</strong></td>
<td>Children, Family &amp; the Community</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Design (Photography)</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Materials Design &amp; Technology</td>
<td>Year 10 Materials (preferred)</td>
<td>C</td>
</tr>
</tbody>
</table>

## 2016 Year 11 Certificates and Course Pre-requisites

<table>
<thead>
<tr>
<th>LEARNING AREA</th>
<th>Year 11 CERTIFICATE COURSES</th>
<th>Year 10 Pre-requisite/Preferred</th>
<th>Pre-requisite Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Languages</strong></td>
<td>Applied Language: Indonesian (III) Part A</td>
<td>2 years</td>
<td>Indonesian Specialist</td>
</tr>
<tr>
<td></td>
<td>Applied Language: Japanese (III) Part A</td>
<td>2 years</td>
<td>Japanese Specialist</td>
</tr>
<tr>
<td><strong>The Arts</strong></td>
<td>Visual Arts (Art) (III) Part A</td>
<td>2 years</td>
<td>Visual Arts (preferred)</td>
</tr>
<tr>
<td><strong>Health &amp; Physical Education</strong></td>
<td>Sport &amp; Recreation (Outdoor Pursuits) (II)</td>
<td>1 year</td>
<td>Outdoor Ed (preferred)</td>
</tr>
<tr>
<td></td>
<td>Sport &amp; Recreation (Sports Management) (II)</td>
<td>1 year</td>
<td>PE Studies (preferred)</td>
</tr>
<tr>
<td><strong>Technology &amp; Enterprise</strong></td>
<td>Business (II)</td>
<td>1 year</td>
<td>Enterprise (preferred)</td>
</tr>
<tr>
<td></td>
<td>Hospitality (II) Part A</td>
<td>2 years</td>
<td>Food &amp; Nutrition (preferred)</td>
</tr>
<tr>
<td></td>
<td>Information Digital Media &amp; Technology (II)</td>
<td>1 year</td>
<td>ICT (preferred)</td>
</tr>
<tr>
<td></td>
<td>Engineering Pathways (II) Part A</td>
<td>2 years</td>
<td>Engineering (preferred)</td>
</tr>
<tr>
<td></td>
<td>Visual Arts (Furniture) Part A</td>
<td>2 years</td>
<td>Materials (preferred)</td>
</tr>
</tbody>
</table>
# Year 12 Subject Choice

## Year 12 ATAR Courses (Units 3&4) and Course Pre-requisites

<table>
<thead>
<tr>
<th>LEARNING AREA</th>
<th>Year 12 ATAR COURSES</th>
<th>Pre-requisite</th>
<th>Year 11 Pre-requisite Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>List A</strong></td>
<td><strong>Units 3&amp;4</strong></td>
<td><strong>Year 11 ATAR Units 1&amp;2</strong></td>
<td></td>
</tr>
<tr>
<td>Religious Education</td>
<td>Religion &amp; Life</td>
<td>Religion &amp; Life</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td>English</td>
<td>English</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td>Literature</td>
<td>Literature</td>
<td>C</td>
</tr>
<tr>
<td>Humanities</td>
<td>Business Management &amp; Enterprise</td>
<td>Business Management &amp; Enterprise</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td>Economics</td>
<td>Economics</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td>Geography</td>
<td>Geography</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td>Modern History</td>
<td>Modern History</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td>Politics &amp; Law</td>
<td>Politics &amp; Law</td>
<td>C</td>
</tr>
<tr>
<td>Languages</td>
<td>Indonesian (Second Language)</td>
<td>Indonesian (Second Language)</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td>Japanese (Second Language)</td>
<td>Japanese (Second Language)</td>
<td>C</td>
</tr>
<tr>
<td>The Arts</td>
<td>Dance</td>
<td>Dance</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td>Drama</td>
<td>Drama</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td>Media Production &amp; Analysis</td>
<td>Media Production &amp; Analysis</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td>Music</td>
<td>Music</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td>Visual Arts</td>
<td>Visual Arts</td>
<td>C</td>
</tr>
<tr>
<td><strong>List B</strong></td>
<td><strong>Health &amp; Physical Education</strong></td>
<td><strong>Physical Education Studies</strong></td>
<td>C</td>
</tr>
<tr>
<td></td>
<td>Outdoor Education</td>
<td>Outdoor Education</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td>Physical Education Studies</td>
<td>Physical Education Studies</td>
<td>C</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics Applications</td>
<td>Mathematics Applications</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td>Mathematics Methods</td>
<td>Mathematics Methods</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td>Mathematics Specialist</td>
<td>Mathematics Specialist</td>
<td>C</td>
</tr>
<tr>
<td>Science</td>
<td>Biology</td>
<td>Biology</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td>Chemistry</td>
<td>Chemistry</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td>Human Biology</td>
<td>Human Biology</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td>Physics</td>
<td>Physics</td>
<td>C</td>
</tr>
<tr>
<td>Technology &amp; Enterprise</td>
<td>Children, Family &amp; the Community</td>
<td>Children, Family &amp; the Community</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td>Materials Design &amp; Technology</td>
<td>Materials Design &amp; Technology</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td>Accounting &amp; Finance</td>
<td>Accounting &amp; Finance</td>
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</tr>
</tbody>
</table>

---

2016 Year 12 General Courses (Units 3&4) and Course Pre-requisites
### Year 12 GENERAL COURSES

#### Units 3&4

<table>
<thead>
<tr>
<th>LEARNING AREA</th>
<th>Year 12 GENERAL COURSES</th>
<th>Pre-requisite</th>
<th>Year 11 Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religious Education</td>
<td>Religion &amp; Life</td>
<td>Religion &amp; Life</td>
<td>-</td>
</tr>
<tr>
<td>English</td>
<td>English</td>
<td>English</td>
<td>C</td>
</tr>
<tr>
<td>Humanities</td>
<td>Career &amp; Enterprise</td>
<td>Career &amp; Enterprise</td>
<td>C</td>
</tr>
<tr>
<td>The Arts</td>
<td>Dance</td>
<td>Dance</td>
<td>C</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics Essentials</td>
<td>Mathematics Essentials</td>
<td>C</td>
</tr>
<tr>
<td>Science</td>
<td>Human Biology</td>
<td>Human Biology</td>
<td>C</td>
</tr>
<tr>
<td>Technology &amp; Enterprise</td>
<td>Children, Family &amp; the Community</td>
<td>Children, Family &amp; the Community</td>
<td>C</td>
</tr>
<tr>
<td>Design (Photography)</td>
<td>Design (Photography)</td>
<td>Design (Photography)</td>
<td>C</td>
</tr>
<tr>
<td>Materials Design &amp; Technology</td>
<td>Materials Design &amp; Technology</td>
<td>Materials Design &amp; Technology</td>
<td>C</td>
</tr>
</tbody>
</table>

#### List A

- Recommended for workforce/STP pathway

#### List B

2016 Year 12 Certificates and Course Pre-requisites

### Year 12 CERTIFICATE COURSES

<table>
<thead>
<tr>
<th>LEARNING AREA</th>
<th>Year 12 CERTIFICATE COURSES</th>
<th>Time to complete Cert.</th>
<th>Pre-requisite</th>
<th>Year 11 CERTIFICATE COURSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Languages</td>
<td>Applied Language: Indonesian (III) Part B</td>
<td>2 years</td>
<td>Applied Language: Indonesian (III) Part A</td>
<td></td>
</tr>
<tr>
<td>The Arts</td>
<td>Visual Arts (Art) (III) Part B</td>
<td>2 years</td>
<td>Visual Arts (Art) (III) Part A</td>
<td></td>
</tr>
<tr>
<td>Health &amp; Physical Education</td>
<td>Sport &amp; Recreation (Outdoor Pursuits) (II)</td>
<td>2 years</td>
<td>Sport &amp; Recreation (Outdoor Pursuits) (II)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sport &amp; Recreation (Sports Management) (III)</td>
<td>2 years</td>
<td>Sport &amp; Recreation (Sports Management) (II)</td>
<td></td>
</tr>
<tr>
<td>Technology &amp; Enterprise</td>
<td>Business (II)</td>
<td>1 year</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hospitality (II) Part B</td>
<td>2 years</td>
<td>Hospitality (II) Part A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Information Digital Media &amp; Technology (II)</td>
<td>1 year</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Engineering Pathways (II) Part B</td>
<td>2 years</td>
<td>Engineering Pathways (II) Part A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Visual Arts (Furniture) Part B</td>
<td>2 years</td>
<td>Visual Arts (Furniture) Part A</td>
<td></td>
</tr>
</tbody>
</table>
2. HOW TO CHOOSE YEAR 11 SUBJECTS

Above all, parents and students should work together to determine what is best for the student in the sure knowledge that each is a unique individual, gifted by God with certain talents and predispositions and destined to make an impact on the world, if only by the manner in which they have lived their lives.

The most fundamental decision for which the College shares responsibility with parents and students is to choose programs of study that will lead students to success. To make these choices it is necessary to have an understanding of the following:

(i) The strong connection that exists between Years 11 and 12 and the destinations that students will access after they have left school (post-school options). This will be determined by the ability and determination of the student, as well their interest and work ethic.

(iv) The divergence between the selection criteria for the main post-school destinations. It is possible for a student to miss out on the achievement of WACE, entry into the State Training Providers and University through poor subject selection.

(v) The increasing number of pathways between the State Training Providers and University exist. This means that decisions made in Years 10 and 11 do not necessarily lock students into a certain pathway. Students need to see training and study as an ongoing part of their life. Students and parents need to contact the individual institutions to determine these pathways specifically.

(iv) The rapidly changing employment market in terms of skills required, new jobs coming into existence and a trend to part-time and other work options.

What decisions do parents and students have to make?

Step 1 - Research what you would like to do when you leave school.
Step 2 - Identify if STP or University is the required pathway.
Step 3 - Determine if any pre-requisite Courses are required for Year 12.
Step 4 - Choose the subjects for Year 11 that lead to the Year 12 Courses that you require.

It is important that subject selection is made on the basis of realistic career choice and student capabilities. It is essential that choices are realistic, and in keeping with the student’s academic ability and record of achievement. Students who do not qualify for certain courses (do not have the recommended entry level) will be advised that they should not study these courses in Year 11.

Factors to Consider in Selecting Subjects

It is recommended that students consider the following:

Academic Ability
In order to achieve success in many upper school subjects, students need to have demonstrated a high degree of academic ability and achievement in certain Year 10 courses. Without this background students invariably have difficulty with the Year 11 course content. It is essential to take careful note of Year 10 recommended entry levels as listed elsewhere in this document.

Interests
The subject choice system gives students the opportunity to pursue their particular interests at whatever level they are able to perform. Students usually achieve better results when pursuing areas that match their interests and abilities.

Future Intentions
Whether students are planning to seek early employment, employment after Secondary Graduation or to continue with further studies at Vocational Training Institutes (formerly TAFE), University or some other training provider, they should choose subjects which will maximise their options for the future.

What career/course could I pursue?
This is a very complex decision that is well beyond the scope of this publication. There are a variety of publications available at Mater Dei that may provide some direction to students. Some of these include Job Guides, Training WA handbooks and university handbooks, as well as on-line programmes such as MyFuture.

A small number of students will be fairly certain of a career path. These students should consult with the
school counsellors to determine the institution they may be attending and the academic background needed to access that institution.

Most students will not have made up their mind about a career path. This is not necessarily an issue, and it is possible to select a course of study in Years 11 and 12 that keeps many options open. However, students should be aware that for some of the university courses that specify preferred subjects and for those vocational courses that are highly competitive, certain subjects will advantage those students. For example, engineering courses at Western Australian universities usually require Mathematics Specialist, Physics and Chemistry as compulsory pre-requisite subjects.

Some school-based courses may result in exemptions being granted for some Vocational Certificate studies.

It is important however, that students have a clearer idea of possible careers by September in Year 12 when they select their University and Training courses.

Subject Selection Rules

1. Each student must select a minimum of 6 subjects.
2. Each student must select a minimum of 1 subject from List A and 1 subject from List B.
3. Each student must study Religion and Life (at either ATAR or General level).
4. Each student must study English or Literature (at either ATAR or General level).
5. All Year 11/12 students must study Mathematics.
6. Students who wish to gain an ATAR and use this ATAR to gain direct access to University from secondary school are advised to select a minimum of five ATAR courses in Year 11. (It is anticipated that most University bound students would chose 5 ATAR Courses and 1 General Course or 1 Certificate Course rather than 6 ATAR Courses).
7. General Courses are recommended for students who wish to pursue a Workforce/State Training Provider/CareerLink pathway.
8. For students on a General pathway a minimum of one Certificate Course (of at least Certificate II level) must be completed for WACE Graduation.
9. The College will endeavour to offer as many of the above listed courses as possible, however, courses selected by an insufficient number of students may not operate next year.
Pathways – Advice on Courses

<table>
<thead>
<tr>
<th>University Bound</th>
<th>State Training Provider Bound</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose</td>
<td></td>
</tr>
<tr>
<td>5 ATAR + 1 General Course or 1 Cert</td>
<td>1 Cert + 5 General Courses</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>6 ATAR Courses</td>
<td>2 Certs + 4 General Courses</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>4 ATAR + 2 General Courses</td>
<td>CareerLink + 5 General Courses</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>4 ATAR + 1 General + 1 Cert</td>
<td>CareerLink + 1 Cert + 4 General Courses</td>
</tr>
</tbody>
</table>

Students considering a University Pathway

Courses to choose:
1. Religion and Life (ATAR or General Course)
2. English or Literature (ATAR Course)
3. Mathematics (ATAR Course)
4. Course Choice (2) - (ATAR Course)
5. Course Choice (3) - (ATAR Course)
6. Course Choice (4) - (ATAR or General Course or Certificate)

* Students studying a University Pathway must study at least four ATAR Courses to access University.

Students considering a State Training Provider (STP) Pathway

Courses to choose:
1. Religion and Life (General Course)
2. English (General Course)
3. Mathematics (General Course)
4. Certificate II (Compulsory)
5. Course Choice (1) (General Course - Careers and Enterprise General recommended)
6. Course Choice (2) (General Course or Certificate)

* Students studying a State Training Provider/Workforce Pathway must complete a Certificate II for WACE graduation.

Students considering a State Training Provider (STP) Pathway through CareerLink

Courses to choose:
1. Religion and Life (General Course)
2. English (General Course)
3. CareerLink (Certificate Course completed off-campus at STP)
4. Mathematics (General Course)
5. Course Choice (1) (General Course or Certificate II)
6. Course Choice (2) (General Course - Careers and Enterprise General recommended)

* Students studying a State Training Provider/Workforce Pathway must complete a Certificate II for WACE graduation.
The selection process has been represented diagrammatically below. All Mater Dei students must study Religion and Life (either ATAR or General).

**STATE TRAINING PROVIDER PATHWAY**

- Religion and Life (General)
  - English (General)
  - Mathematics (General)
  - CareerLink or Certificate
  - Choice Subject 1 (General)
  - Choice Subject 2 (General or Certificate)

**UNIVERSITY PATHWAY**

Minimum of 5 ATAR courses recommended

- Religion and Life (ATAR or General)
  - English (ATAR) or Literature (ATAR)
  - Mathematics (ATAR or General Course)
  - Choice Subject 1 (ATAR Course)
  - Choice Subject 2 (ATAR Course)
  - Choice Subject 3 (ATAR or General or Certificate)
3. SCHOOL CURRICULUM AND STANDARDS AUTHORITY (SCSA) CERTIFICATION

At the end of senior secondary schooling, students who successfully completed WACE course units, VET certificates or endorsed program will receive a folio of achievement. This folio may include the following:

(i) The Western Australian Statement of Student Achievement (WASSA)
   A WASSA is issued to all Year 12 students who complete any study that contributes towards a WACE. It lists all courses and programs completed by a student in Years 11 and 12 and records:
   - The meeting of WACE requirements or a statement of literacy and numeracy
   - Exhibitions and awards achieved by the student
   - The student’s WACE combined mark
   - The student’s grades and marks achieved in course units
   - The student’s VET qualifications
   - The endorsed programs successfully completed by the student
   - The number of community service hours completed by the student
   - Results achieved by the student in WACE Courses from previous years.

(ii) The Western Australian Certificate of Education (WACE)
   The WACE is a certificate that demonstrates significant achievement over Years 11 and 12. The Certificate is issued by SCSA to Year 12 students who meet the following requirements.

   (1) 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 (the achievement of Band 8 in reading, writing and numeracy in the Year 9 NAPLAN test satisfies this requirement).
      - Complete a minimum of 20 units or equivalents as described below
      - Complete four or more Year 12 ATAR courses or complete a Certificate II or higher.

   (2) Breadth and depth.
      Students will complete a minimum of 20 course units or the equivalent. This requirement must include at least:
      - A minimum of 10 Year 12 units or the equivalent
      - Two completed Year 11 English units and one pair of completed Year 12 English units
      - One pair of Year 12 course units from each of List A (arts/languages/social sciences) and List B (mathematics/science/technology).

   (3) Achievement standard
      Students will be required to achieve 14 C grades (or equivalents, see below) in Year 11 and Year 12 units, including at least six C grades in Year 12 units (or equivalents). Unit equivalence can be obtained through Vocational Education and Training (VET) programs and/or endorsed programs. The maximum unit equivalence available through these programs is eight units – four Year 11 units and four Year 12 units.

(iii) A WACE Course Report (ATAR Courses only) is also distributed to students who sit external examinations. This document will provide:
      - The student’s school grades for each Course.
      - The student’s school assessment mark out of 100 for each Course.
      - The student’s raw examination mark out of 100 for each Course.
      - The student’s standardised examination mark out of 100 for each Course.
      - The student’s WACE Course combined mark out of 100 for each Course.
      - The State-wide distribution of combined marks.

      Practical Courses will have the written and practical marks reported separately.

SCSA Awards – at the conclusion of Year 12 the SCSA presents awards to the top-achieving students in the State. The 2014 SCSA Policy and Guidelines for awards is available at www.scsa.wa.edu.au/internet/Senior_Secondary/Exhibitions_and_Awards.
4. ADMISSION TO TERTIARY STUDIES – UNIVERSITY

(i) University of Notre Dame Australia [www.nd.edu.au]

The University of Notre Dame Australia is a Catholic independent university situated in Fremantle that seeks to enrol students who wish to make a special contribution to society. Notre Dame does not rely on the ATAR to determine university entrance. The selection system for Notre Dame is a highly sophisticated one where applicants apply to the university directly, not through the Tertiary Institutions Services Centre (TISC).

Selection Criteria for Notre Dame:

a) Full academic records for Years 11 and 12, including SCSA Statement of Results.
b) Meet SCSA Secondary Graduation requirements.
c) Meet the University’s English Language requirement.
d) Should have an Australian Tertiary Admission Rank (minimum rank of 70.00 or higher).
e) A personal statement provided by the student in a form of an essay, outlining individual qualities, goals and motivation for seeking admission to Notre Dame.
f) References from school and work contacts.
g) A completed application form including supporting documentation.
h) Personal interview with a member of the University.

Alternative Entry to Notre Dame

The Tertiary Enabling Program is a 13-week, one semester program, which runs twice a year, for students who have narrowly failed to satisfy the academic requirements for admission. Students should submit an application to the course of their choice at Notre Dame and they will be advised as to whether they have been accepted into the course or they should apply for the Tertiary Enabling Program. Students/parents should check the University of Notre Dame website for more details.

(ii) University Entrance – Public Universities in WA

In order to qualify for admission to Curtin University, Edith Cowan University, Murdoch University or the University of Western Australia, a student must fulfil the following criteria:

a) Meet the WACE requirements prescribed by the SCSA.
b) Achieve English Language Competence as prescribed by the individual universities.
c) Attain a sufficiently high ATAR for entry to a particular university course.
d) Satisfy any prerequisites or special requirements for entry to particular courses.

going Any Year 11 student from Mater Dei College intending to study for University Entrance should note the following requirements:

a) Students will select six accredited Courses including Religious Education.
b) A minimum of four ATAR Courses combination needs to be chosen in Year 12.
c) English or Literature must be studied.
d) The Tertiary Entrance Aggregate will be determined on the sum of the best 4 ATAR Courses studied at the end of Year 12.
e) The mix of different stages of Courses units should be determined by a student’s abilities, interests and intentions.
f) Course prerequisites for university courses of interest must be met.
g) Students who achieve a majority of ‘C’ and ‘B’ grades in Year 10 should consider taking five ATAR Courses and one General Course in Year 11.
h) Students who achieve a majority of ‘A’ grades in Year 10 should consider taking six ATAR Courses for in Year 11.

i) Certain Course combinations are not acceptable in relation to the calculation of the ATAR. An example of an unacceptable combination is English and Literature.
5. **AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)**

Access to courses at public universities is decided by a student’s ATAR. This is a number out of 100 that indicates a student’s relative position compared with all other students who graduated from Year 12.

An ATAR ranges from zero to 99.95. An ATAR of 88.50 for example, would mean that this student was in the top 11.50% of all Year 12 students or in other words, the student was better than 88.49% of Year 12 students, irrespective of whether they intended to apply for university entrance. The ATAR is derived from the Tertiary Entrance Aggregate (TEA).

The TEA is calculated by adding the best four scaled scores in courses or subjects. Scores can contribute toward a student’s TER over five consecutive years. Students will be informed of their ATAR as well as their ATAR. Information relating to cut-offs for various university courses provided by universities and reported in the newspapers will refer to the ATAR.

**Australian Tertiary Admissions Rank (ATAR)**

The following points have been agreed to by the four public universities.

a) **All SCSA-Developed Courses of Study** are eligible for use in determining an ATAR.

b) For a student’s Course to be used in the calculation of his/her ATAR:
   - The entire Course needs to be completed
   - The **external assessments** need to be undertaken

c) The final Course Level of Achievement will be a **50:50 combination of internal and external assessments**.

d) A student’s TEA will be determined by the sum of a student’s **best four scaled scores**.

e) There will be **no need for List 1, List 2** (in this aggregate) as breadth of study is covered by the WACE requirements.

f) There will be some unacceptable Course combinations for the determination of the ATAR (English and Literature)

g) For the purpose of determining an ATAR all universities will allow **accumulation of final Course Levels of Achievement** over a period of years.

h) The determination of a student’s **ATAR is independent** of his/her achieving WACE.

Please check the Tertiary Institutions Service Centre website for more details [www.tisc.edu.au](http://www.tisc.edu.au)

6. **ALTERNATIVE PATHWAY ENTRANCE INTO UNIVERSITY**

Other ways of gaining University Entrance other than using an ATAR score

Some universities have developed entry procedures other than ATAR. For the most up-to-date information please visit the specific university websites.
7. ADMISSION TO STATE TRAINING PROVIDERS.

Vocational education and training has become increasingly important to school leavers seeking to join the work force. STP offers students an enormous range of subjects and courses to meet their specific career goals and is the State's largest vocational education and training provider. Reference should be made to the following website: www.trainingwa.wa.gov.au

(1) STP Offers:
(a) Award Courses
(b) Trade Training
(c) Entry and Bridging Courses

a) Award Courses
In line with the Australian Qualifications Framework (AQF), STP offers Award Courses which range from the basic Certificate I Course to the more advanced Diploma Courses, as follows:

<table>
<thead>
<tr>
<th>Certificate Level I</th>
<th>Certificate Level II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate Level III</td>
<td>Certificate Level IV</td>
</tr>
<tr>
<td>Diploma</td>
<td>Advanced Diploma</td>
</tr>
<tr>
<td></td>
<td>Associate Degree</td>
</tr>
</tbody>
</table>

STP courses have a variety of entrance requirements, and it is important that applicants consult the Entrance Requirements and Selection Criteria for the appropriate course before they apply.

b) Trade Training
Pre-apprenticeship and pre-vocational courses, off-the-job training for apprentices, post trade courses and traineeships.

c) Entry and Bridging Courses
Gives students sufficient skills and confidence to enter mainstream STP courses.

(ii) Areas of Study
There are 17 areas of study from which courses may be selected at STP Colleges:

| 2. Automotive                               | 11. Engineering & Mining                                    |
| 6. Clothing, Textiles, Footwear & Furnishings | 15. Sales & Personal Services                            |
| 8. Community Services, Health & Education   | 17. Sea & Air Transport & Storage                         |
| 9. Computing & Information Technology       |                                                                   |

(iii) How STP Selects Successful Applicants
For full-time study at STP, students will need to complete an application form available from any STP College and submit it by the closing date in September. Applications may also be submitted electronically. Students seeking to enrol at STP should be aware of the following:
The Australian Tertiary Admission Rank IS NOT used to assess your application. STP makes no differentiation between Course results from different stages. This factor has implications for maximising STP entry scores.

In order to select students for each course STP applies:
Entrance Requirement and/or Specific Subject Selection Criteria
a) **Entrance Requirements**

Each course has Entrance Requirements. Entrance Requirements:

- Determine an applicant's eligibility for entry into an STP course
- These are basic skills/competencies/background knowledge
- These usually refer to student achievements in Years 10 - 12

Generic Benchmark Skills in

- Communication Skills (i.e., reading, writing, speaking.)
- Mathematics Skills (i.e., basic numeracy.)

Students who do not meet the Entrance Requirements will not be considered.

**4 Levels of Competence**

<table>
<thead>
<tr>
<th></th>
<th>Basic skills [Year 10]</th>
<th>Developed skills [Year 10]</th>
<th>Well developed skills [Year 11]</th>
<th>Highly developed skills [Year 12]</th>
</tr>
</thead>
</table>

When there are more applicants than places in the course, as is often the case, then the Selection Criteria are applied.

b) **Selection Criteria**

Selection criteria are academic and other criteria, which are used to score eligible applicants competing for entry into a course where there are more applications than places available. **Selection Criteria** are used to choose applicants, using a point scoring system to the value of 100 points broken into the following sectors.

**Qualifications** = 29 points
(These include STP Qualifications which are Nationally Accredited Courses, e.g., Certificate II in Business – CareerLink students achieve STP Nationally Accredited Courses whilst at school)

**Workplace Experience + Employment** = 29 points
(Documented community service, paid or unpaid work, part time or full-time work all contribute).

**Secondary Education/Skill Development** = 42 points
(General Academic Achievement – This includes subjects studied in Years 10 to 12, one Course must be English. Alternatively, a Portfolio demonstrating skill development can be submitted.

(iv) **Process for Entry into Courses with Entrance Requirements only**

**Step 1:** Application is lodged.

**Step 2:** STP admission checks Entrance Requirement.

**Step 3:** Applicant is offered a place or applicant does not meet Entrance Requirements and hence does not get an offer.

**Step 4:** Applicant who is not offered a place is counselled to a different course.

(v) **Process for Entry into Courses with Entrance Requirements & Selection Criteria**

**Step 1:** Application is lodged.

**Step 2:** STP admission checks Entrance Requirements. STP ranks applicants using Selection Criteria.

**Step 3:** Offer is made based on rankings and availability of positions.

**Step 4:** Applicants who are not offered a place are counselled to a different course.
(vi) **Credit Transfer**
Credit transfer allows students to count relevant, successfully completed study - through study at STP colleges, accredited private providers, professional organisations or enterprises and universities - towards their current courses or qualifications.

Credit transfer involves assessing a previously completed course or subject to determine if it provides equivalent learning or competency outcomes to those required within the current course.

(vii) **Recognition of Prior Learning (RPL)**
Recognition of Prior Learning (RPL) is the formal recognition of the skills and knowledge a person has, regardless of how or where these skills may have been attained; that is, through formal or informal training, work experience (paid and unpaid), voluntary work and life experience. Evidence is provided by the applicant and assessed by the Registered Training Organisation (RTO).

'RPL for entry' is an arrangement where learners are provided access to assessment tools and processes to assist them to meet entry requirements for access to a course or qualification. In RPL for entry, no qualification is issued. Recognition is given to the person's prior learning to permit entry through equivalence into a qualification that requires some specified entry standard.

(viii) **Move between STP & University**
An ATAR is not the only means of entry to university in Western Australia. STP can be your stepping stone to a university education. Many STP graduates gain admission to Australian universities each year.

**What you need to know:**

- STP graduates need to apply through the Tertiary Institutions Services Centre (TISC) for admission to the public universities (www.tisc.edu.au) and apply directly for admission to the University of Notre Dame Australia.
- In order to be considered for a university place you will need to meet the minimum entry requirement. This is the lowest level of educational achievement universities require.
- Achieving the minimum entry requirement does not guarantee entry to a particular course or that an applicant is competitive enough to be selected for a place at the university.
- Entry to courses is very competitive and some university courses have subject prerequisites. Completing a diploma or advanced diploma may increase your chance of selection.
- Depending on what you have previously studied, some universities may give you credit for the work you have already done, meaning it will take you less time to complete your university qualification. This is referred to as advanced standing or credit transfer.
- Once you have been accepted into a university course you will be able to discuss this possibility with the university.

For information about how to improve your chances of selection contact your preferred university's admissions centre.

More detailed information is available on the STP website: www.trainingwa.wa.gov.au
8. COURSE COUNSELLING STAFF ASSISTANCE

Students are encouraged to ask their subject teachers for advice during the subject selection process. The Homeroom teacher is another significant teacher to consult with. Careers Counsellor, Mrs Tara Hill, will oversee the subject selection process, however, all Year 10 students are assigned a Course Counsellor and this year these senior leaders in the College specifically are:

<table>
<thead>
<tr>
<th>House</th>
<th>Course Counsellors</th>
<th>Course Counsellors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benedict</td>
<td>Mr Mark Golding</td>
<td>Mr Garry Grabski</td>
</tr>
<tr>
<td>Mercy</td>
<td>Dr Wayne Keady</td>
<td>Mr Rob Norgrove</td>
</tr>
<tr>
<td>McCormack</td>
<td>Mrs Rosanne Jacobs</td>
<td>Mr Brian Morison</td>
</tr>
<tr>
<td>Romero</td>
<td>Mrs Teresa Cosgrove</td>
<td>Mr Chris Gray</td>
</tr>
<tr>
<td>Salvado</td>
<td>Miss Vanessa Hollis</td>
<td>Mr Chris Reimers</td>
</tr>
<tr>
<td>Siena</td>
<td>Mr Peter Roberts</td>
<td>Mr John Sullivan</td>
</tr>
</tbody>
</table>

As well as the individual Course Counsellors, all students and parents are welcome to contact the Deputy Principal, Deans of Students, the relevant Year Coordinators and Heads of Faculty and Subject Coordinators.

Careers Counsellor

Careers Counsellor: Mrs Tara Hill
Contact Details: 9405 0548
tara.hill@mdc.wa.edu.au

Deputy Principal

Deputy Principal: Mrs Erika Hancock
Contact Details: 9405 0505
erika.hancock@mdc.wa.edu.au

Dean of Students

Years 8, 10, 12: Mr John Sullivan
Contact Details: 9405 0503
john.sullivan@mdc.wa.edu.au
### Dean of Students

**Years 7, 9, 11:** Mrs Teresa Cosgrove  
**Contact Details:** 9405 0513  
[teresa.cosgrove@mdc.wa.edu.au](mailto:teresa.cosgrove@mdc.wa.edu.au)

### Year Coordinator

**Year 10:** Mr Chris Gray  
**Contact Details:** 9405 0545  
[chris.gray@mdc.wa.edu.au](mailto:chris.gray@mdc.wa.edu.au)

### Year Coordinator

**Year 11:** Mr Garry Grabski  
**Contact Details:** 9405 0579  
[garry.grabski@mdc.wa.edu.au](mailto:garry.grabski@mdc.wa.edu.au)

### Year Coordinator

**Year 12:** Mrs Lynda Curtis  
**Contact Details:** 9405 0546  
[lynda.curtis@mdc.wa.edu.au](mailto:lynda.curtis@mdc.wa.edu.au)

### Religious Education

**Head of Faculty:** Dr Les Fabre  
**Contact Details:** 9405 0519  
[Les.fabre@mdc.wa.edu.au](mailto:Les.fabre@mdc.wa.edu.au)
The Arts
Head of Faculty: Mr Brian Morison
Contact Details: 9405 0543
brian.morison@mdc.wa.edu.au

Design & Technology
Subject Area Coordinator: Mr Rob Norgrove
Contact Details: 9405 0585
rob.norgrove@mdc.wa.edu.au

English
Head of Faculty: Miss Vanessa Hollis
Contact Details: 9405 0520
Vanessa.hollis@mdc.wa.edu.au

Enterprise & IT
Subject Area Coordinator: Mr Neil Cartmell
Contact Details: 9405 0551
neil.cartmell@mdc.wa.edu.au

Health & Physical Education
Head of Faculty: Mr Mark Golding
Contact Details: 9405 0599
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Subject Area Coordinator: Mrs Bella Biagioni
Contact Details: 9405 0533
bella.biagioni@mdc.wa.edu.au

Head of Faculty: Mr Chris Reimers
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chris.reimers@mdc.wa.edu.au

Head of Faculty: Mrs Rosanne Jacobs
Contact Details: 9405 0560
Rosanne.jacobs@mdc.wa.edu.au

Head of Faculty: Mr Peter Roberts
Contact Details: 9405 0544
Peter.roberts@mdc.wa.edu.au

Head of Faculty: Dr Wayne Keady
Contact Details: 9405 0524
wayne.keady@mdc.wa.edu.au
Religious Education
Course Descriptions

<table>
<thead>
<tr>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religious Education</td>
<td>Religion and Life ATAR Units 1 and 2</td>
<td>Religion and Life ATAR Units 3 and 4</td>
</tr>
<tr>
<td>Religion and Life General</td>
<td>Units 1 and 2</td>
<td>Religion and Life General Units 3 and 4</td>
</tr>
</tbody>
</table>

SCSA Syllabus link: Religion and Life

Year 11 and 12 Religion and Life

Religion and Life ATAR Course

The Religion and Life ATAR course provides 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 course, 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.

Religion and Life General Course

The Religion and Life General course provides students with opportunities to learn about religion and explores the relationships between religion, society and individuals. It examines the nature of religion and how it offers individuals and their communities an understanding of the world around them.

Students develop an understanding of ways in which people discover, understand and express their religious beliefs. They explore one or more religions and investigate the characteristics of religion, origins, foundations, cultural influences and development over time. They analyse the role religion has played in human affairs and explore issues of concern to religion.

Through the Religion and Life General course, students learn skills that will enable them to understand the role religion plays in society and in the lives of people. They use a range of primary and secondary sources and employ a variety of methods to investigate information. These methods include research, observation, analysis, and discussion.
Year 11 Religion and Life (ATAR Course)
**Pre-requisite:** B grade in Year 10 Religious Education

**Unit 1**
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**
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.

In Religion and Life (ATAR), students are assessed through the use of the following Assessment types: Investigations, Explanations, Source analysis and Examinations.

Please note: No attempt is made to assess the students' faith.

Year 12 Religion and Life (ATAR Course)
**Pre-requisite:** C Grade in Year 11 Religion and Life (ATAR Course)

**Unit 3**
The focus for this unit is the connection between past and present experiences of religion. Students analyse the impact of changes within society and how these changes shape the way individuals and groups interact with religion. They further develop research skills for conducting an inquiry, processing information and, communicating findings about the interplay between religion and life.

**Unit 4**
The focus for this unit is the interplay between religion and life. Students explore how religion responds to, and interacts with, issues that arise within society. They further develop research skills for conducting an inquiry, processing information, and communicating findings about the interplay between religion and life.

Please note: No attempt is made to assess the students' faith.
Year 11 Religion and Life (General Course)
Pre–requisite: None

Unit 1
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
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.

Assessment
Students are assessed through the use of the following Assessment types: Investigations, Explanations and Source analysis

Please note: No attempt is made to assess the students' faith.

Year 12 Religion and Life (General Course)
Pre–requisite: None

Unit 3
The focus of this unit is the role religion plays in the lives of people. It explores how people interact with and respond to religion. Students consolidate the skills required for conducting an inquiry, processing information and communicating findings about religion and life.

Unit 4
The focus for this unit is the interplay between religion and life. Students explore how religion responds to and interacts with issues that arise within society. They further develop research skills for conducting an inquiry, processing information and communicating findings about the interplay between religion and life.

Assessment
Students are assessed through the use of the following Assessment types: Investigations, Explanations, Source analysis and an Externally set task 15% (A written task or item or set of items of one hour duration developed by the School Curriculum and Standards Authority and administered by the school.) This task will contribute to the student's final mark and grade.

Please note: No attempt is made to assess the students' faith.
The Arts
Course Descriptions

<table>
<thead>
<tr>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dance</strong></td>
<td><strong>Dance ATAR</strong></td>
<td><strong>Dance ATAR</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Units 1 and 2</strong></td>
<td><strong>Units 3 and 4</strong></td>
</tr>
<tr>
<td><strong>Dance General</strong></td>
<td><strong>Dance General</strong></td>
<td><strong>Dance General</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Units 1 and 2</strong></td>
<td><strong>Units 3 and 4</strong></td>
</tr>
<tr>
<td><strong>Drama</strong></td>
<td><strong>Drama ATAR</strong></td>
<td><strong>Drama ATAR</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Units 1 and 2</strong></td>
<td><strong>Units 3 and 4</strong></td>
</tr>
<tr>
<td><strong>Photography/Graphics</strong></td>
<td><strong>Media Production and</strong></td>
<td><strong>Media Production and</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Analysis ATAR</strong></td>
<td><strong>Analysis ATAR</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Units 1 and 2</strong></td>
<td><strong>Units 3 and 4</strong></td>
</tr>
<tr>
<td><strong>Music</strong></td>
<td><strong>Music ATAR</strong></td>
<td><strong>Music ATAR</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Units 1 and 2</strong></td>
<td><strong>Units 3 and 4</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Music General</strong></td>
<td><strong>Music General</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Units 1 and 2</strong></td>
<td><strong>Units 3 and 4</strong></td>
</tr>
<tr>
<td><strong>Visual Art</strong></td>
<td><strong>Visual Arts ATAR</strong></td>
<td><strong>Visual Arts ATAR</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Units 1 and 2</strong></td>
<td><strong>Units 3 and 4</strong></td>
</tr>
<tr>
<td></td>
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<td></td>
<td><strong>Certificate</strong></td>
<td><strong>Certificate</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Cert III Part A</strong></td>
<td><strong>Cert III Part B</strong></td>
</tr>
</tbody>
</table>

SCSA Syllabus link: The Arts

The Arts are an exciting and rewarding area of study accessible for all students at numerous levels. Students in the Arts are given inspiring and fun learning environments to create, produce and perform in their desired artistic endeavour. They also seek to understand, interpret, and enjoy significant forms of human expression, developing their skills in analysis and expression.

Arts education impacts on a student's cognitive and social skills. Studying Arts subjects boosts academic performance, academic motivation and creativity. Music education strengthens IQ (intelligence quotient), academic performance, word decoding and phonological skills; theatre education (in the form of enacting stories) strengthens verbal skills and social skills and dance improves visual-spatial skills.

It is vital for the students to select the right balance of subjects in the last years of high school. Selecting an Arts based subject will enable the individuals to engage in the areas that they are passionate about and enjoy, whilst still helping their graduation and tertiary study prospects at the same time.

Students can be University bound wanting to follow their Arts dream or they may just want to immerse themselves in that practical creative process or performance. Many are just looking at balancing their subject load with a dynamic, creative subject area where personal expression is encouraged and nurtured.

<table>
<thead>
<tr>
<th>Dance</th>
<th>Music</th>
<th>Drama</th>
<th>Media Production</th>
<th>Visual Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Dancer</td>
<td>Band</td>
<td>Journalism</td>
<td>Photo Journalism</td>
<td>Art Therapy</td>
</tr>
<tr>
<td>Choreographer</td>
<td>Sound Production/Tech</td>
<td>Actor</td>
<td>Media</td>
<td>Illustrator</td>
</tr>
<tr>
<td>Film / TV</td>
<td>Musician/Singer/Therapist</td>
<td>Stage &amp; Prop Design</td>
<td>Film &amp; Television</td>
<td>Artist</td>
</tr>
<tr>
<td>Dance Company</td>
<td>Song Writer</td>
<td>Production/Management</td>
<td>Web Designer</td>
<td>Ceramicist</td>
</tr>
<tr>
<td>Dance Teacher</td>
<td>Film</td>
<td>Sound Engineer</td>
<td>Animation</td>
<td>Graphic Artist</td>
</tr>
<tr>
<td>Music Teacher</td>
<td>Film / TV/Lighting</td>
<td>Video Editor</td>
<td>Fashion Designer</td>
<td></td>
</tr>
<tr>
<td>Composer</td>
<td>Art Therapy</td>
<td>Print Media</td>
<td>Art Director</td>
<td></td>
</tr>
<tr>
<td>Drama teacher</td>
<td>Indici/ Hair/Makeup</td>
<td></td>
<td></td>
<td>Designer</td>
</tr>
<tr>
<td>Indici/ Hair/Makeup</td>
<td>Interior Design</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Dance (ATAR Course)

Dance at a secondary College level places emphasis on aesthetic understandings of movement and choreography, and trains students to use their body as an instrument of communication and expression, in a way that differs from the written or spoken word. Students focus on strength and conditioning, skill development and learning an appreciation of Dance through analysing and reflecting on dance pieces. They are encouraged to explore the creative processes of choreography, express personal ideas and work across a range of dance genres.

Students continue to broaden their understanding of Dance as an art form through the study of dance history, theory, and other dance works. In addition, participation in classes held by visiting choreographers and attending performances held by professional companies offers a holistic approach to dance education.

Performance
A vital component of Dance is the opportunity for students to perform for an audience. Presentation of student work occurs through a number of forums, including: performances to peers in class time or assemblies; to the College Community in the form of productions or awards ceremonies and finally through the participation in festivals open to the public. Performances are a culmination of the process of creating dance, it is part of the learning experience that helps students to define the roles of performers and audience members, teaches students to respond to and critique dance appropriately, and helps students to build confidence and pride in their work.

The secondary college Dance curriculum is designed both for students who intend to pursue Dance as a profession and students who have a general interest in Dance.

Year 11 Dance (ATAR Course)
Pre-requisite: C Grade in Year 10 Dance (or equivalent)

Course Description
This syllabus is divided into two units.

In **Unit 1** the exploration of dance in popular culture leads to a wider understanding of the diverse contexts and functions of dance in our society. Students understand and value the way dance is subject to different interpretations, and appreciate that informed responses should take into account the varying contexts within which dance works are created.

In **Unit 2** an understanding of the diverse range of functions and contexts of dance in Australia allows students to make relevant comparisons between their own dance and the dance of others. They analyse critically their own cultural beliefs and values in relation to traditional and contemporary dance forms and styles, and develop deeper understandings of their own personal dance heritage. They understand that dance may give form to ideas and issues that concern the wider community.

Year 12 Dance (ATAR Course)
Pre-requisite: C grade in Year 11 Dance ATAR

Course Description
This syllabus is divided into two units.

The focus of **Unit 3** is Youth Voice. Students explore learning contexts that reflect their own cultural understanding and produce unique work with a personal style. Students research factors affecting points of view, such as time, place, gender, age, culture, religion politics and the environment. They consider how dance reflects and is shaped by society and its values. They also investigate the impact of technologies on dance.

The focus of **Unit 4** is extending the boundaries. Students investigate learning contexts that reflect their own artistic understanding and produce unique dance work. They investigate how technologies are used to extend and enhance dance design.

Students research issues and reflect on events which may influence dance. In their responses, they examine their own values, considering how dance is shaped by society and its values. In the critical analysis and interpretation of their own work and the work of others, they reflect on the relationships between dance works, audiences and contexts, and how these contribute to the development of different perspectives.
Year 11 Dance (General Course)
Pre-requisites: None

Course Description
This syllabus is divided into two units.

The focus of Unit 1 is exploring the components of dance. The elements of dance and processes of choreography are explored and students solve structured choreographic tasks to produce dance works for performance. They have first-hand experience of dance-making which actively engages them in exploration, improvisation, research, reflection and response. Technologies and design concepts are introduced to the planning stage of dance creation. A broad introduction to dance genres enables students to place dance in its time and place and then begin to understand its functions within this context.

The focus of Unit 2 is Dance as entertainment. Students explore the entertainment potential of dance and choreography. In practical lessons, they improve safe dance practices and their physical competencies while acquiring genre-specific technique. They explore and experiment with the elements of dance and processes of choreography to solve choreographic tasks for performance. Students identify and select technologies and design concepts which enhance the entertainment value of the dance and place it in its social, historical and economic context.

Year 12 Dance (General Course)
Pre-requisites: C grade in Year 11 Dance General

Course Description
This syllabus is divided into two units.

The focus for Unit 3 is Popular Culture. Through practical lessons, students use safe dance practices and improved physical competencies to acquire genre-specific technique. Performance qualities and etiquette are improved through increased opportunities for performance of popular styles. Students solve choreographic tasks to produce dance works incorporating dance element, choreographic processes, technologies and design concepts that reflect current popular trends. The exploration of dance in popular culture leads to a wider understanding of the diverse contexts and functions of dance in our society.

The focus for Unit 4 is Australian Dance. Through practical lessons, students incorporate safe dance practices and demonstrate consistent improvement in physical competencies in acquiring genre-specific technique. Opportunities to perform in increasingly formal environments enhance the ability to develop individual stage presence. An understanding of the diverse range of functions and contexts of dance in Australia enables students to make relevant comparisons between their own dance and the dance of others. They analyse their own cultural beliefs and values in relation to traditional and contemporary dance forms and styles, and develop deeper understandings of their own dance heritage.
Drama (ATAR Course)

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 ATAR course builds confidence, empathy, understanding about human experience, and a sense of identity and belonging. These are invaluable qualities for contemporary living.

Drama is a practical, artistic and intellectual subject. The practical strand concerns the skills of improvisation, role-play and performance. The artistic strand is concerned with pupils’ own creativity and manipulation of theatrical techniques. The intellectual strand is the way in which students discuss, develop and evaluate their work using appropriate Drama terminology and vocabulary.

The key aims of Drama can be summarised as follows:

- To promote learning about self and society through enactment and reflection.
- To understand the value of differing status, social values, relationships and emotions. It allows the exploration of complex social issues.
- To promote and develop the expression of thought and feeling through language and other expressive activities. To create progressively more challenging situations in which students are engaged in hypothesising, researching, exploring, discussing and problem solving.
- To generate opportunities for the development of self-confidence, empathy, awareness, risk taking, self-reliance, self-esteem and the ability to co-operate and communicate with others.
- To develop awareness, critical appreciation and practical application of dramatic forms and styles.
- To provide students with the opportunities to participate in a variety of ways, in play, in performance and as spectators, and to learn the skills appropriate to these activities.

Year 11 Drama (ATAR Course)
Pre-requisite: C grade in Year 10 Drama

Course Description
This syllabus is divided into two units.

The focus for Unit 1 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.

The focus of Unit 2 is presentational, non-realistic 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.

Year 12 Drama (ATAR Course)
Pre-requisite: C grade in Year 11 Drama ATAR

Course Description
This syllabus is divided into two units.

The focus for Unit 3 is the through applying theoretical and practitioner approaches. This includes physical theatre approaches, such as Jacques Lecoq, Anne Bogart and Tadashi Suzuki and text-based approaches, such as Theatre of the Absurd, Asian theatre and Poor Theatre. In this unit, students work on the reinterpretation of text, subtext, context, form and style through in-depth study.

The focus for Unit 4 is interpreting, manipulating and synthesising a range of practical and theoretical approaches to contemporary and devised drama. This includes contemporary theatre approaches, such as Barrie Kosky and Robert Lepage and experimental approaches, such as Robert Wilson and VE Meyerhold. In this unit, students show their understanding of how a range of practical and theoretical approaches manipulates the elements of drama to devise and perform original work.
Media Production and Analysis (ATAR Course)

Year 11 Media Production and Analysis (ATAR Course)
Pre-requisite Year 11: C grade in Year 10 Media

Course Description
This syllabus is divided into two units.

In **Unit 1** the focus involves identifying what is meant by ‘popular’ culture and considering the types of media, ideas and audiences from which popular culture evolves. Students analyse, view, listen to and interact with a range of popular media, develop their own ideas, learn production skills and apply their understandings and skills in creating their own productions.

In **Unit 2** students will further their understanding of journalistic media. The breadth of this focus allows teachers to choose learning contexts that are of contemporary relevance and related to students' interests. In contexts related to journalism students analyse, view, listen to and interact with a range of journalistic genres and they undertake more extensive research into the representation and reporting of groups and issues within media work. They draw on knowledge when developing ideas for their own productions.

Year 12 Media Production & Analysis (ATAR Course)
Pre-requisite: C grade in Year 11 Media Production & Analysis ATAR

Course Description
This syllabus is divided into two units.

**Unit 3** provides the opportunity for students to explore and select from a range of media art and develop their understanding of media aesthetics. Media aesthetics in the context of this unit is the study of the emotional and intellectual response brought about by the way the techniques, codes and conventions that create the artistic quality of the media work have been applied.

The focus for **Unit 4** is power and persuasion, which includes the influential nature of media used as a form of propaganda and political persuasion. Through this broad focus, students extend their understanding of persuasive media, examining the way the media is able to reflect, challenge and shape values and attitudes. They critically analyse, view, listen to, and interact with a range of media work, considering the purposes and values of producers and audiences.

**Careers/Further Study**
Successful completion of Media Production & Analysis General in Year 12 provides practical skills and theory beneficial to students aspiring to study all courses offered by the Film and Television Institute as well as the Multimedia, Information Technology and Film courses offered by the STP.

Completion of Media Production & Analysis ATAR in Year 12 provides practical skills and theory relevant to all Communications courses at University. Successful completion of the Media Production & Analysis Course will prove highly beneficial for students aspiring to study degrees in Journalism, Public Relations and Film, Television or Radio Production.
Music (ATAR Course)

Music is, in fact, both a performing and a creative art. There are two distinct but interrelated areas within Music: Music Education and Music Performance. The ability to play a musical instrument does not mean that one is musically educated – or even that one can play an instrument musically!

As well as teaching students to play musical instruments and sing (performance), we aim to instil an understanding and appreciation of many different styles and genres of music. Through the study of the history and analysis of music from both the present and the past, musical theory and aural perception, we hope that our students will learn the skills to be able to express themselves sensitively in performance.

In addition, these skills will also equip them with the tools to creatively express ideas and emotions musically, and communicate these ideas and emotions to others through performance and musical notation: in other words, composition.

Year 11 Music (ATAR Course)

Pre-requisites: C grade in Year 10 Music or AMEB Grade 4 Performance or equivalent or AMEB Grade 3 Theory or equivalent. Interview with Head of Music.

Cost: The cost of a private or College Instrument or Vocal lesson.

Course Description

This syllabus is divided into two units.

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

Western Art Music encompasses ‘classical’ music from the late 1600’s to the present day. It involves the study of the European tradition of art music and its development over time. The Western Art Music areas of study (genres) are: • Chamber music • Choral music • Concerto • Opera • Solo works (instrumental/vocal) • Symphony. Two areas of study (genres) must be studied in Year 11. Symphony is the compulsory area of study for Year 11, and the other area of study is to be selected from the list provided. Each area of study (genre) has been assigned two designated works.

Year 12 Music (ATAR Course)

Pre-requisites: C grade in Year 11 Music ATAR

Cost: The cost of a private or College Instrument or Vocal lesson.

Course Description

This syllabus is divided into two units, and builds upon the knowledge and skills gained in Year 11 Music ATAR.

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

Western Art Music encompasses ‘classical’ music from the late 1600’s to the present day. It involves the study of the European tradition of art music and its development over time. The Western Art Music areas of study (genres) are: • Chamber music • Choral music • Concerto • Opera • Solo works (instrumental/vocal) • Symphony. Two areas of study (genres) must be studied in Year 12. One is the compulsory area of study for Year 12, and the other area of study is to be selected from the list provided. Each area of study (genre) has been assigned two designated works.

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

Students are encouraged to reach their creative and expressive potential, developing skills and stylistic awareness to confidently engage in music making as performers and audience members, both individually and collaboratively.
Year 11 Music (General Course)
**Pre-requisites:** AMEB Grade 2 Performance or equivalent. Interview with Head of Music and audition.

**Cost:** The cost of a private or College Instrument or vocal lesson.

**Course Description**
This syllabus is divided into two units.

In this pair of units, students 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.

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

Year 12 Music (General Course)
**Pre-requisites:** C grade in Year 11 Music General or equivalent. Interview with Head of Music and audition.

**Cost:** The cost of a private or College Instrument or Vocal lesson.

**Course Description**
This syllabus is divided into two units, and builds upon the knowledge and skills achieved in the Year 11 Music Course.

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 fulfill 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 Arts (ATAR Course)

The Visual Art Department at Mater Dei is a centre of constant production at the College that nurtures the student's basic desire and passion to create. We pride our selves on delivering to our students the broadest art experience possible exploring multiple mediums including, Lino Cut prints, Etchings, Painting, Clay works, Textiles, Ink Calligraphy, Digital Art and many more. The students are encouraged to develop a foundation in observational drawing studies and then lead into refining their ideas with the chosen subject.

The students enjoy the relaxed working atmosphere where they can create their own personal visions with the open design brief they have been given.

**Year 11 Visual Arts (ATAR Course)**

**Pre-requisites:** C grade in Year 10 Visual Art

ATAR Visual Art is a course designed for those students wanting to explore their creative art making skills in a personal in depth approach towards sophisticated Art Project Briefs. Students engage in conceptual artistic studies. The Aesthetic looks of the artwork, how pleasing it is to ones eye is but one aspect. The meanings and understandings behind the works and what has been represented by the students response is just as important if not crucial to the focus of this course. Critical analysis and written responses are an important and Examinable aspect to this course.

Students will study and investigate all forms of art from Classical, Modern, Contemporary and Post Modern eras.

The students cover two project briefs each year and have the opportunity to explore many and varied Art Mediums and Techniques, from Oil Painting, Digital Art, Video, Sculpture and Dry Media.

**Course Description**

This syllabus is divided into two units.

The focus for **Unit 1** is differences. Students may, for example, consider differences arising from cultural diversity, place, gender, class and historical period. Differences relating to art forms, media and conventions may also provide a stimulus for exploration and expression.

The focus for **Unit 2** 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 artwork. 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.

**Year 12 Visual Arts (ATAR Course)**

**Pre-requisites:** C grade in Year 11 Visual Art ATAR

**Course Description**

The focus for **Unit 3** is commentaries. In this unit, students engage with the social and cultural purposes of art making to produce a unique and cohesive body of work. Broad and innovative inquiry includes the conceptualisation and documentation of experiences within contemporary society. Students transform ideas and develop concepts using innovative approaches to art making and presentation. They document their thinking and working practices, having the flexibility to work across media and art forms.

The focus for **Unit 4** is points of view. Students identify and explore concepts or issues of personal significance in the presentation of a sustained, articulate and authentic body of work. They engage in sustained inquiry, exploring ideas and developing concepts to communicate a personal point of view.
Visual Arts (Art) (Certificate Course) CUV20111

Year 11 Visual Arts (Art) (Certificate III Course) (Part A)
Pre-requisites: C grade in Year 10 Visual Art
Approximate Cost: $80

This is an exciting creative Certificate that gives students a broad range of Visual Art based practical skills in many varied mediums, techniques and processes. Delivered over two years the students develop a substantial portfolio of work exhibiting their end products they gain an understanding of how a professional artist may work in a well equipped collective Visual Art studio space surrounded by their creative peers.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit of Competency Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>CORE</td>
<td></td>
</tr>
<tr>
<td>BSBOHS201A</td>
<td>Participate in OHS processes</td>
</tr>
<tr>
<td>CUVACD201A</td>
<td>Develop drawing skills to communicate ideas</td>
</tr>
<tr>
<td>CUVPRP301A</td>
<td>Produce creative work</td>
</tr>
<tr>
<td>CUVRES301A</td>
<td>Apply knowledge of history and theory to own arts practice</td>
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<td></td>
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<tr>
<td>ELECTIVES</td>
<td></td>
</tr>
<tr>
<td>BSDDES201A</td>
<td>Follow a design process</td>
</tr>
<tr>
<td>CUVDRA301A</td>
<td>Produce Drawings</td>
</tr>
<tr>
<td>CUVPRR201A</td>
<td>Develop printmaking skills</td>
</tr>
<tr>
<td>CUVCEK201A</td>
<td>Develop ceramic skills</td>
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<tr>
<td>CUVSCU201A</td>
<td>Develop Sculptural skills</td>
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<tr>
<td>CUVTEX201A</td>
<td>Develop skills in Textile work</td>
</tr>
<tr>
<td>CUVPRP203A</td>
<td>Store finished creative work</td>
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<tr>
<td>CUVPRP303A</td>
<td>Select and prepare creative work for exhibition</td>
</tr>
</tbody>
</table>

Year 12 Visual Arts (Art) (Certificate III Course) (Part B)
Pre-requisites: Visual Arts (Art) (Certificate III Course) (Part A)

Careers/Further Study

Visual Arts (Art) (Certificate III Course) aims to develop in students the ability to be visually literate and visually creative. Occupations that require a high level of visual literacy and creativity include:

- Artist – Fine (Ceramist, Painter, Printmaker, Sculptor)
- Artist – Commercial
- Graphic designer
- Illustrator
- Advertising
- Architect
- Fashion Designer
- Textile design
- Theatrical Costume Designer
- Jewellery Design
- Industrial design
- Landscape artist
- Interior design
- Art teacher
- Photographer
English
Course Descriptions

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<th>Year 11</th>
<th>Year 12</th>
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<tr>
<td>English</td>
<td>Literature ATAR Units 1 and 2</td>
<td>Literature ATAR Units 3 and 4</td>
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<tr>
<td>English</td>
<td>AR Units 1 and 2</td>
<td>English ATAR Units 3 and 4</td>
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<td>English</td>
<td>General Units 1 and 2</td>
<td>English General Units 3 and 4</td>
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<tr>
<td>English</td>
<td>Foundation Units 1 and 2</td>
<td>English Foundation Units 3 and 4</td>
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SCSA Syllabus link: English

Year 11 and 12 English

Language plays a central role in human life: it provides a vehicle for communication, a tool for thinking, a means of creativity and a source of pleasure. In the English course, through the use of oral, written and visual communication texts, students examine the relationship between language and power, and learn how to become competent, reflective, adaptable and critical users of language. Students learn about the English language, how it works and how to use it effectively.

Year 11 and 12 Literature

In the Literature ATAR course, students learn to create readings of literary texts and to create their own texts, including essays, poems, short stories, plays and multimodal texts. Students engage with literary theory and study literary texts in great detail. Students learn to read texts in terms of their cultural, social and historical contexts; their values and attitudes; and their generic conventions and literary techniques. They enter the discourse about readings, reading practices and the possibility of multiple readings. Students learn to create texts paying attention to contexts, values and conventions. Students learn about literary language, narrative, image and the power of representation. Students experience the aesthetic and intellectual pleasure that reading and creating literary texts can bring.
The English ATAR course focuses on developing students’ analytical, creative, and critical thinking and communication skills in all language modes, encouraging students to critically engage with texts from their contemporary world, the past, and from Australian and other cultures. Through close study and wide reading, viewing and listening, students develop the ability to analyse and evaluate the purpose, stylistic qualities and conventions of texts and to enjoy creating imaginative, interpretive, persuasive and analytical responses in a range of written, oral, multimodal and digital forms.

**Year 11 English (ATAR Course)**

**Pre-requisite:** High ‘C’ Grade in Year 10 English

**Course Description**
The focus for unit 1 is language and action. Students develop their language skills by exploring issues of concern or controversy, past or present, and by examining how language is used in relation to these topics: how language can be used to influence attitudes and bring about action or change, and how such uses of language can be challenged and/or resisted. They consider the relationship between language and power; representations of power through language; how particular uses of language can be empowering or disempowering and how they can empower themselves through language. Students study literary texts, mass media texts and popular culture texts.

The focus for unit 2 is language and the world. Students examine the relationship between language and the world by exploring how language offers particular ideas and information about topics, events or people. They listen, view and read critically, identifying and critiquing particular uses of language and representations within the texts, substantiating their views in written, visual and oral form. They shape language to produce texts that offer particular ideas and information about topics, events or people. Students study literary, mass media and popular culture texts.

**Year 12 English (ATAR Course)**

**Pre-requisite:** C Grade in Year 11 English (ATAR)

**Course Description**
The focus for unit 3 is language and identity. Students study how identities are expressed, constructed, represented and critiqued through language. They learn to critically interpret the relationship between particular uses of language and texts on the one hand and conceptions of identity on the other. They develop oral, visual and written language skills by learning to produce texts in a range of genres which explore, produce, challenge and/or subvert conceptions of identity. Students study literary, mass media and popular culture texts.

The focus for unit 4 is language and ideas. Students explore the way language is used in relation to ideas and how this varies among particular fields, genres, and discourses. They study the way in which ideas are expressed, constructed and critiqued through language. They analyse the assumptions underlying language use and how knowledge is presented in selected fields, genres and discourses, and the attitudes, values and ideologies associated with these assumptions. Students demonstrate their understandings and language skills by learning to analyse language use and produce selected ideas in a range of language forms used in particular fields, genres and/or discourses, and how language is used in relation to ideas and the assumptions that underlie language use. Students study literary, mass media and popular culture texts.
The English General course focuses on consolidating and refining the skills and knowledge needed by students to become competent, confident and engaged users of English in everyday, community, social, further education, training and workplace contexts. The course is designed to provide students with the skills to succeed in a wide range of post-secondary pathways by developing their language, literacy and literary skills. Students comprehend, analyse, interpret, evaluate and create analytical, imaginative, interpretive and persuasive texts in a range of written, oral, multimodal and digital forms.

Year 11 English (General Course)
Pre-requisite: Nil

Course Description
The focus for units 1 and 2 is language and self. Students learn to use language to present their experiences, ideas, opinions and responses more effectively, exploring how language can be used differently in different situations. They develop the ability to express responses to texts by exploring how language is used to convey personal information, opinions and experiences. They develop the skills and knowledge needed to expand the range of texts and types of language used for communication and in mass media texts. Students study workplace documents, mass media texts and popular culture texts.

Year 12 English (General Course)
Pre-requisite: C Grade Year 11 English (General Course)

Course Description
The focus for unit 3 and 4 is language and society. Students explore and develop language skills to assist their participation in work and society, such as finding, accessing, using and evaluating information. They also develop skills needed for more general social and cultural participation such as comprehending, interpreting and evaluating mass media, popular culture and literature texts, identifying ideas, attitudes and opinions in such texts and discussing their responses and those of other people. Students study more complex workplace documents as well as mass media texts, popular culture texts and less complex literary texts.
The English Foundation course aims to develop students’ skills in reading, writing, viewing, speaking and listening in work, learning, community and everyday personal contexts. This course is for students who have not demonstrated the literacy standard in the OLNA. Such development involves an improvement in English literacy, where literacy is defined broadly to include reading ability, verbal or spoken literacy, the literacy involved in writing, and visual literacy. Students undertaking this course will develop skills in the use of functional language conventions, including spelling, punctuation and grammar. Good literacy skills are required for comprehending and producing texts; for communicating effectively in a learning or working environment, or within a community; or for self-reflection; and for establishing one’s sense of individual worth.

Year 11 English (Foundation Course)
Pre-requisite: OLNA Category 1 or 2

Course Description
The focus for units 1 and 2 is skill building. Students develop their language in the context of their future needs, aspirations and areas of interest. They further develop reading, oral, viewing and writing skills to meet their specific needs and achieve their goals. They will work with a variety of everyday and work-based texts that they will be expected to use once they leave school.

Year 12 English (Foundations Course)
Pre-requisite: OLNA Category 1 or 2

The focus for units 3 and 4 is strengthening skills. Students continue to develop language skills and concepts in the context of post-school destinations and interests. They will continue to work with a variety of everyday and work-based texts and accessible literary texts.

PLEASE NOTE: This Course will only be offered on a strictly needs basis and may not be offered to students next year. Students who do not achieve Band 8 in literacy in Year 9 NAPLAN or Category 3 in Year 10 OLNA may be required to study this subject.
Literature (ATAR Course)

Year 11 Literature (ATAR Course)
Pre-requisite: B Grade in Year 10 English

Course Description
In Literature students learn to appreciate the many perspectives on life, which are powerfully imagined and memorable. This course encourages students to relate their experience of literature to their experience of life generally and to learn that ways of reading texts and their readings of texts and enrich their understanding of identity, culture and society. Opportunities to read, enjoy and respond to literary texts, to which the genres of poetry, prose and drama are central are also provided.

The programme is designed to stimulate intellectual curiosity and to promote creative, logical and analytical thinking. Students are encouraged to be literate and articulate; to be competent in the expression of ideas and feelings; and to engage initially with texts. Responses to texts during the course could be personal, reflective, discursive, creative and analytical.

The reading, critical thinking and production skills encouraged by this course will be useful in students' other studies, in their further studies, in their chosen careers and in their lives generally.

Year 12 Literature (ATAR Course)
Pre-requisite: C grade in Year 11 Literature ATAR.

Course Description
Across the two units, it is expected that students develop a more sophisticated understanding of the elements of literature.

Students are able to explore the different ways in which literary texts relate to the historical conditions, value systems and cultural life of particular societies. Students are given the opportunity to: consider how literary texts might challenge the ideology of some groups within society while supporting the views of others; explore how language works in more complex literary texts and how readers are positioned; analyse how the context of readers will influence the way they understand and perhaps challenge the ideas offered in a text, and engage with and develop the notion of multiple readings.

In this programme students are asked to produce competent analytical, discursive and reflective responses and to discuss other readings of texts as presented in critical reviews. Over the year students must study literary texts from poetry, prose and drama.

Careers/Further Study
Literature is recommended for any career that requires highly developed communication skills. These careers include Law, Journalism, Drama, English and Education.
Physical Education Studies: Course Overview

Study of the Physical Education Studies ATAR course contributes to the development of the whole person. It promotes the physical, social and emotional growth of students. Throughout the course, emphasis is placed on understanding and improving performance in physical activities. The integration of theory and practice is central to studies in this course. The Physical Education Studies ATAR course focuses on the complex interrelationships between motor learning and psychological, biomechanical and physiological factors that influence individual and team performance. Students engage as performers, leaders, coaches, analysts and planners of physical activity. Physical activity serves both as a source of content and data and as a medium for learning. Learning in the Physical Education Studies ATAR course 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.

Outdoor Education Studies: Course Overview

Through interaction with the natural world, the Outdoor Education ATAR course aims to develop an understanding of our relationships with the environment, others and ourselves. The ultimate goal of the course is to contribute towards a sustainable world. The Outdoor Education ATAR course is based on the experiential learning cycle. This cycle is made up of three stages; plan, do and review. Students plan for outdoor experiences, participate in these experiences and reflect on their involvement. Working with others enables students to better understand group dynamics, and enhance their leadership qualities and decision-making abilities, while showing respect for self, others and the environment. The course will prepare students for career and employment pathways in areas, such as outdoor leadership, environmental interpretation, environmental planning, facilities management, eco-tourism, military service and outdoor education.

SCSA Syllabus link: Health & Physical Education
Physical Education Studies (ATAR Course)

The Physical Education Studies ATAR course focuses on the complex interrelationships between motor learning and psychological, biomechanical and physiological factors that influence individual and team performance. Students engage as performers, leaders, coaches, analysts and planners of physical activity. Physical activity serves both as a source of content and data and as a medium for learning. Learning in the Physical Education Studies ATAR course 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 course appeals to students with varying backgrounds, physical activity knowledge and dispositions. Students analyse the performance of themselves and others, apply theoretical principles and plan programs to enhance performance. Physical activity and sport are used to develop skills and performance along with an understanding of physiological, anatomical, psychological, biomechanical and skill learning applications.

Year 11 Physical Education Studies (ATAR Course)
Pre-requisite: C Grade in Year 10 Physical Education Studies

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

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.

Year 12 Physical Education Studies (ATAR Course)
Pre-requisite: C Grade in Year 11 ATAR Physical Education Studies

Course Description
The Year 12 syllabus is divided into two units which are delivered as a pair. The notional time for the pair of units is 110 class contact hours.

Unit 3
The focus of this unit is to provide opportunities for students to build upon their acquired physical skills and biomechanical, physiological and psychological understandings to improve the performance of themselves and others in physical activity.

Unit 4
The focus of this unit is to extend the understanding by students of complex biomechanical, psychological and physiological concepts to evaluate their own and others' performance.
Year 11 Certificate II in Sport & Recreation (Sports Management)

**Duration:** 1 year. Delivered in Year 11

**Pre-requisite:** None

**Approximate Cost:** $80

**Pathway options:** Certificate III in Sport & Recreation

**Course Description**
This qualification provides the skills and knowledge for an individual likely to commence a career as a coach at a regional or State/Territory level. Likely functions for someone with this qualification include observing the performance of athletes to determine the required level of instruction and planning, conducting and evaluating individualised and team-training programs under the supervision of a head coach supervisor. Those with this qualification would also supervise practice sessions and provide in competition assistance to athletes.

**Sport Focus:** AFL/Basketball

**Job roles**
The following is an indicative job role for this qualification:
- Assistant coach
- Junior coach
- Sports administration
- Sport & recreation assistant
- Sports retail assistant.

13 units must be completed:
- 8 core units
- 5 elective units, consisting of:

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Core Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWOR202A</td>
<td>Organise and complete daily work activities</td>
</tr>
<tr>
<td>HLTAID003</td>
<td>Provide first aid</td>
</tr>
<tr>
<td>SISSSCO101</td>
<td>Develop and update knowledge of coaching practices</td>
</tr>
<tr>
<td>SISSSCO202</td>
<td>Coach beginner or novice participants to develop fundamental motor skills</td>
</tr>
<tr>
<td>SISSSDE201</td>
<td>Communicate effectively with others in a sport environment</td>
</tr>
<tr>
<td>SISXCAI102A</td>
<td>Assist in preparing and conducting sport and recreation sessions</td>
</tr>
<tr>
<td>SISXIND211A</td>
<td>Develop and update sport, fitness and recreation industry knowledge</td>
</tr>
<tr>
<td>SISXWHS101</td>
<td>Follow work health and safety policies</td>
</tr>
</tbody>
</table>

**Electives**
- SISSAFL201A  | Perform the intermediate skills of Australian Football                     |
- SISSAFL202A  | Perform the intermediate tactics of Australian Football                     |
- SISSBSB201A  | Teach fundamental basketball skills                                         |
- SISSBSB202A  | Teach fundamental basketball tactics and game strategy                      |
- SISSSPT201A  | Implement sports injury prevention                                          |
The following is an indicative job role for this qualification:

- Community Coach
- Sports Management
- Sports Retail

Sport Focus: Netball/Squash

15 units must be completed:
- 10 core units
- 5 elective units

### Unit Code | Core Units
--- | ---
BSRCRT301A | Develop and extend critical and creative thinking skills
BSBWOR301B | Organise personal work priorities and development
HLTAD003 | Provide first aid
ICAWE8201A | Use social media tools for collaboration and engagement
SISXCAI303A | Plan and conduct sport and recreation sessions
SISXCS201A | Provide customer service
SISXRSK201A | Respond to emergency situations
SISXEMR201A | Undertake risk analysis of activities
SISXWHS101 | Follow work health and safety policies
SITXCOM401 | Manage conflict

### Electives

- SISSNTB204A | Teach foundation netball skills
- SISSSQU201A | Teach the fundamental skills of squash
- SISSSQU202A | Teach the basic tactics and strategies of squash
- SISSSCO202 | Coach beginner or novice participants to develop fundamental motor skills
- SISSSPT201A | Implement sports injury prevention
Outdoor Education (ATAR Course)

Through interaction with the natural world, the Outdoor Education ATAR course aims to develop an understanding of our relationships with the environment, others and ourselves. The ultimate goal of the course is to contribute towards a sustainable world.

The Outdoor Education ATAR course is based on the experiential learning cycle. This cycle is made up of three stages; plan, do and review. Students plan for outdoor experiences, participate in these experiences and reflect on their involvement.

**Year 11 Outdoor Education (ATAR Course)**
**Pre-requisite:** C grade in Year 10 Outdoor Education
**Approximate Cost:** $580.00

**Course Description:**
The Year 11 syllabus is divided into two units, each of one semester duration, typically delivered as a pair.

**Unit 1:** The focus of this unit is being responsible in the outdoors. Students are exposed to a broad range of responsibilities involved in undertaking short-duration expeditions. They further develop problem solving, decision making and outdoor leadership skills and strategies for building effective group relationships. Students become more aware of the natural environment and develop interpretational skills. They are introduced to sustainability and local environmental management strategies, and consider the role of technology in mediating human relationships with nature.

**Unit 2:** The focus for this unit is attaining independence in the outdoors. Students develop their performance and competence at increasing levels of self-sufficiency, technical understanding and physical fitness to deal with a range of challenges. They are involved in planning for participation in extended expeditions, and become more proficient in outdoor activity roping and navigational skills. They are able to conduct emergency response processes. Opportunities for self-discovery and strategies to enhance personal and interpersonal skills are provided. They deliver briefings, participate in debriefing, and experience shared leadership opportunities. Students extend their understanding about the environment and develop weather forecasting skills. They are introduced to historical, cultural and Indigenous heritage.

**Year 12 Outdoor Education (ATAR Course)**
**Pre-requisite:** C Grade in Year 11 ATAR Outdoor Education
**Cost:** $580.00

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

**Unit 3:** The focus for this unit is outdoor program development. This provides the opportunity for students to address planning considerations, including risk assessment and management, emergency response, and logistical planning in the outdoors. In this unit, students plan and then participate in an extended expedition. They continue to develop a deeper understanding of the environment and its current state, examine how human relationships with the environment have changed over time, and develop strategies to encourage positive relationships with nature in others.

**Unit 4:** The focus for this unit is developing and facilitating outdoor experiences. Students draw from their previous experiences and knowledge to synthesise a range of ideas, skills, technologies and processes to develop, manage, instruct and facilitate experiences in the outdoors. They explore applications of outdoor experiences that address issues and requirements of specific groups. Students continue to develop and apply theoretical understandings in facilitating experiential learning, and use instructional strategies to assist others to develop a positive relationship with nature. They understand the concepts related to outdoor leadership and provide meaningful experiences for people to explore values related to self, others, and the environment.
Sport & Recreation (Outdoor Pursuits) (Certificate Course)

Year 11 Certificate II in Sport & Recreation (Outdoor Pursuits)
Duration: 1 year. Delivered in Year 11
Pre-requisite: Year 10 Outdoor Education is preferable but not essential
Approximate Cost: $580

Course Description

Students will achieve a Certificate II in Sport and Recreation (Outdoor Pursuits) on completion of all coursework, tasks and assignments. They will be required to attend two compulsory camps, which are essential for assessment; these will take place in Term Two and Term Three. Students will develop practical skills in the areas of surfing, navigation and sea kayaking. They will complete the Senior First-Aid Certificate and may have the opportunity to complete their Skippers Ticket as an additional qualification. Electives for this course have been selected with an Outdoor Recreation focus, which aims to provide students with the opportunity to acquire skills to participate in several outdoor recreation activities under supervision and to assist in conducting those activities. It is designed to prepare entry-level employees to work in the Sport and Outdoor Recreation industries under supervision. This is a pathway for students to complete their Certificate III in Sport and Recreation (Outdoor Pursuits) in Year 12 at Mater Dei, and also to attend Training WA to complete Certificate III/IV, and continue to university. An ability to swim continuously for 100m, tread water for five minutes, and be confident in open water is essential for enrolment in this course. Any student selecting this unit for the first time must meet the swim test requirements. Please see Mrs Amy Jaggard and Head of Faculty Mr Mark Golding.

Outdoor Pursuit Focus: Surfing/Snorkelling
Camps: Surfing (Lancelin)
Snorkelling (Rottnest)

11 units must be completed:
- 5 core units
- 6 elective units

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Core Units</th>
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<tbody>
<tr>
<td>BSBWOR202A</td>
<td>Organise and complete daily work activities</td>
</tr>
<tr>
<td>HLTAID003</td>
<td>Provide first aid</td>
</tr>
<tr>
<td>SISXEMR201A</td>
<td>Respond to emergency situations</td>
</tr>
<tr>
<td>SISXIND211</td>
<td>Develop and update sport, fitness and recreation industry knowledge</td>
</tr>
<tr>
<td>SISXWHS101</td>
<td>Follow work health and safety policies</td>
</tr>
<tr>
<td></td>
<td><strong>Electives</strong></td>
</tr>
<tr>
<td>SISOOPS201A</td>
<td>Minimise environmental impact</td>
</tr>
<tr>
<td>SISOOPS202A</td>
<td>Use and maintain a temporary or overnight site (20)</td>
</tr>
<tr>
<td>SISOOPS306A</td>
<td>Interpret weather conditions in the field (30)</td>
</tr>
<tr>
<td>SISOSRF201A</td>
<td>Demonstrate surf survival and self rescue skills (20)</td>
</tr>
<tr>
<td>SISOSRF202A</td>
<td>Demonstrate basic surfing manoeuvres in controlled conditions</td>
</tr>
<tr>
<td>SISOSNK201A</td>
<td>Demonstrate snorkelling activities</td>
</tr>
</tbody>
</table>
**Year 12 Certificate III in Sport & Recreation (Outdoor Pursuits)**

**Pre-requisite:** Certificate II in Sport & Recreation (Outdoor Pursuits)

**Duration:** 1 year. Delivered in Year 12

**Pre-requisite:** Year 11 Certificate II in Sport & Recreation (Outdoor Pursuits)

**Approximate Cost:** $580

**Pathway options (post-school):** Certificate III in Outdoor Education, Certificate IV in Sport & Recreation

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**Course Description**

Following on from the Certificate II in Sport & Recreation completed in Year 11, Year 12 students will have the opportunity to achieve a Certificate III in Sport & Recreation (Outdoor Pursuits) on completion of all coursework, tasks and assignments. The completion of the two certificates will allow students to enter both the Sport and Outdoor Recreation industries with a solid foundation of skills and knowledge to work from. Students will be required to attend two compulsory camps, which are essential for assessment; these will take place in Terms One and Three. In selecting Outdoor Education students must be available for lunchtime, before or after school activities on the day of their scheduled classes. This time is spent increasing the practical component of the course and allowing students to develop the necessary skills to participate in excursions and camps. Students will develop practical skills selected from activities including bushwalking, Navigation and Sea Kayaking. Students will also have the opportunity to complete their Skippers Ticket as an additional qualification (which will be an optional extra). Electives for this course have been selected with an Outdoor Recreation focus, which aims to provide students with the opportunity to acquire skills to participate in several outdoor recreation activities under supervision and to assist in conducting those activities. It is designed to reflect the role of entry-level employees working in the Sports and Outdoor Recreation industries under supervision. This is a pathway for those students who wish to attend Training WA or complete a Certificate III or IV and continue to university.

**Outdoor Pursuits Focus:** Sea Kayaking/Extended Expedition

**Camps:** Broke Inlet Walpole (Sea Kayaking) Kalbarri Gorge (Extended Expedition)

15 units:
- 10 core units
- 5 elective units

- Skippers Ticket (Optional) * Additional cost $150
- MEM50008B Carry out trip preparation and planning
- MEM50009B Safely operate mechanically powered recreation craft
- MEM50001B Respond to boating emergencies and incidents

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### Unit Code | Core Units
--- | ---
BSBCRT301A | Develop and extend critical and creative thinking skills
BSBwor301B | Organise personal work priorities and development
HLTAID003 | Provide first aid
ICAWEB201A | Use social media tools for collaboration and engagement
SISXCAI303A | Plan and conduct sport and recreation sessions
SISXCCS201A | Provide customer service
SISXEMR201A | Respond to emergency situations
SISXRSK301A | Undertake risk analysis of activities
SISXWHS101 | Follow work health and safety policies
SITXCOM401 | Manage conflict

### Electives

- SISOOPS201A | Minimise environmental impact
- SISOOPS202A | Use and maintain a temporary or overnight site
- SISOKYK201A | Demonstrate simple kayaking skills
- SISOCNE202A | Perform deep water rescues
- SISOOPS306A | Interpret weather conditions in the field
The Humanities help us understand others through their languages, histories and cultures. They foster social justice and equality and they reveal how people have tried to make moral, spiritual and intellectual sense of the world. The humanities teach empathy and how to deal critically and logically with subjective, complex, imperfect information. They teach us to weigh evidence sceptically and consider more than one side of every issue.

Humanities students build skills in writing and critical reading. The humanities encourage us to think creatively and to reason about being human and to ask questions about our world. We develop informed and critical citizens. Without the Humanities, democracy could not flourish.
Year 11 Business Management & Enterprise (ATAR Course)
Pre-requisites: High C grade in Year 10 English

Course Overview
The Business Management and Enterprise ATAR course gives students the opportunity to understand how vital business is to individuals and society, and how it impacts on many aspects of our lives. Business has a complex and dynamic organisational structure that requires a combination of skills, aptitude, creativity, initiative and enterprise to operate effectively. In a constantly changing world, individuals, businesses and nations must adapt their position in an increasingly global economy and generate the wealth to sustain economic growth. To do this, business requires people with strategic vision who are enterprising, innovative and creative. This course focuses on the development of these skills within the business cycle of day-to-day running and continuing viability and expansion of a business. Exposure to a wide range of business activities, management strategies and an understanding of enterprise, helps students to appreciate the significance of their role as both participants and consumers in the business world.

The Business Management and Enterprise ATAR course aims to prepare all students for a future where they will need to identify possibilities and create opportunities within a business environment. This course provides students with the ability to make sound and ethical business decisions based on critical thinking, in line with their own and societal values.

Course Description

Unit 1
The focus of this unit is on success in business at a national level. It explores what it takes to be successful beyond the initial start-up stage. Students investigate the features of successful marketing campaigns and report on how businesses succeed and prosper through methods, such as expansion in products, market share or diversification. The unit explores how the marketing plan contributes to the overall business plan.

Unit 2
The focus of this unit is on business growth and the challenges faced by businesses expanding at a national level. The unit explores issues in the business environment, including the importance of intellectual property in protecting business ideas. The unit addresses the significance of employee motivation and the development of a business plan in the overall success of expansion.

Year 12 Business Management & Enterprise (ATAR Course)
Pre-requisites: C Grade in Year 11 Business Management & Enterprise ATAR

Course Description

Unit 3
The focus of this unit is on strategic international business growth. The unit explores the need for global expansion and change management. It also addresses the opportunities provided by the global environment and the factors that drive international business development.

Unit 4
The focus of this unit is on global business operations. The unit explores how businesses operate strategically and examines the features and traits of successful management. It addresses the significance of strategic planning and the concept of competitive advantage.
Year 11 Economics (ATAR Course)

Pre-requisites: B grade in Year 10 Economics and high C grade in Year 10 English

Course Overview
Economics investigates the choices which all people, groups and societies face as they confront the ongoing problem of satisfying their unlimited wants with limited resources. Economics aims to understand and analyse the allocation, utilisation and distribution of scarce resources that determine our wealth and wellbeing. Economics develops the knowledge, reasoning and interpretation skills that form an important component of understanding individual, business and government behaviour at the local, national and global levels. Economic literacy developed through this course enables students to actively participate in economic and financial decision-making, which promotes individual and societal wealth and wellbeing.

Course Description
This syllabus is divided into 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 economic growth, inflation and 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.

Year 12 Economics (ATAR Course)

Pre-requisites: C Grade in Year 11 Economics ATAR

Course Description
This syllabus is divided into two units.

Unit 3 - Australia and The Global Economy
This unit explores the interdependence of Australia and the rest of the world. Australia is a relatively open economy and, as such, is influenced by changes in the world economy.

Unit 4 - Economic Policies and Management
This unit explores the economic objectives of the Australian Government and the actions and policies taken in the pursuit of these objectives. Changes in the level of economic activity influence the policy mix and the government’s capacity to achieve its objectives.

Future Careers
Economics is important for careers in business, finance, accounting, law, education and government.
Geography (ATAR Course)

Year 11 Geography (ATAR Course)
Pre-requisites: C grade in Year 10 Geography

Course Overview
Geography draws on students' curiosity about the diversity of the world's places and their peoples, cultures and environments. It enables them to appreciate the complexity of our world and the diversity of its environments, and use this knowledge to promote a more sustainable way of life.

Geography brings together the human and physical dimensions of the world in the study of people, places and environments. A range of issues is explored such as energy-efficient planning, natural disasters, water management, biodiversity, urban living and changing agricultural practices. These issues and their implications are examined at local, regional, national and international levels with a view to making sense of the present and evaluating future solutions.

Course Description
This syllabus is divided into two units.

Unit 1 - Natural and Ecological Hazards
students explore the management of hazards and the risk they pose to people and environments. Risk management is defined - 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.

Year 12 Geography (ATAR Course)
Pre-requisites: C Grade in Year 11 Geography ATAR

Course Description
This syllabus is divided into two units.

Unit 3 - Global Environmental Change
In this unit, students assess the impacts of land cover transformations with particular reference to climate change or biodiversity loss.

Unit 4 - Planning Sustainable Places
In this unit, students investigate how the outcomes of processes vary depending on local responses and adaptations, for example, population growth and decline, and economic restructuring. Students also examine the causes and consequences of urbanisation as well as challenges that exist in metropolitan and regional centres and megacities.

Future Careers
Geography is important to careers in tourism, town planning, agriculture, mining, land evaluation, environmental planning, teaching, overseas aid programs, foreign affairs and trade.
Modern History (ATAR Course)

Year 11 Modern History
Pre-requisites: B grade in Year 10 History and high C grade in Year 10 English

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

Modern history enhances students’ curiosity and imagination and their appreciation of larger themes, individuals, movements, events and ideas that have shaped the contemporary world. The themes that run through the units include: local, national and global conflicts and their resolution; the rise of nationalism and its consequences; the decline of imperialism and the process of decolonisation; the continuing struggle for the recognition of human rights; the transformation of social and economic life; the regional shifts in power and the rise of Asia; and the changing nature and influence of ideologies.

Course Description
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.

Chosen elective of study: Capitalism – The American Experience, 1907-1941

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.

Chosen elective of study: Nazism in Germany

Year 12 Modern History (ATAR Course)
Pre-requisites: C grade in Year 11 Modern History ATAR

Course Description:
Unit 3 - Modern Nations in the 20th Century
This unit examines the ‘nation’ as the principal form of political organisation in the modern world; the crises that confronted nations in the 20th century; their responses to these crises, and the different paths they have taken to fulfill their goals.

Chosen elective of study: Russia and the Soviet Union, 1914-1945

Unit 4 - The Modern World since 1945
This unit focuses on the distinctive features of the modern world that emerged in the period 1945–2001. It aims to build students’ understanding of the contemporary world – that is, why we are here at this point in time.

Chosen elective of study: The struggle for peace in the Middle East

Future Careers
Modern History is important to careers in business, government, law, health, science, teaching, industry, tourism, environment, media and the arts.
Politics and Law (ATAR Course)

Year 11 Politics and Law (ATAR Course)
Pre-requisites: B grade in Year 10 Politics and high C grade in Year 10 English

Course Overview
Politics and Law is a critical study of the processes of decision-making concerning society's collective future. The study of Politics examines the structures and processes through which individuals and groups with different interests, beliefs and goals, deliberate and negotiate in order to make choices, respond to changing circumstances and enact laws. The study of Law examines the system of laws governing the conduct of the people of a community, society or nation, in response to the need for regularity, consistency and justice based upon collective human experience.

The Politics and Law ATAR course aims to develop knowledge and understanding of the principles, structures, institutions, processes, and practices of political and legal systems, primarily in Australia and where appropriate, other systems and/or countries. The course challenges students to critically examine the effectiveness of political and legal systems using criteria, such as openness, responsiveness and accountability of those systems. The course provides for both a chronological and contemporary understanding of political and legal issues in society.

Course Description
This syllabus is divided into two units.

Unit 1 - Democracy and the Rule of Law
This unit examines Australia's democratic and common law systems; a non-democratic system; and a non-common law system.

Unit 2 - Representation and Justice
This unit examines representation, electoral and voting systems in Australia; justice in the Western Australian adversarial system and a non-common law system.

Year 12 Politics and Law (ATAR Course)
Pre-requisites: C grade in Year 11 Politics and Law ATAR

Course Description
This syllabus is divided into two units.

Unit 3 - Political and Legal Power
This unit examines the political and legal system established by the Commonwealth Constitution (Australia) and the power wielded within the system, making reference to particular political and legal developments and issues.

Unit 4 - Accountability and Rights
This unit examines avenues for, and the effectiveness of, accountability in relation to the three branches of government in Australia. The ways, and the extent to which, rights are protected, and democratic principles are upheld and/or undermined in Australia, and one other country, are also examined.

Future Careers
Politics and Law is important to careers such as law, political advocacy, public administration, community development, teaching, journalism, government and commerce.
Career & Enterprise (General Course)

Year 11 Career & Enterprise (General Course)
Pre-requisites: Nil

Course Overview
Career education involves learning to manage and take responsibility for personal career development. The Career and Enterprise General course involves recognising one’s individual skills and talents, and using this understanding to assist in gaining and keeping work. The course develops a range of work skills and an understanding of the nature of work. Key components of the course include: the development of an understanding of different personality types and their link to career choices; entrepreneurial behaviours; learning to learn; and the exploration of social, cultural and environmental issues that affect work, workplaces and careers.

Course Description
This syllabus is divided into two units.

Unit 1
This unit enables students to increase their knowledge of work and career choices and identify a network of people and organisations that can help with school to work transitions.

Unit 2
This unit explores the attributes and skills necessary for employment and provides students with the opportunity to identify their personal strengths and interests and the impact of these on career development opportunities and decisions.

Year 12 Career & Enterprise (General Course)
Pre-requisites: C grade in Year 11 Career & Enterprise General

Course Description
This syllabus is divided into two units.

Unit 3
This unit is about adopting a proactive approach to securing and maintaining work and it involves self-management, using work search tools and techniques, developing career competencies and accessing learning opportunities.

Unit 4
This unit explores issues associated with career management, workplaces and influences and trends in times of change. Change can be analysed and the information used to inform strategies associated with self-management, career building and personal and professional learning experiences.

Work, training and learning experiences provide opportunities to extend students’ knowledge and skills in anticipation of responding to change and maintaining an edge. These experiences are documented in career portfolios, using an increasing range of information technology skills.
Languages
Course Descriptions

<table>
<thead>
<tr>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
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<tbody>
<tr>
<td>Indonesian Specialist</td>
<td>Indonesian: Second Language ATAR</td>
<td>Indonesian: Second Language ATAR</td>
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<tr>
<td>Indonesian Specialist</td>
<td>Applied Languages: Indonesian</td>
<td>Applied Languages: Indonesian</td>
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SCSA Syllabus link: Languages

Learning a language is a valuable part of every student’s education.

- Languages are a life skill

Knowledge of a foreign language is a concrete and demonstrable life skill and it is a skill highly valued by employers.

- Languages teach you communication skills and adaptability

Learning how to interact with speakers of other languages means you are less likely to be stuck in one mode of thinking. It can help you see things from a range of perspectives, develop your problem-solving skills, and make you more adaptable, resourceful and creative.

- Languages teach you cultural awareness

The ability to operate cross-culturally is becoming just as valued by employers as straight language skills.

- Languages give you a sense of achievement

Learning a language combines the intellectual with the practical as no other subject does. You need to be able to think on your feet, but when you can find exactly the right foreign word or phrase, you get a real sense of achievement.

- Languages are a social skill

Languages are very sociable. If you enjoy being with people and communicating with them, the chances are you’ll enjoy being able to do this in a foreign language too.

- Languages give you the edge in the job market

Today there is a global market for jobs. It is not necessary to be completely fluent in a foreign language to be an asset to any potential employer. Knowing how to meet and greet people from other countries and cultures is a valued skill.

- Learning languages gives you greater opportunities to travel and work abroad

There are many opportunities to travel or work with organisations abroad where some knowledge of a foreign language is a clear advantage.
Year 11 Indonesian: Second Language (ATAR Course)

**Pre-requisite:** B grade in Year 10 Indonesian Specialist

**Course Overview**
The Indonesian: Second Language ATAR course is designed to further develop students’ knowledge and understanding of the culture and the language of Indonesian-speaking communities, providing them with opportunities to gain a broader and deeper understanding of Indonesian and extend and refine their communication skills. The course focuses on the interrelationship of language and culture, and equips students with the skills needed to function in an increasingly globalised society, a culturally and linguistically diverse local community, and provides them with the foundation for life-long language learning. Relevant and engaging tasks, delivered through a range of appropriate contexts and topics, develop literacy in the Indonesian language as well as extend literacy development in English.

**Course Description:**
The syllabus is divided into two units, which are delivered as a pair.

**Unit 1**
This unit focuses on *Saat ini aku disini* (Here and now). Through the three topics: Being teen, what does it mean? Indonesian communities, and Staying connected, students further develop their communication skills in Indonesian and gain a broader insight into the language and culture.

**Unit 2**
This unit focuses on *Bisa saya bantu?* (Can I help you?). Through the three topics: My country Australia, On exchange, and Careers and travel, students extend their communication skills in Indonesian and gain a broader insight into the language and culture.

Year 12 Indonesian: Second Language (ATAR Course)

**Pre-requisite:** C Grade in Year 11 Indonesian (Second Language) ATAR

**Unit 3**
This unit focuses on *Aneka wacana* (Exploring texts). Through the three topics: Texts and genres, Media and entertainment, and Globalisation and the media, students extend and refine their communication skills in Indonesian and gain a broader and deeper understanding of the language and culture.

**Unit 4**
This unit focuses on *Isu hangat* (Exploring issues). Through the three topics: Youth issues, Social issues, and Australia/Indonesia relations, students extend and refine their communication skills in Indonesian and gain a broader and deeper understanding of the language and culture.
Japanese: Second Language (ATAR Course)

Year 11 Japanese: Second Language (ATAR Course)
Pre-requisite: B grade in Year 10 Japanese Specialist

Course Overview
The Japanese: Second Language ATAR course is designed to further develop students’ knowledge and understanding of the culture and the language of Japanese-speaking communities, providing them with opportunities to gain a broader and deeper understanding of Japanese and extend and refine their communication skills. The course focuses on the interrelationship of language and culture, and equips students with the skills needed to function in an increasingly globalised society, a culturally and linguistically diverse local community, and provides them with the foundation for life-long language learning. Relevant and engaging tasks, delivered through a range of appropriate contexts and topics, develop literacy in the Japanese language as well as extend literacy development in English.

Course Description:
The syllabus is divided into two units, which are delivered as a pair.

Unit 1
This unit focuses on 日常生活 (Daily life). Through the three topics: My life, Home life and Daily life, students further develop their communication skills in Japanese and gain a broader insight into the language and culture.

Unit 2
This unit focuses on ようこそ、私の国へ! (Welcome to my country). Through the three topics: Welcoming a guest, Seasonal activities and celebrations, and Healthy lifestyles, students extend their communication skills in Japanese and gain a broader insight into the language and culture.

Year 12 Japanese: Second Language (ATAR Course)
Pre-requisite: C grade in Year 11 Japanese - Second Language ATAR

Unit 3
This unit focuses on 若い旅行者 (Young travellers). Through the two topics: Travel and Part-time jobs and money, students extend and refine their communication skills in Japanese and gain a broader and deeper understanding of the language and culture.

Unit 4
This unit focuses on かこと未来 (Reflections and horizons). Through the three topics: This year and beyond, Youth events and pathways, and Future plans, students extend and refine their communication skills in Japanese and gain a broader and deeper understanding of the language and culture.
Year 11 Applied Languages: Indonesian (Certificate III Course) Part A

Pre-requisite: C grade in Year 10 Indonesian Specialist

Duration: 2-Year Course. Part A delivered in Year 11, Part B delivered in Year 12

Approximate Cost: $80

This Certificate III Course emphasises the practical application and vocational use of languages. It gives students an additional choice for their Language studies and enables teachers to provide a purposeful language-learning environment for students who may not wish to study at ATAR level.

VET Languages in schools is a great idea for students who do not wish to sit their WACE examinations, but would like to continue with their Language studies. The student has the opportunity to gain an additional qualification and extra points before entry into TAFE courses. As the VET course is embedded within the SCSA course, students receive recognition from TAFE for work completed during their normal lessons. Students will be able to attempt a learning outcome a maximum of two times, resulting in a competent or not yet competent level. This gives students the chance to re-sit assessment tasks.

At Mater Dei College, VET Language students study the following units:

National Code Unit of Competency Year of Study
22150VIC VU20604 VU20606 11
22150VIC VU20605 VU30607 12

Students studying Indonesian in Year 11 will have the opportunity to participate in the student tour to Indonesia.
Year 11 Applied Languages: Japanese (Certificate III Course) Part A  
Pre-requisite: C grade in Year 10 Japanese Specialist  
Duration: 2-Year Course. Part A delivered in Year 11, Part B delivered in Year 12  
Approximate Cost: $80

This Certificate III Course emphasises the practical application and vocational use of languages. It gives students an additional choice for their Language studies and enables teachers to provide a purposeful language-learning environment for students who may not wish to study at ATAR level.

VET Languages in schools is a great idea for students who do not wish to sit their WACE examinations, but would like to continue with their Language studies. The student has the opportunity to gain an additional qualification and extra points before entry into TAFE courses. As the VET course is embedded within the SCSA course, students receive recognition from TAFE for work completed during their normal lessons. Students will be able to attempt a learning outcome a maximum of two times, resulting in a competent or not yet competent level. This gives students the chance to re-sit assessment tasks.

At Mater Dei College, VET Language students study the following units:

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<tr>
<th>National Code</th>
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<tbody>
<tr>
<td>22150VIC</td>
<td>VU20604</td>
<td>VU20606 11</td>
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<tr>
<td>22150VIC</td>
<td>VU20605</td>
<td>VU30607 12</td>
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</tbody>
</table>

Students studying Japanese in Year 11 will have the opportunity to participate in the student tour to Japan and also to host students from Japan.
OVERVIEW OF MATHEMATICS COURSES

Mathematics Specialist ATAR
Mathematics Specialist is an ATAR course which provides opportunities, beyond those presented in the Mathematics Methods ATAR course, to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively.

* The Mathematics Specialist ATAR course is the only ATAR mathematics course that should not be taken as a stand-alone course.

Mathematics Methods ATAR
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.

Mathematics Applications ATAR
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.

Mathematics Essentials General
Mathematics Essential 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.

Mathematics Foundations
This Course will only be offered on a strictly needs basis.
Mathematics Foundation is a course designed for students who have not demonstrated the Western Australian Certificate of Education (WACE) standard of numeracy. These standards are based on Level 3 of the Australian Core Skills Framework (ACSF), which outlines the skills required for individuals to meet the demands of everyday life and work in a knowledge-based economy.
Year 11 Mathematics Specialist (ATAR Course)
Pre-requisite: B grade in Year 10 Mathematics Extension

Course Description
The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours. In order to study this syllabus, it is desirable that students complete topics from 10A.

Organisation of content
Unit 1 - topics
1.1 Combinatorics
1.2 Vectors in the plane
1.3 Geometry

Unit 2 - topics
2.1 Trigonometry
2.2 Matrices
2.3 Real and complex numbers

Year 12 Mathematics Specialist (ATAR Course)
Pre-requisite: C grade in Year 11 Specialist Mathematics

Course Description
The Year 12 syllabus is divided into two units, which are delivered as a pair. In this course there is a progression of content, applications, level of sophistication and abstraction. For example, vectors in the plane are introduced in Year 11 Unit 1 and then in Year 12 Unit 3, they are studied for three-dimensional space. In Unit 3, the topic ‘Vectors in three dimensions’ leads to the establishment of the equations of lines and planes, and this in turn, prepares students for solving simultaneous equations in three variables.

Organisation of content

Unit 3
This unit contains the three topics:
3.1 Complex numbers
3.2 Functions and sketching graphs
3.3 Vectors in three dimensions

Unit 4
This unit contains the three topics:
4.1 Integration and applications of integration
4.2 Rates of change and differential equations
4.3 Statistical inference
Mathematics Methods (ATAR Course)

This course focuses on the use of calculus and statistical analysis. The study of calculus provides a basis for understanding rates of change in the physical world, and includes the use of functions, their derivatives and integrals, in modelling physical processes. The study of statistics develops students’ ability to describe and analyse phenomena that involve uncertainty and variation. Mathematics Methods provides a foundation for further studies in disciplines in which mathematics and statistics have important roles. It is also advantageous for further studies in the health and social sciences. In summary, this course is designed for students whose future pathways may involve mathematics and statistics and their applications in a range of disciplines at the tertiary level.

Year 11 Mathematics Methods (ATAR Course)

Pre-requisite: High C grade in Year 10 Mathematics Extension

Course Description:
The Year 11 syllabus is divided into two units, each of one semester duration, which is typically delivered as a pair. The notional time for each unit is 55 class contact hours. In order to study this course, it is desirable that students complete topics from 10A.

Organisation of content

Unit 1 - topics
1.1 Functions and graphs
1.2 Trigonometric functions
1.3 Counting and probability.

Unit 2 - topics
2.1 Exponential functions
2.2 Arithmetic and geometric sequences and series
2.3 Introduction to differential calculus.

Year 12 Mathematics Methods (ATAR Course)

Pre-requisite: C grade in Year 11 Mathematics Methods

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

Organisation of content

Unit 3
Contains the three topics:
3.1 Further differentiation and applications
3.2 Integrals
3.3 Discrete random variables.

Unit 4
Contains the three topics:
4.1 The logarithmic function
4.2 Continuous random variables and the normal distribution
4.3 Interval estimates for proportions.
This course 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 statistical questions that involve analysing univariate and bivariate data, including time series data.

**Year 11 Mathematics Applications (ATAR Course)**

**Pre-requisite:** D grade in Year 10 Mathematics Extension or B Grade in Year 10 General Upper

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

**Organisation of content**

**Unit 1 - topics**
1.1 Consumer arithmetic
1.2 Algebra and matrices
1.3 Shape and measurement.

**Unit 2 - topics**
2.1 Univariate data analysis and the statistical investigation process
2.2 Applications of trigonometry
2.3 Linear equations and their graphs.

**Year 12 Mathematics Applications (ATAR Course)**

**Pre-requisite:** C grade in Year 11 Mathematics Applications

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

**Organisation of content**

**Unit 3 - topics**
3.1 Bivariate data analysis
3.2 Growth and decay in sequences
3.3 Graphs and networks

**Unit 4 - topics**
4.1 Time series analysis
4.2 Loans, investments and annuities
4.3 Networks and decision mathematics.
Mathematics Essentials (General Course)

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

Year 11 Mathematics Essentials (General Course)
Pre-requisite: None
The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair.

Course Description
This course consists of the following topics:

Unit 1 - topics
1.1 Basic calculations, percentages and rates
1.2 Using formulas for practical purposes
1.3 Measurement
1.4 Graphs

Unit 2 - topics
2.1 Representing and comparing data
2.2 Percentages
2.3 Rates and ratios
2.4 Time and motion

Year 12 Mathematics Essentials (General Course)
Pre-requisite: C grade in Year 11 Mathematics Essentials

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

Course Description
This course consists of the following topics:

Unit 3
3.1 Measurement
3.2 Scales, plans and models
3.3 Graphs in practical situations
3.4 Data collection

Unit 4
4.1 This unit includes the following three topics:
4.2 Probability and relative frequencies
4.3 Earth geometry and time zones
4.4 Loans and compound interest
Mathematics Foundation

The Mathematics Foundation course focuses on building the capacity, confidence and disposition to use mathematics to meet the numeracy standard for the WACE. This course is for students who have not demonstrated the numeracy standard in the OLNA. It provides students with the knowledge, skills and understanding to solve problems across a range of contexts including personal, community and workplace/employment. This course provides the opportunity for students to prepare for post-school options of employment and further training.

Year 11 Mathematics Foundation
Pre-requisite: OLNA Category 1

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

Unit 1
This unit provides students with the mathematical knowledge, understanding and skills to solve problems relating to addition and subtraction, length, mass, capacity and time. It involves the extraction of information from, and the interpretation of, various simple forms of data representation used in everyday contexts.

Unit 2
This unit provides students with the mathematical knowledge, understanding and skills relating to fractions and decimals to solve problems relating to multiplication and division, perimeter, area and volume and qualitative probability from everyday contexts.

Year 12 Mathematics Foundation
Pre-requisite: OLNA Category 1

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

Unit 3
Percentages and the link to fractions and decimals and the solving of problems relating to the four operations using whole number, fractions and decimals. Location, time and temperature, and shape and its relationship to design, are also covered in this unit.

Unit 4
Rates and ratios, and the connection between statistics and probability. The collection of mathematical concepts and thinking processes encountered in this and previous units culminates in the solving of comprehensive real life problems encountered in personal, workplace and community contexts.

PLEASE NOTE: This Course will only be offered on a strictly needs basis and may not be offered to students next year. Students who do not achieve Band 8 in numeracy in Year 9 NAPLAN or category 3 in Year 10 OLNA may be required to study this subject.
Science
Course Descriptions

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SCSA Syllabus link: Science

Science is the area of study where students:
- Learn about the biological, chemical, physical and technological world
- Plan and conduct investigations to test scientific ideas and explanations
- Understand that scientific knowledge has been developed over time by scientists from cultures all around the world
- Learn that the scientific understanding of the world is constantly changing due to continuing research and new technology

Why Study Science?
Science should be studied so that students can:
- Understand the world around them and their role in that world
- Understand the role of Science plays in our society
- Develop skills of planning and conducting investigations, gathering information, team work and evaluating their findings
- Act responsibly when using scientific equipment and applying scientific knowledge.

Science education enables students to:
- Develop the confidence, knowledge and skills to find answers to their own questions about the workings of the biological, chemical, physical and technological world and become better informed citizens
- Attempt to find solutions to problems arising from their own needs and experiences in daily life
- Take a confident part in public debate and decision making about Science
- Appreciate the achievements of scientists and their research
- Value the scientific contributions and achievements of people from many different cultures.
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.

Year 11 Biology (ATAR Course)
Pre-requisite: C grade in Year 10 Biology or equivalent

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

Unit 1 – “Ecosystems and biodiversity”
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. They develop an understanding of the processes involved in the movement of energy and matter in ecosystems. Through 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.

Unit 2 – “From single cells to multicellular organisms”
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 investigate the ways in which matter moves and energy is transformed and transferred in the processes of photosynthesis and respiration, and the role of enzymes in controlling biochemical systems.

Year 12 Biology (ATAR Course)
Pre-requisite: C grade in Year 11 Biology.

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

Unit 3 – “Continuity of the species”
Students investigate the biochemical and cellular systems and processes involved in the transmission of genetic material to the next generation of cells and to offspring. They consider different patterns of inheritance by analysing the possible genotypes and phenotypes of offspring. They explore genetic variation in gene pools, selection pressures and isolation effects in order to explain speciation and extinction events and to make predictions about future changes to populations.

Unit 4 – “Surviving in a changing landscape”.
Students investigate how homeostatic response systems control organisms’ responses to environmental change – internal and external – in order to survive in a variety of environments, as long as the conditions are within their tolerance limits.

Careers/Further Study
Environmental Science, Vet Science, Biological Science.
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.

Year 11 Human Biology (ATAR Course)
Pre-requisite: C grade in Year 10 Biology or equivalent

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

Unit 1 – “The functioning human body”
In this unit, students analyse how the structure and function of body systems, and the interrelationships between systems, support metabolism and body functioning.

Unit 2 – “Reproduction and inheritance”
In this unit, students study the reproductive systems of males and females, the mechanisms of transmission of genetic material from generation to generation, and the effects of the environment on gene expression.

Year 12 Human Biology (ATAR Course)
Pre-requisite: C grade in Year 11 Human Biology ATAR.

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

Unit 3 – “Homeostasis and disease”
This unit explores the nervous and endocrine systems and the mechanisms that help maintain the systems of the body to function within normal range, and the body’s immune responses to invading pathogens. The complex interactions between body systems in response to changes in the internal and external environments facilitate the maintenance of optimal conditions for the functioning of cells. Feedback systems involving the autonomic nervous system, the endocrine system and behavioural mechanisms maintain the internal environment for body temperature, body fluid composition, blood sugar and gas concentrations within tolerance limits.

Unit 4 – “Human variation and evolution”
This unit explores the variations in humans in their changing environment and evolutionary trends in hominids. Humans can show multiple variations in characteristics due to the effect of polygenes or gene expression. The changing environment can influence the survival of genetic variation through the survival of individuals with favourable traits.

Careers/Further Study
Medicine, Vet Science, Biology, Nursing, Sports Science, Physical Education.
Human Biology (General Course)

In the Human Biology General course, students learn about themselves, relating the structure of the different body systems to their function and understanding the interdependence of these systems in maintaining life. Reproduction, growth and development of the unborn baby are studied to develop an understanding of the effects of lifestyle choices. Students will engage in activities exploring the coordination of the musculoskeletal, nervous and endocrine systems. They explore the various methods of transmission of diseases and the responses of the human immune system. Students research new discoveries that help increase our understanding of the causes and spread of disease in a modern world.

As a science, the subject matter of this course is founded on systematic inquiry; knowledge and understanding of human biology has been gained by scientific research. However, this knowledge is far from complete and is being modified and expanded as new discoveries and advancements are made. Students develop their understanding of the cumulative and evolving nature of scientific knowledge and the ways in which such knowledge is obtained through scientific investigations. They learn to think critically, to evaluate evidence, to solve problems, and to communicate understandings in scientific ways.

Responsible citizens need to be able to evaluate risks, ethical concerns and benefits to make informed decisions about matters relating to lifestyle and health. Issues such as diet, medical treatments and the manipulation of fertility are examples in which personal choices have an impact on health and wellbeing. Other topics are often the subject of community debate: obesity, effects of drugs and alcohol use during pregnancy, infectious diseases and hygiene. With an understanding of human biology, students are more able to make better life decisions, and to be more effective contributors to the discussions related to health issues in the community.

Year 11 Human Biology (General Course)
Pre-requisite: None

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

Unit 1 – Healthy body
This unit explores how the human body systems are interrelated to sustain life.

Unit 2 – Reproduction
This unit explores the role of males and females in the process of reproduction.

Year 12 Human Biology (General Course)
Pre-requisite: C grade in Year 11 Human Biology General.

Unit 3 – Coordination
This unit explores bones, muscles, nerves and hormones and how they maintain the body to act in a coordinated manner.

Unit 4 – Infectious disease
This unit explores the causes and spread of disease and how humans respond to invading pathogens.
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.

**Year 11 Chemistry (ATAR Course)**

**Pre-requisite:** B grade in Year 10 Chemistry or equivalent

**Course Description**

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

**Unit 1 – “Chemical fundamentals: structure, properties and reactions”**

In this unit, students relate matter and energy in chemical reactions, as they consider the breaking and reforming of bonds as new substances are produced. Students can use materials that they encounter in their lives as a context for investigating the relationships between structure and properties.

**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.

**Year 12 Chemistry (ATAR Course)**

**Pre-requisite:** C grade in Year 11 Chemistry ATAR.

**Course Description**

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

**Unit 3 – “Equilibrium, acids and bases, and redox reactions”**

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

**Unit 4 – “Organic chemistry and chemical synthesis”**

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

**Careers/Further Study**

Pharmacy, Zoology, Biology, Medicine, Engineering, General Science courses.
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.

**Year 11 Physics (ATAR Course)**
**Pre-requisite:** B grade in Year 10 Physics or equivalent

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

**Unit 1 - “Thermal, nuclear and electrical physics”**
Students investigate energy production by considering heating processes, radioactivity and nuclear reactions, and investigate energy transfer and transformation in electrical circuits. Through the investigation of appropriate contexts, students understand how applying scientific knowledge to the challenge of meeting world energy needs requires the international cooperation of multidisciplinary teams and relies on advances in ICT and other technologies.

**Unit 2 – “Linear motion and waves”**
Students develop an understanding of motion and waves which 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.

**Year 12 Physics (ATAR Course)**
**Pre-requisite:** C grade in Year 11 Physics ATAR.

**Course Description**
The Year 12 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair.

**Unit 3 – “Gravity and electromagnetism”**
Students develop a deeper understanding of motion and its causes by using Newton’s Laws of Motion and the gravitational field model to analyse motion on inclined planes, the motion of projectiles, and satellite motion. They investigate electromagnetic interactions and apply this knowledge to understand the operation of direct current motors, direct current (DC) and alternating current (AC) generators, transformers, and AC power distribution systems. Students also investigate the production of electromagnetic waves.

**Unit 4 – “Revolutions in modern physics”**
In this unit, students examine observations of relative motion, light and matter that could not be explained by existing theories, and investigate how the shortcomings of existing theories led to the development of the special theory of relativity and the quantum theory of light and matter. Students evaluate the contribution of the quantum theory of light to the development of the quantum theory of the atom, and examine the Standard Model of particle physics and the Big Bang theory.
Integrated Science (General Course)

Year 11 Integrated Science (General Course)
Pre-requisite: Nil.
Approximate Cost: $50

Course Description
The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. This course will offer these units concurrently with Astronomy as an overarching context.

Unit 1
The emphasis of this unit is on biological and Earth systems, focusing on the following topics:
- interrelationships between Earth systems
- structure and function of biological systems
- ecosystems and sustainability
- species continuity and change

Sub-contexts will be:
- Earth's place in the solar system
- Looking for life on other planets

Unit 2
The emphasis of this unit is on physical and chemical systems, focusing on the following topics:
- atomic structure
- chemical reactions
- mixtures and solutions
- motion and forces
- energy

Sub-contexts will be:
- Getting off this earth
- Humans living on other planets

Year 12 Integrated Science (General Course)
Pre-requisite: C grade in Year 11 Integrated Science General
Approximate Cost: $50

Course Description
The Year 12 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. This course will offer these units concurrently with Astronomy as an overarching context.

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

Sub-contexts will be:
- Viewing deep space objects
- Formation of the universe
- Looking for life on other planets

Unit 4
The emphasis of this unit is on physical and chemical systems, focusing on the following topics:
- chemical reactions
- mixtures and solutions
- motion and forces
- energy.
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SCSA Syllabus link: [Technologies](#)
Accounting and Finance (ATAR Course)

The Accounting and Finance ATAR course focuses on financial literacy and aims to provide students with the knowledge, understandings and a range of skills that enables them to make sound financial judgements. Students develop an understanding that financial decisions have far reaching consequences for individuals and business. The course will provide students with the understanding of the systems and processes through which financial practices and decision-making are carried out, as well as the ethical, social and environmental issues involved. Through the preparation, examination and analysis of a variety of financial documents and systems, students develop an understanding of the fundamental principles and practices upon which accounting and financial management are based. An understanding and application of these principles and practices enables students to analyse their own financial data and that of businesses and make informed decisions, forecasts of future performance, and recommendations based on that analysis.

Year 11 Accounting and Finance (ATAR Course)
Pre-requisite: B grade in Mathematics – General Upper

Course Description
The focus for Unit 1 is Double Entry Accounting for small Business. Students apply their understanding of financial principles, systems and institutions to manage financial information and make decisions in a variety of small businesses. Students record and process financial information and apply the principles of GST. Students learn about the various forms of business organisations adopted by small business.

The focus of Unit 2 is Accrual Accounting. Students record and report using balance day adjustments, financial information for a sole trader using manual and computerised accounting systems. Students will evaluate a business entity and formulate strategies that will improve business performance.

Year 12 Accounting and Finance (ATAR Course)
Pre-requisite: - C grade in Year 11 Accounting & Finance ATAR

Course Description
The focus for Unit 3 is Internal Management for Business. Students prepare and interpret budgets and performance reports in relation to forecasting a business’s future. Students will distinguish between financial accounting and management accounting and identify and select relevant information for making long term investment decisions.

The focus for Unit 4 is Australian Report Entities and how they are used regulated by the Corporations act. Students will develop an awareness of corporate social disclosure issues and the ethical behaviour within corporations.

Careers/Further Study
The study of Accounting is a foundation unit in Commerce or Business Studies Courses at tertiary institutions – TAFE and universities. It is also a valuable preparation for students seeking work in business for hoping to run their own business in the future. The range of occupation includes banking, finance, public administration or accounting practice.
Business (Certificate Course) (BSB20107)

Year 11 or Year 12 Business (Certificate II Course)

Duration: 1-Year Course. Delivered in Year 11 or Year 12
Pre-requisite: Nil

Approximate Cost: $80

Students achieving this qualification will develop skills and knowledge in:

- communicating effectively and interacting confidently through and within a business environment, within either the private or public sector
- a range of business information technologies, appropriate to both the private and public administration sectors
- a range of individual and group strategies to resolve issues and complete tasks within both private and public sector administrative environments
- questioning existing private and public sector administrative practices from a variety of viewpoints, for example, financial, technological, social, ethical and cultural
- developing solutions to problems encountered within a business environment

Units include:

- BSBHOHS201A - Participate in OHS processes
- BSBCUS201A - Deliver a service to customers
- BSBIND201A - Work effectively in a business environment
- BSBINM201A - Process and maintain workplace information
- BSBINM202A - Handle mail
- BSBINN201A - Contribute to workplace innovation
- BSBCM201A - Communicate in the workplace
- BSBITU201A - Produce simple word processed documents
- BSBITU202A - Create and use spreadsheets
- BSBITU203A - Communicate electronically
- BSBSSUS201A - Participate environmentally sustainable work practices
- BSBWOR202A - Organise and complete daily work activities
- BSBWOR203A - Work effectively with others
- BSBWOR204A - Use business technology
- FNSICGEN305B - Maintain Daily Financial / Business Records
Year 11 or Year 12 Information, Digital Media & Technology (Certificate II Course)

Duration: 1-Year Course. Delivered in Year 11 or Year 12
Pre-requisites: Nil
Approximate Cost: $80

This qualification provides the skills and knowledge for an individual to function at a basic level of ICT competency in the contemporary information society. It will enable a person to undertake basic ICT functions using a personal computer and to engage in fundamental online activities. It could be described as ‘the community standard in ICT literacy’ and may be wholly or partially used as an access and equity program. Its objective is to enable people to acquire basic ICT knowledge and skills at a fundamental or foundation level.

This entry-level qualification provides the foundation skills and knowledge to use information and communications technology (ICT) in any industry.

Job roles
Possible jobs relevant to this qualification include:
· office assistant
· records assistant
· junior office support

This qualification provides basic digital literacy skills to support a wide range of varying industry occupations.

This Certificate includes the following Core units and up to seven Elective units:

Core Units
BSBOHS201A Participate in OHS processes
BSBSUS201A Participate in Environmentally Sustainable work practices
ICAICT201A Use computer operating systems and hardware
ICAICT202A Work and communicate effectively in an IT environment
ICAICT203A Operate application software packages
ICAICT204A Operate a digital media software package
ICAWEB201A Use social media tools for collaboration and engagement

Elective Units
ICAICT205A Design basic organisational documents using computing packages
ICAICT206A Install software applications
ICAICT207A Integrate commercial computing packages
ICAICT210A Operate database applications
ICASAS203A Connect hardware peripherals
ICASAS206A Detect and protect from SPAM and destructive software
ICPMM321C Capture a digital image
Year 11 Engineering Pathways (Certificate II) Core Units Part A

**Duration:** 2-Year Course. Part A delivered in Year 11, Part B delivered in Year 12  
**Pre-requisite:** None  
**Approximate Cost:** $80

**Course Description**
The Engineering Certificate II 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 Pathways Certificate II 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 lifelong learning about engineering. It is particularly suited to those students who are interested in engineering and technical industries as future careers. Students use state-of-the-art hardware and software including 3D printing and Arduino microcontrollers in their projects.

This syllabus is divided into Core Units (Year 11) and Elective Units (Year 12).

The core units cover OHS, Engineering (Mechatronics).

MEM13014A  Apply principles of occupational health and safety in the work environment.  
MEM14004A  Plan to undertake a routine task.  
MEM15024  Apply quality procedures.  
MEM16007A  Work with others in a manufacturing, engineering environment.  
MEM15002A  Apply quality systems.

In the Mechatronic area students study and apply their knowledge in:

<table>
<thead>
<tr>
<th>Electrical/electronics</th>
<th>Systems and control</th>
<th>Mechanics</th>
</tr>
</thead>
<tbody>
<tr>
<td>components</td>
<td>nature of control systems</td>
<td>types of motion</td>
</tr>
<tr>
<td>laws and principles</td>
<td>logic gates (Unit 1 only)</td>
<td>mechanical drive systems</td>
</tr>
<tr>
<td>production</td>
<td>interfacing with a microcontroller (Unit 2 only)</td>
<td>calculations</td>
</tr>
<tr>
<td>quantities and unit prefixes</td>
<td></td>
<td>quantities</td>
</tr>
</tbody>
</table>

Year 12 Engineering Pathways (Certificate II) Elective Units Part B

**Pre-requisite:** Engineering Pathways (Certificate II) Part A

**Course Description**
This part of the course is based on the Systems and Control strand of Engineering Certificate II and is a development of the skills and techniques completed in the core units.

MEM14005A  Plan a complete activity.  
MEM18001C  Use hand tools.  
MEM3001B  Perform manual production assembly.  
MEM3002B  Perform precision assembly.  
MEM3004B  Perform electronic assembly.  
MEM16005A  Operate as a team member.  
MEM16006A  Organise and communicate information.  
MEM16008A  Interact with computing technology.  
MEM11012B  Purchase materials.  
MEM11016B  Order materials.  
MEM12002B  Perform electronic measurement.  
MEM12023A  Perform engineering measurement.  
MEM12024A  Perform computations.  
MEM18002B  Use power tools/hand held.  
MEM07032B  Use workshop machines.
The Children Family & the Community ATAR course focuses on factors that influence human development and the wellbeing of individuals, families and communities. Students develop an understanding of diversity within society and examine a range of factors which impact on the ability of individuals and families to develop skills and lead healthy lives. Promoting inclusion and diversity among individuals, families and groups in society contributes to the creation of safe, cohesive and sustainable communities. Students are exposed to developmental theories and the domains of development. Alternative perspectives, policies and practices are examined when working individually and collaboratively in forming community partnerships. Students demonstrate initiative when advocating for others about issues of inequity and injustice, and understand that beliefs, values and ethics influence decisions made by individuals, families, communities and governments.

**Year 11 Children, Family and the Community (ATAR Course)**

**Pre-requisite:** C grade in Year 10 English

**Course Description:**

**Unit 1 – Building on relationships**
In this unit, students investigate the principles of development and how these relate to the domains and theories of development. Students examine and evaluate the features of products, services and systems for individuals and families. They examine the diverse and dynamic nature of families in Australia. They recognise and acknowledge cultural diversity, and inequity and injustice issues. Students develop effective self-management and interpersonal skills to recognise and enhance personal relationships, enabling them to take active roles in society.

**Unit 2 – My place in the world**
In this unit, students examine the effect on an individual’s development and wellbeing in a society characterised by rapid change. They explore contemporary Australian issues or trends relating to families and communities at the state and national level, and are introduced to a range of advocacy types. Students examine developmental theories and their influence on cognitive development. Students use effective self-management and interpersonal skills when developing or assessing products, processes, services, systems or environments.

**Year 12 Children, Family and the Community (ATAR Course)**

**Pre-requisite:** C grade in Year 11 Children, Family and the Community ATAR

**Course Description**

**Unit 3 – The change factor**
This unit focuses on challenges that confront individuals, families and communities in a rapidly developing society and the need to adapt to growing social, cultural, environmental, economic and political circumstances. Students understand the importance of sustainable practices when producing and evaluating resources designed to improve quality of life. They develop an appreciation and understanding of the role of the advocate on national and global issues through participation in an advocacy project. Students compare, contrast and test developmental theories through observation and participation in practical activities at school or in the community.

**Unit 4 – Shaping the world**
This unit examines the principles of social, economic and political justice and environmental accord. Students investigate ways to address issues that have been created by rapid social, cultural, economic and technological change. Students explore the characteristics of sustainable communities in Australia and overseas. They consider products, processes, services, systems, structures and relationships that actively support current and future generations’ capacity to create healthy communities. Students work collaboratively to research and develop strategies to advocate for the needs of specific groups. These strategies are designed to empower and help individuals and communities to manage now and in the future.
Year 11 Children, Family and the Community (General Course)
Pre-requisite: None

The Children, Family and the Community General course focuses on factors that influence human development and the wellbeing of individuals, families and communities. The context studied emphasises caring for infants, children, adults, seniors or the aged. Students use the Virtual Babies and the Empathy Belly to further aide their understanding of human development and the care of children. Playgroup sessions enhance what is taught in the classroom in a practical and hands on manner.

Course Description:
Unit 1 – Families and relationships
This unit focuses on family uniqueness. Students examine the role of families and the relationships between individuals, families and their communities. Students learn about all stages of human development, in particular maternal health, infant care and children’s development.

Unit 2 – Our community
This unit focuses on families, relationships and living in communities. The influence of biological and environmental factors, lifestyle behaviours and health status on growth and development is studied. Students explore the health of individuals and communities and the protective and preventative strategies that impact on growth and development.

Year 12 Children, Family and the Community (General Course)
Pre-requisite: C grade in Year 11 Children, Family and the Community General

Course Description
Unit 3 – Building on relationships
In this unit, students investigate the principles of development and how these relate to the domains and theories of development. Students examine and evaluate the features of products, services and systems for individuals and families. They examine the diverse and dynamic nature of families in Australia. They recognise and acknowledge cultural diversity, and inequity and injustice issues. Students develop effective self-management and interpersonal skills to recognise and enhance personal relationships, enabling them to take active roles in society.

Unit 4 – My place in the community
In this unit, students examine the effect on an individual’s development and wellbeing in a society characterised by rapid change. They explore contemporary Australian issues or trends relating to families and communities at the state and national level and are introduced to a range of advocacy types. Students examine developmental theories and their influence on cognitive development. Students use effective self-management and interpersonal skills when developing or assessing products, processes, services, systems or environments.

Careers/Further Study
This subject can be used as a base for a variety of careers:
- Primary School Teaching
- Teacher’s Aide
- Nursing
- Occupational Therapy
- Physiotherapy
- Social work
# Hospitality (Certificate Course)

## Year 11 Hospitality (Certificate II) Part A

**Duration:** 2-Year Course. Part A delivered in Year 11, Part B delivered in Year 12  
**Pre-requisite:** None  
**Approximate Cost:** $80

### Course Description

This qualification provides the skills and knowledge for an individual wishing to commence a career in the hospitality industry. This broad-based qualification provides a variety of skills in food preparation and hygiene, as well as customer service and communication skills.

Six core units and six elective units must be completed over two years:

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Core Units</th>
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<tbody>
<tr>
<td>SITXWHS101</td>
<td>Participate in safe work practices</td>
</tr>
<tr>
<td>BSBWOR203B</td>
<td>Work effectively with others</td>
</tr>
<tr>
<td>SITXCCS202</td>
<td>Interact with customers</td>
</tr>
<tr>
<td>SITHIND202</td>
<td>Use hospitality skills effectively</td>
</tr>
<tr>
<td>SITXCOM201</td>
<td>Show Social and Cultural Sensitivity</td>
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<table>
<thead>
<tr>
<th>Electives</th>
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<tbody>
<tr>
<td>SITHCCC102</td>
</tr>
<tr>
<td>SITHCCC103</td>
</tr>
<tr>
<td>SITHFAB204</td>
</tr>
<tr>
<td>SITXFSA101</td>
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## Year 12 Hospitality (Certificate II) Part B

**Pre-requisite:** Year 11 Hospitality (Certificate II) Part A

<table>
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<tr>
<th>Unit Code</th>
<th>Core Unit</th>
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<tr>
<td>SITXCCS202</td>
<td>Interact with customers</td>
</tr>
<tr>
<td>SITHIND201</td>
<td>Source and use information on the hospitality industry</td>
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<tr>
<td>SITHIND202</td>
<td>Use hospitality skills effectively</td>
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<tr>
<td>SITXCOM201</td>
<td>Show Social and Cultural Sensitivity</td>
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<table>
<thead>
<tr>
<th>Electives</th>
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</thead>
<tbody>
<tr>
<td>SITHCCC202</td>
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<tr>
<td>SITHFAB201</td>
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</table>

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

### Job roles

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

- café attendant
- catering assistant
- food and beverage attendant
- front office assistant
- bar attendant
- bottle shop attendant
Course Overview
Design involves the strategic development, planning and production of visual and tactile communication. It deals with the effective and efficient communication of ideas, values, beliefs, attitudes, messages and information to specific audiences for specific purposes and with specific intentions. The goals of the Design ATAR course are to facilitate a deeper understanding of how design works; and how ideas, beliefs, values, attitudes, messages and information are effectively communicated to specific audiences with specific intentions or purposes via visual media forms. This course aims to achieve these goals by exposing students to a variety of communication forms and a thorough exploration of design.
Design projects allow students to demonstrate their skills and understandings of design principles and processes; to analyse problems and possibilities; and to devise innovative strategies within design contexts. There is potential for students to develop transferable skills and vocational competencies while devising innovative designs.
In this course, students develop a competitive edge for current and future industry and employment markets. This course also emphasises the scope of design in professional and trade based industries allowing students to maximise vocational and/or university pathways.

Technical Graphics context
Technical Graphics uses conventions of technical drawing and computer-aided design to create designs that deal with mainly 3D subjects, usually of an industrial nature.

Year 11 Design – Technical graphics (ATAR Course)
Pre-requisite: C grade in Year 10 Graphics

Course Description
Unit 1 – Product design
Students learn that the commercial world is comprised of companies, requiring consumer products, services and brands for a particular audience.

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.

Year 12 Design – Technical Graphics (ATAR Course)
Pre-requisite: C grade in Year 11 Design – Technical graphics (ATAR Course)

Course Description
Unit 3 – Commercial design
Students become aware that design has commercial considerations that are influenced by various stakeholders to produce products, services and brands.

Unit 4 – Influential design
Students learn how the communication of ideals, messages, information and values can influence opinion and attitudes.
Course Overview
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 will focus on the photography context in this course. The Design General course also emphasises the scope of design in trade-based industries allowing students to maximise vocational pathways.

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

Year 11 Design – Photography (General Course)
Pre-requisite: None

Course Description
Unit 1 – Design fundamentals (Set design)
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. Dimensional Design: Architecture, set design for film & television or theatre.

Unit 2 – Personal design (In interior 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. Context: Dimensional Design: Architecture, interior design model making and mood board or swatching.

Year 12 Design - Photography (General Course)
Pre-requisite: C grade in Year 11 Design – Photography General

Course Description
The Year 12 syllabus is divided into two units which are delivered as a pair. The notional time for the pair of units is 110 class contact hours.

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

Unit 4 – Cultural design
The focus for this unit is cultural design. Students learn that society is made up of different groups of people who share diverse values, attitudes, beliefs, behaviours and needs; and that different forms of visual communication transmit these values and beliefs.
Year 11 Materials Design and Technology (ATAR Course)

Pre-requisite: C grade in Year 10 materials

Course Description
This syllabus is divided into two units.

Unit 1
Students develop an understanding of the elements and fundamentals of design and consider human factors involved in the design, production and use of their projects. They develop creative thinking strategies and work on design projects within specified constraints. Students learn about the classification, structure and properties of a variety of materials, making appropriate materials selection for design needs.

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

Unit 2
Students learn about the nature of designing for a client, target audience or market. Students apply an understanding of the elements and fundamentals of design and consider human factors involved in their design projects. Students learn about the nature, properties and environmental impacts and issues related to a variety of materials and production techniques. They develop creative thinking strategies, and work on design projects within specified constraints as well as consider the environmental impacts and issues related to the sustainability and recycling of materials.

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

Year 12 Materials Design and Technology (ATAR Course)

Pre-requisite: C grade in Year 11 Materials Design and Technology ATAR

Course Description:
This syllabus is divided into two units.

Unit 3
Students extend their understanding of design aesthetics through the application of the elements and principles of design and the use of creative and critical thinking strategies. Students work with an open and self-directed design brief to manage a project to design products to meet needs. Students investigate a range of materials and analyse the molecular structure, relating material characteristics and properties, and methods of processing and finishing, appropriate to their application and use.

Students identify and manage risks, and select and use appropriate methods for communicating ideas and design development. Students develop competence with production processes and learn to manage projects to determined design specifications.

Unit 4
Students investigate and analyse cultural and social factors which may have influenced historical and contemporary design. Students extend their understanding of design aesthetics by using creative and critical thinking strategies. They critically examine current products and explore how emerging materials and technologies may affect, and be incorporated into, the design and development of future products.

Students incorporate a wide range of design concepts and apply sophisticated conceptualisation skills and production processes to realising design ideas that reflect their personal influences in combination with the style and tastes of a target audience/market.
Year 11 Materials Design and Technology – Wood Context (General Course)

Pre-requisite: None

Course Description
This syllabus is divided into two units.

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.

Year 12 Materials Design and Technology (General Course)

Pre-requisite: C grade in Year 11 Materials Design and Technology General

Course Description
This syllabus is divided into two units.

Unit 3: Students develop an understanding of the elements and fundamentals of design and consider human factors involved in the design, production and use of their projects. They develop creative thinking strategies and work on design projects within specified constraints. Students learn about the classification and properties of a variety of materials and make appropriate materials selection for design needs. Students learn about manufacturing and production skills and techniques. They develop the skills and techniques appropriate to the materials being used and gain practice in planning and managing processes through the production of design project. They learn about risk management and ongoing evaluation processes.

Unit 4: Students learn about the nature of designing for a client, target audience or market. Students learn about the nature, properties and environmental impacts related to a variety of materials, and production techniques. Students apply an understanding of the elements and fundamentals of design and consider human factors involved in their design projects. They develop creative thinking strategies, work on design projects within specified constraints and consider the environmental impacts of recycling of materials. Students extend their understanding of safe working practices and contemporary manufacturing techniques, and develop the knowledge, understanding and skills required to manage the processes of designing and manufacturing.
Year 11 Visual Arts – Furniture (Certificate II) Core Units Part A

Duration: 2-Year Course. Part A delivered in Year 11, Part B delivered in Year 12
Pre-requisite: None
Approximate Cost: $80

Students are introduced to the fundamentals of Occupational Health & Safety, the work environment, design and production. They learn to communicate various aspects of the technology process by constructing what they design.

Throughout the process, students learn about 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 safe production of their design project.

Course Description
This syllabus is divided into Core Units (Year 11) and Elective Units (Year 12).

Core Units

**BSBOHS201A** Participate in OHS processes
This unit is about the working safely in a furniture-making workshop.
What you will be assessed on:
- Working safely
- Implementing workplace safety requirements
- Participating in OHS consultative processes
- Following safety procedures

**CUVRES201A** Source and use information relevant to own arts practice
This unit is about the researching information on history and design of furniture pieces.
What you will be assessed on:
- Locating information
- Reviewing information
- Updating and maintain information sources

**CUVACD101A** Use basic drawing techniques
This unit is about creating drawings such as concept drawings, pictorial drawings, orthogonal drawings with rendering and shading of the project that you will create in this course.
In this unit you will be assessed on:
- Preparing for drawing
- Producing basic drawings

**CUVPRP201A** Make simple creative work
This unit is about the skills and knowledge required to make creative work in any media. It involves the process of developing ideas and using specific art and design techniques that support the communication of those ideas.
In this unit you will be assessed on:
- Developing and communicating ideas
- Preparing for creative work
- Developing creative work
- Reviewing creative work
Year 12 Visual Arts – Furniture (Certificate II) Elective Units Part B

Pre-requisite: Visual Arts – Furniture (Certificate II) Part A

Approximate Cost: $80

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

Elective Units

CUVWOO201A Develop Wood Skills
This unit is about using basic woodworking techniques to produce wood objects from simple design concepts.
What you will be assessed on:
Prepare woodworking resources
Use and test woodworking techniques
Make plans to develop skills

LMFCR003B Carry out measurements and calculations

MSAPCII296A Make a small furniture item from timber
This unit is about making a small timber furniture item in accordance with the requirements of an established design and in a simulated or trial manufacturing environment where there is a high degree of direct supervision.
What you will be assessed on:
Identify job requirements
Prepare for work
Produce Work
Complete Work

LMFFM2001B Use furniture making sector hand and power tools
This unit is about using hand and power tools to make timber furniture.
What you will be assessed on:
Identify hand and power tools
Select hand tools
Use hand tools
Select power tools
Use power tools
Clean-up work area and tools

LMFFM3002B Construct furniture using leg and rail method
This unit is about constructing furniture of some substance using the leg and rail method e.g. tables, chairs. What you will be assessed on:
Preparing for work for your project
Completing construction of your project
Finalising operation of your project
Students taking a General (non-ATAR) pathway in Year 11 and Year 12 may study CareerLink. This can also begin in Year 10 (Workplace Readiness)
Approximate Cost: $580

CareerLink students are off-campus for one day a week either studying at a Registered Training Organisation (RTO) or doing a Work Placement.

Workplace Learning – Endorsed Program [Year 11 or Year 12]
Workplace Learning (WPL) focuses on the development of 29 entry level skills which are based on the Key Competencies: Collecting, Analysing and Organising Information; Communicating Ideas and Information; Planning and Organising Activities; Working with Others and in Teams; Using Mathematical Ideas and Techniques; Solving Problems and Using Technology.

CareerLink places the students in a specific industry of their choice, and allows them to take ‘off the job training’ in Registered Training Organisation related courses working towards full or partial completion of Certificates I, II or III in courses including:

Automotive
Business
Building & Construction
Electrotechnology
Engineering (Tech drafting)
Leadership
Makeup Services
Metal Roofing & Cladding
Nursing
Sport and Recreation
Teaching

Advantages for students including CareerLink in their program:
• Students gain a greater understanding of the world of work
• Promotes school/community partnerships
• Increases self esteem, confidence and responsibility
• Students see the relevance of the workplace to what is taught at school
• Further develops personal and communication skills
• The community sees vocational orientation in post-compulsory education as relevant and necessary.
• WPL enhances prospects of entry into STP, alternative university entry pathways and other post school destinations

For full details of CareerLink visit their website: http://www.careerlink.net.au/
## Appendix One – Conversion Table TEA to ATAR

### 2014 TEA/ATAR SUMMARY TABLE

The following table gives an indication of the minimum Tertiary Entrance Aggregate (TEA) required to achieve at least a particular Australian Tertiary Admission Rank (ATAR). Note: TEA is the sum of the best four scaled scores.

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<thead>
<tr>
<th>ATAR</th>
<th>Minimum TEA for ATAR</th>
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<tbody>
<tr>
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Appendix Two – Glossary of Important Terms

Accredited Courses:
Accredited Courses count towards the achievement of the Western Australian Certificate of Education (WACE). All Courses offered at Mater Dei College are accredited including Religious Education (Religion and Life).

Competence in English – Western Australian Certificate of Education (WACE)
In order to achieve WACE, a student must achieve a band 8 in reading, writing and numeracy in the Year 9 NAPLAN test. A student who does not achieve this minimum requirement of literacy is expected to sit an OLNA test in Years 10, 11 and 12 until such time as they have achieved band 8 in reading, writing and numeracy. Students who do not achieve this minimum standard of literacy and numeracy will not be awarded a Western Australian Certificate of Education (WACE).

Competence in English - University Entrance
For University entry, the English competency Level is higher than that to achieve WAVE. The student will need to achieve a scaled score of 50 in an English Course or Literature. If this is not met, achievement in the standardised moderated numeric school assessment or, standardised numeric examination assessment of at least 55 in English or Literature can be used. UWA requires at least 60 in English or Literature. Students who do not meet this standard are required to sit a Special Tertiary Admissions Test (STAT) or another test of English approved by the concerned University.

Courses
Students on a University pathway should study ATAR Courses. Students on a STP/Workforce pathway should study General Courses.

SCSA
The SCSA oversees the K-12 curriculum in all Western Australian Schools. This body is responsible for WACE Examinations, distribution of the Statement of Results and Western Australian Certificate of Education.

Endorsed Programs
Special Programs that are a part of the School program, however, are not assessed as other Courses. Endorsed Programs can contribute to Western Australian Certificate of Education (WACE)

Grade
At the end of Year 11 and Year 12 respectively, a student receives for each Course studied a letter grade of A, B, C, D, E based on the year’s school assessment, including exams. Endorsed Programs do not receive a grade.

List A and List B Courses
All Courses are divided into List A or B. All students must complete at least one subject from each list in Year 12 for Graduation purposes. List A includes subjects from the arts, languages, social sciences. List B includes subjects from mathematics, science, technology.

Pre-requisites
Many tertiary courses require prospective students to have taken a particular Course whilst in Year 12 and a satisfactory result to be obtained. One of the best examples of this is Engineering Courses which normally require that students have studied and passed specific subjects at Secondary School. Other University courses may refer to subjects as highly recommended rather than firm pre-requisites. It is most important to thoroughly check the requirements for tertiary courses in which you are interested.

School Assessment
In addition to the Grade, each Year 12 student receives from the school a mark out of 100 for each Course. This mark is made up of the marks given for set work and exams for that Course, over the Year 12 year, and is submitted to the SCSA at the end of Year 12. This School Assessment will be combined with the WACE Examination Score to produce a final scaled result for each subject that will contribute a student’s TEA and ATAR.

Training WA State Training Provider
Technical and Further Education courses are now recognised as tertiary training. STP colleges offer an enormous range of courses, some very practically oriented, some equivalent to the early stages of university courses. Many courses now require Year 12 results for entry, and all give credit for Year 12 Courses completed.
Australian Tertiary Admission Rank (ATAR)
The Australian Tertiary Admission Rank (ATAR) expresses the student’s overall performance for University entrance in rank order on a percentile ranking from 0 to 9.95. This rank compares all students in the state. The higher the ATAR performance the better the student’s performance.

Tertiary Institutions Service Centre (TISC)
The Tertiary Institutions Service Centre co-ordinates the applications of students to the four public Universities in Western Australia.

University Entrance
Public University Entrance requires:
a) The Australian Tertiary Admission Rank (ATAR) or AQF/STP Certificate IV
b) Competence in English
c) Achievement of WACE
d) Students have met any pre-requisite required.

Western Australian Certificate of Education (WACE)
A state-wide certificate awarded to Year 12 students who satisfy key criteria.

WACE Examinations
External examinations set and marked under the control of the SCSA. The examinations cover the syllabus of Year 12 (ATAR) Courses. All students studying ATAR Courses whilst in Year 12 will be required to sit these examinations.