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Introduction

To students and parents/guardians of Melville Senior High School,

The purpose of this Handbook is to provide you with information that will assist and guide you with decision-making regarding subject choices, school pathways and some options post-school. Included is information about:

- WACE requirements
- Subject selection and Year 11 and 12 pathways and courses
- Post–school destinations

Please keep this Handbook for the duration of Year 11 and 12 at Melville Senior High School and refer to it for clarification and assistance as needed. Should you have questions at any time be sure to contact: Deputy Principal Senior School (George Tills) the VET and Transition Manager (Nicole Clune), Year 11 and 12 Coordinator (Sandy Olney-Thurstun) and/or Heads of Learning Areas.

Information Sessions

The progression into Year 11 involves a number of significant changes for both parents and students. To provide families with relevant information and facilitate the course selection process participation in the following activities is essential:

**Thursday 25\textsuperscript{th} June 6.00 – 7.15 pm (Week 10, term 2): Parent information session for all parents of Year 10 students in the school library.** This is an opportunity to gain essential information about: Western Australian Certificate of Education (WACE) requirements; the Australian Tertiary Admission Rank (ATAR); subject selection for General and ATAR pathways; Vocational Education and Training (VET); entry into tertiary education institutions; and have your questions answered.

**Monday 27 July – Friday 7\textsuperscript{th} August (Week 2 of Term 3) students will make their online subject selections.**

**Monday 3\textsuperscript{rd} – Friday 14\textsuperscript{th} August (Weeks 3 and 4 of Term 3) counselling for subject selection.** Parents and students can book an interview time to discuss course selections. These interviews are not compulsory and are prioritised for students experiencing difficulty with their course selections.

Bookings for interviews with Mr George Tills (Deputy Principal Senior School), Nicole Clune (VET and Transition Manager) or Beth Glasson (Year 10 Coordinator) can be made by telephoning the School Administration Office to make an appointment for a counselling session.
Timeline and steps for the course selection process:

<table>
<thead>
<tr>
<th>Events for Year 10 students</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students presented with information about courses on offer and prerequisites for Year 11 courses each week at Year 10 assemblies.</td>
<td>Term 2 weeks 1 - 10</td>
</tr>
<tr>
<td>Year 10 examinations</td>
<td>8th – 11th June</td>
</tr>
<tr>
<td>Reports posted home</td>
<td>Tuesday 23rd June</td>
</tr>
<tr>
<td>Parent information night</td>
<td>Thursday 25th June 6.00 pm – 7.15 pm</td>
</tr>
<tr>
<td>Online course selections open</td>
<td>Monday 27th July</td>
</tr>
<tr>
<td>Online course selections closed</td>
<td>Friday 7th August</td>
</tr>
<tr>
<td>Students and parents are able to make an appointment and meet with Mr Tills, Ms Glasson or Ms Clune to discuss subject selection. Interviews are prioritised for students experiencing difficulty with their course selections.</td>
<td>Monday 3rd to Friday 14th August Weeks 3 – 4 Term 3</td>
</tr>
<tr>
<td>Confirmation of courses selected for Year 11 issued.</td>
<td>Term 4</td>
</tr>
</tbody>
</table>

Pathways and Courses

At Melville Senior High School all Year 11 and 12 students:

- Choose a pathway – an ATAR (Australian Tertiary Admission Rank) or General (non-ATAR) pathway (It is possible to do courses from each pathway)
- Study 6 courses
- Select either English or English Literature
- Must include at least 1 List A and 1 List B course in Year 12 (see page 10)
- Generally study the same course in Year 11 and Year 12

**ATAR course** units are for students who are aiming to enrol in a university course direct from school. These courses will be examined by the Authority and contribute to the achievement of an Australian Tertiary Admission Rank (ATAR).

If you think you will be heading to university once you finish Year 12, you should enrol in at least four ATAR courses. The rank is used by universities as a selection mechanism. More information about the ATAR is available at [http://www.tisc.edu.au/](http://www.tisc.edu.au/).

If you do not complete the course requirements to achieve an ATAR you will need to achieve a minimum of a Certificate II qualification (see page 29 for the Certificate courses available at the school).

**General course** units are for students who are aiming to enter further training or the workforce directly from school. These courses will not be examined by the Authority. However, students will complete Externally Set Tasks (EST) see page 11 for more information about ESTs.
General Course Pathways offered at Melville Senior High School are detailed on pages 80 – 88.

Students cannot be enrolled in a pathway at Melville SHS which is less or more than six courses unless there are exceptional circumstances.

In order to study most courses in Year 12, completion of the same course in Year 11 is expected.

**Vocational Education and Training (VET) programs** offer VET qualifications for students wishing to participate in nationally recognised training. All VET qualifications require registered training organisation (RTO) delivery, assessment and quality control under the VET regulatory body. A Certificate II or higher is one of the range of equivalents for achieving a WACE. These qualifications contribute to the WACE as unit equivalents.

Melville Senior High School offers VET qualifications that are Certificate courses embedded in some General courses or are stand-alone Certificate courses. These are listed on pages 29 - 30. Details of Melville Senior High School’s Vocational Pathway Program (VPP) are on pages 89 – 90.

**Endorsed programs** provide access to all areas of learning not covered by WACE courses or VET programs and contribute to the WACE as unit equivalents. Endorsed programs are for students wishing to participate in programs which are delivered in a variety of settings by schools, workplaces, universities and community organisations.

Endorsed programs that may be offered at Melville Senior High School include: Cadets, workplace learning, World Challenge, Mock Trials and/or school trips to overseas and/or interstate destinations.

To gain a Western Australian Certificate of Education (WACE) on graduation at the end of Year 12 students in Year 11 and 12 undertake one of the following pathways:

<table>
<thead>
<tr>
<th>ATAR PATHWAY</th>
<th>NON ATAR PATHWAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are aiming for university entrance.</td>
<td>Students are aiming for an STP* entrance or possible alternative entry into university.</td>
</tr>
<tr>
<td>• ATAR Course Units 1 &amp; 2 are studied in Year 11</td>
<td>• General Courses Units 1 &amp; 2 are studied in Year 11</td>
</tr>
<tr>
<td>• ATAR Course Units 3 &amp; 4 are studied in Year 12</td>
<td>• General Courses Units 3 &amp; 4 are studied in Year 12</td>
</tr>
<tr>
<td>• Courses are content based</td>
<td>• Courses are practical based</td>
</tr>
<tr>
<td>• External exams (WACE exams) are sat at the end of Year 12</td>
<td>• There are no external exams (but there are ESTs in Year 12, see page 11)</td>
</tr>
<tr>
<td>• ATAR score based on 50% school assessment and 50% external exams</td>
<td>• High grades are important</td>
</tr>
<tr>
<td>• Students gain at ATAR score based on their best 4 courses</td>
<td>• 100% school assessed</td>
</tr>
<tr>
<td>• A minimum of 4 ATAR subjects are required but 5 or 6 are recommended</td>
<td>• Certificate courses are undertaken in Year 11 and/or Year 12</td>
</tr>
</tbody>
</table>

* STP = State Training Provider, formerly known as TAFE.
To follow are three examples of a student’s course selection within a chosen pathway:

Examples of Year 11 – 12 Pathways

Student Selection Sample 1: ATAR Pathway

<table>
<thead>
<tr>
<th>Year</th>
<th>Course 1</th>
<th>Course 2</th>
<th>Course 3</th>
<th>Course 4</th>
<th>Course 5</th>
<th>Course 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 11</td>
<td>Career &amp; Enterprise (General Units 1 &amp; 2)</td>
<td>English (ATAR Units 1 &amp; 2)</td>
<td>Human Biology (ATAR Units 1 &amp; 2)</td>
<td>Mathematics Methods (ATAR Units 1 &amp; 2)</td>
<td>Geography (ATAR Units 1 &amp; 2)</td>
<td>Graphic Design (ATAR Course 1 &amp; 2)</td>
</tr>
<tr>
<td>Year 12</td>
<td>Career &amp; Enterprise (General Units 3 &amp; 4)</td>
<td>English (ATAR Units 3 &amp; 4)</td>
<td>Human Biology (ATAR Units 3 &amp; 4)</td>
<td>Mathematics Methods (ATAR Units 3 &amp; 4)</td>
<td>Geography (ATAR Units 3 &amp; 4)</td>
<td>Graphic Design (ATAR Units 3 &amp; 4)</td>
</tr>
</tbody>
</table>

Sample 1 is an example of selections for a student whose intentions and academic performance in Year 10 are positioning towards a university pathway/ATAR pathway.

There is a breadth of study in that the student is studying List A and B subjects.

The student is studying ATAR Course 1 & 2 units in Year 11 and will undertake ATAR Course 3 & 4 units in Year 12. Two units are studied to complete a year’s work in any given course, be it in an ATAR or General pathway.

The best four of the five ATAR courses will contribute to the student’s ATAR score while Career and Enterprise is being studied at General in Year 12 which means it cannot contribute to an ATAR score but counts towards WACE achievement and graduation.

Student Selection Sample 2: ATAR Pathway

<table>
<thead>
<tr>
<th>Year</th>
<th>Course 1</th>
<th>Course 2</th>
<th>Course 3</th>
<th>Course 4</th>
<th>Course 5</th>
<th>Course 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 11</td>
<td>Career &amp; Enterprise (General Units 1 &amp; 2)</td>
<td>English (ATAR Units 1 &amp; 2)</td>
<td>Human Biology (ATAR Units 1 &amp; 2)</td>
<td>Mathematics Methods (ATAR Units 1 &amp; 2)</td>
<td>Media Production &amp; Analysis (ATAR Units 1 &amp; 2)</td>
<td>Graphic Design (ATAR Units 1 &amp; 2)</td>
</tr>
<tr>
<td>Year 12</td>
<td>Career &amp; Enterprise (General Units 3 &amp; 4)</td>
<td>English (ATAR Units 3 &amp; 4)</td>
<td>Food Science &amp; Technology (General 3 &amp; 4)</td>
<td>Mathematics Methods (ATAR Units 3 &amp; 4)</td>
<td>Media Production &amp; Analysis (ATAR Units 3 &amp; 4)</td>
<td>Graphic Design (ATAR Units 3 &amp; 4)</td>
</tr>
</tbody>
</table>

Sample 2 is very similar to Sample 1. However, the student has not achieved well in Year 11 ATAR Human Biology and has changed this course to replace it with Food Sciences and Technology General Units 3 & 4 in Year 12.
Student Selection Sample 3: Non-ATAR Pathway

<table>
<thead>
<tr>
<th>Year</th>
<th>Course 1</th>
<th>Course 2</th>
<th>Course 3</th>
<th>Course 4</th>
<th>Course 5</th>
<th>Course 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 11</td>
<td>Career &amp; Enterprise (General Units 1 &amp; 2)</td>
<td>English (General Units 1 &amp; 2)</td>
<td>Visual Arts (General Units 1 &amp; 2)</td>
<td>Mathematics Essential (General Units 1 &amp; 2)</td>
<td>Health Studies (General Units 1 &amp; 2)</td>
<td>Integrated Science (General Units 1 &amp; 2)</td>
</tr>
<tr>
<td>Year 12</td>
<td>Career &amp; Enterprise (General Units 3 &amp; 4)</td>
<td>English (General Units 3 &amp; 4)</td>
<td>Visual Arts (General Units 3 &amp; 4)</td>
<td>Mathematics Essential (General Units 3 &amp; 4)</td>
<td>Health Studies (General Units 3 &amp; 4)</td>
<td>Integrated Science (General Units 3 &amp; 4)</td>
</tr>
</tbody>
</table>

Sample 3 reflects a student who is best suited to the Vocational Pathway learning. This student is aiming for TAFE entry as an initial post-school learning destination, studies more practical courses and may not have met the pre-requisites for Year 11 ATAR Courses.

This student is required to study English, General Units 1 & 2 or ELD General Units 1 & 2 in Year 11 and English, General Units 3 & 4 or ELD General Units 3 & 4 in Year 12.

As these samples show, every student must choose and study an English course. Satisfactory achievement (C GRADE) is required in an English course for Secondary Graduation.

For more information about literacy and numeracy requirements for WACE see page 11.

**Course Selection Advice**

Making choices for study in Year 11 should be based on the following considerations:

- **Realistic assessment of ability, application and commitment:** It is highly recommended that students choose courses where they have met the pre-requisites to ensure they have academic success and are able to cope with the demands of the particular subject. It is essential for students to make choices which are realistic and that are suitable for their academic ability.

- **Interests and possible future careers:** Selecting courses that are of interest to students is more likely to lead to success and enjoyment in their studies. Choices should be made to maximise options for the future. If future goals are uncertain it is best to maintain a broad course that would enable entry to a variety of post school destinations.

- **Passion for a type of learning and context of learning:** The two available pathways cater to different types of learning with the ATAR Pathway being more content and examination focused while the non ATAR Pathway is a more practical, skills-based option.

Careful selection of courses is essential to avoid the challenges associated with making course changes in Year 11. Changes after commencement of Year 11 are not only disruptive to students’ progress but also necessitate considerable catch-up work on the part of students.

After commencement of Year 11, students will only be permitted to make course changes with the agreement of the specific course teachers, Deputy Principal and VET and Transition Manager. Such
agreements will depend on the student showing sufficient reason for the change and the size of existing classes. Under normal circumstances, students will only be able to transfer to a new course up to the end of **Week 6 of Term 1 in Year 11**. With the on-going nature of assessment tasks in the new courses, a student’s progress is best served by making realistic course selection choices prior to starting Year 11.

For these reasons we strongly urge students and parents to read and discuss the information provided in this booklet. In particular, it is essential that students take note of the minimum Year 10 pre-requisites for Year 11 courses. These pre-requisites have been set to reflect the level of difficulty and rigour of Year 11 courses and to guide students to select courses in which they are more likely to experience success.

### Prerequisites for Year 11 Courses

If in semester 1 of Year 10 a student has not met the prerequisites for a Year 11 (see the table on pages 27 – 28) course they will not be permitted to select that Year 11 course. The online selection process will limit a student’s ability to choose a subject for which they have not satisfied the prerequisite.

However, following significant academic improvement in Term 3, and demonstration of Year 11 course prerequisites being met, an interview (with the Deputy Principal, Mr George Tills or Ms Nicole Clune, VET and Transition Manager) can be arranged in Term 4 whereby alternative subject selection for Year 11 courses may be undertaken. The availability of subject select at this late stage may be limited.

Students who do not, at any stage in Year 10, meet the prerequisites for particular courses will not be permitted to study them in Year 11 unless there are extenuating circumstances. In these situations, a parent interview with the (Deputy Principal) Mr George Tills or Ms Nicole Clune (VET and Transition Manager) must be arranged.

### Course Availability

The school reserves the right to withdraw any course. Available resources limit the number of classes which can be timetabled. Places in courses will be allocated on a basis of students who have met the prerequisites. **If a student submits a subject selection after the due date for submission, they risk the possibility of not being allocated to all of their chosen selections.**

### Course Costs

Course costs are based upon previous year’s costs and are subject to review and may change. The specific cost for each course is listed in this handbook with the description of each course.
Western Australian Certificate of Education (WACE) 2017

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

The WACE requirements

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

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

General requirements

• demonstrate a minimum standard of literacy and a minimum standard of numeracy

• complete a minimum of 20 units or equivalents as described below

• complete at least four Year 12 ATAR courses (excluding unacceptable combinations) or complete* a Certificate II (or higher) VET qualification. Note: the partial completion of a Certificate III or higher VET qualification may meet this requirement according to predetermined criteria.

Breadth and depth

Students must:

• complete a minimum of 20 units or the equivalent. This requirement must include at least:
  
  o a minimum of ten Year 12 units or the equivalent

  o two completed Year 11 units from an English course and one pair of completed Year 12 units from an English course

  o one pair of Year 12 units from each of List A (arts/languages/social sciences) and List B (mathematics/science/technology). See table on next page.

* Note: In the context of VET in the WACE, the term ‘complete’ requires that a student has been deemed competent in all units that make up a full qualification.
WACE courses are grouped into List A (arts/languages/social sciences) and List B (mathematics/science/technology). Students studying for WACE are required to select at least one Year 12 course from each of List A and List B. **Students must choose at least one course from each of the lists:**

<table>
<thead>
<tr>
<th>List A</th>
<th>List B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career and Enterprise</td>
<td>Accounting and Finance</td>
</tr>
<tr>
<td>Children, Family and Community</td>
<td>Applied Information Technology</td>
</tr>
<tr>
<td>Chinese: Background Speakers</td>
<td>Aviation</td>
</tr>
<tr>
<td>Chinese: Second Language</td>
<td>Biological Sciences</td>
</tr>
<tr>
<td>Dance</td>
<td>Building and Construction</td>
</tr>
<tr>
<td>Drama</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Economics</td>
<td>Design</td>
</tr>
<tr>
<td>English</td>
<td>Engineering Studies</td>
</tr>
<tr>
<td>English as an Additional Dialect</td>
<td>Food Science and Technology</td>
</tr>
<tr>
<td>Geography</td>
<td>Human Biological Science</td>
</tr>
<tr>
<td>Health Studies</td>
<td>Integrated Science</td>
</tr>
<tr>
<td>Italian</td>
<td>Materials, Design and Technology</td>
</tr>
<tr>
<td>Literature</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Media Production and Analysis</td>
<td>Mathematics Specialist</td>
</tr>
<tr>
<td>Modern History</td>
<td>Outdoor Education</td>
</tr>
<tr>
<td>Music</td>
<td>Physical Education Studies</td>
</tr>
<tr>
<td>Politics and Law</td>
<td>Physics</td>
</tr>
<tr>
<td>Visual Arts</td>
<td></td>
</tr>
</tbody>
</table>

The availability of these courses is subject to resources and number of students who have met the prerequisites (see pages 27 – 28 for ATAR course prerequisites and learning area sections for details of General course prerequisites).

**Achievement standard**

Students must 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**

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

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

For VET qualifications:
- a Certificate I is equivalent to two Year 11 units
- a Certificate II is equivalent to two Year 11 and two Year 12 units
- Certificate III or higher is equivalent to two Year 11 and four Year 12 units
- a partially completed Certificate III or higher is equivalent to two Year 11 and two Year 12 units (credit only allocated if the criteria for partial completion is met).
A Western Australian Statement of Student Achievement (WASSA) is issued to all Year 12 students who complete any study that contributes towards a WACE. It lists all courses and programs students have completed in Year 11 and 12.

**Literacy and Numeracy Requirements**

There are two parts to demonstrating competence in literacy and numeracy. Firstly, students are required to complete two Year 11 units from an English course and a pair of Year 12 units from an English course and achieve a minimum ‘C’ grade.

Secondly, students must demonstrate that they have met the minimum standard for literacy and numeracy, which is based on skills regarded as essential for individuals to meet the demands of everyday life and work.

Students can demonstrate the minimum standard:

- though the Authority’s Online Literacy and Numeracy Assessment (OLNA), or
- if they have demonstrated Band 8 or higher in their Year 9 NAPLAN, Reading, Writing and Numeracy tests.

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

**Externally Set Tasks (EST)**

There are no exams for General units. However, students will complete an externally set task (EST) that is a common task that all students enrolled in a General course will do in Semester 1 of Year 12. The task is set by the Authority, completed by students under test conditions, and is worth 15 per cent of the final mark for that pair of units. The EST is marked by students’ teachers using a marking key provided by the Authority.

**ATAR examinations**

The Authority sets, administers and marks ATAR examinations for ATAR Units 3 and 4 in all courses.

All ATAR examinations have written papers and some also include practical, oral, performance or portfolio examinations.

**Enrolling in examinations**

When students enrol in a Year 12 ATAR course, they will be automatically enrolled to sit the ATAR examination in that course.
Examinations Compulsory for graduation at ATAR

Separate examinations for ATAR Units 1 & 2 and ATAR Units 3 & 4 will be held in all courses, unless exempt. Students will be required to sit the examinations to achieve the WACE.

Students who are in their final year of secondary schooling and are enrolled in at least one ATAR pair of units in a course are required to sit for and make a genuine attempt at the WACE examination in that course (unless exempt).

A student who should sit an examination and chooses not to, or chooses not to make a genuine attempt in the examination, does not get a WACE course report, nor are the grades for those units counted towards the C grade average for the WACE. The achievement in these units can contribute to the completion requirement.

If students are applying for university admission, they should check that their course selections meet the entry requirements. University admission information is available on the TISC website at www.tisc.edu.au.

Special examination arrangements

Special arrangements may be made if a student has permanent or temporary disabilities that may disadvantage them in an examination situation. If their disability prevents them having reasonable access to an examination. Melville Senior High School must submit an application on the student's behalf.

Evidence of achievement Record of achievement

A record of achievement, The Western Australian Statement of Student Achievement (WASSA) will be given to all students who complete at least one School Curriculum and Standards Authority-developed course.

The record of achievement will record:

- completion of requirements for secondary graduation for the awarding of the WACE
- other qualifications achieved, such as VET certificates
- levels of achievement for courses in the school and examination assessments
- course units completed
- achievement of council-endorsed programs
- achievement of the English language competence standard
- Achievement of awards.

Exemptions from WACE Examinations

WACE examinations will be compulsory for students enrolled in ATAR units pairs 3 & 4 (unless exempt). Please be aware that, to be eligible for exemption, students must satisfy both criteria listed.

- be a full time student who is enrolled to complete, in the current year, at least 220 nominal hours of VET, and;
- Be enrolled in three or fewer ATAR units 3 & 4.
Course Changes

Students are able to change courses after the school’s timetable has been constructed. However, it is important to remember that classes do reach capacity and the sooner a change is made the better chance of gaining a place in a desired course. For a student to achieve course unit credits, a change can only be made early in Year 12, before the cut-off date set by the Authority; or in Year 11 after the completion of Unit 1, or at the end of Year 11 after completion of Unit 2.

For a student to change a course they will need to see a Deputy Principal or the VET Manager. No changes will be made to student’s course selection without a parent and student signature endorsing a change. Under normal circumstances, students will only be able to transfer to a new course up to the end of Week 6, Term 1.

If at any time parents or students have questions about Senior School courses, they are requested to contact the Deputy Principal (Senior School) or VET and Transition Manager.

Senior School Programs and Courses

Courses

There are 67 courses now available. Typically, schools will offer between 15 and 40 courses. Schools select these courses to meet the interests and needs of their students.

The courses have been modernised and:

- Build on content of previous courses
- Ensure that Western Australian students are able to study similar courses to those offered in other parts of Australia
- Provide multiple pathways to university, training organisations and employment
- All ATAR units 3 & 4 have compulsory WACE examinations.
- All courses have units structured. Units are notionally 55 hours long and usually take one semester to complete.

It is important to note that some courses may be available at Melville Senior High School due to lack of student demand.

Students can undertake a combination of the following in their Senior School Program depending upon their future aspirations.

School Curriculum and Standards Authority Courses

Allow students entry to all post-school pathways. Students should choose course units at appropriate grades.

Endorsed programs

Endorsed programs address areas of learning not covered by WACE courses. These programs can be delivered in a variety of settings by community organisations, universities, training organisations and workplaces. Programs include Workplace Learning, community organisation (including Emergency Service Cadets) and personal development.
Vocational Education and Training (VET)

Students participate in units of competency from National Training Packages in school or off-site (through TAFE or a private provider/RTO). Students undertaking VET have the opportunity to prepare themselves for the future world of work. VET certificates and competencies undertaken under these certificates are becoming increasingly valued by business. Students are recognised if they undertake any certificates in addition to study. Educational program that do not include four ATAR courses in Year 12, you will need to complete a Certificate II qualification or higher to achieve WACE.

Traineeships

During their traineeships students work, attain a Certificate II qualification whilst attaining a training wage. Students would study a reduced timetable in school whilst completing a work placement and VET certificates. Nominal hours must be considered for graduation.

School of Isolated and Distance Education (SIDE)

For students who are motivated and independent learners, the School of Isolated and Distance Education provides a correspondence program. It provides course booklets, a personal tutor with phone and email access and regular feedback and monitoring.

Post School Destinations

State Training Providers (STP) - formerly known as TAFE

Education and training are strongly linked at Melville SHS. Students who wish to pursue a vocational pathway can complete some STP certificates, while studying at Melville SHS. Embedded in some School Curriculum and Standards Authority courses are competencies that fulfil the requirements for a STP Certificate at level I, II or III. Other courses have some National Training Competencies embedded in them, which provide students with an advantage when applying for STP admission. For further information visit [www.dtwd.wa.gov.au/employeesandstudents/training/choosingtrainingprovider/statetrainingproviders/Pages/default.aspx](http://www.dtwd.wa.gov.au/employeesandstudents/training/choosingtrainingprovider/statetrainingproviders/Pages/default.aspx)

STP Entrance requirements and selection criteria for full time study

All State Training Provider courses have published entry requirements. The entry requirements are either:

- Communication;
- Communication and maths; or
- Completion of a prerequisite course (for instance to complete the Certificate IV of Disability Work you need to complete the Certificate III of Disability Work).
Communication and maths skill levels are determined using the following scale:

- Basic skills
- Developed skills
- Well Developed skills
- Highly Developed skills

Complete a course search to work out what skill level is required for each course. Telephone State Training Admissions on 6212 9888 or visit [http://coursesearch.tafe.wa.edu.au/default.aspx](http://coursesearch.tafe.wa.edu.au/default.aspx)

- All applications must meet entry requirements
- Courses will be split into competitive and non-competitive for entry purposes
- About 30% of courses are competitive and will need to meet selection criteria

**Improving chances of gaining a place in a State Training Provider course.**

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

Secondly, if the course students choose to apply for is deemed to have competitive entry, students will need to provide evidence that they meet the selection criteria. Competitive entry courses are those where there are more people applying than there are places available. In these instances, people with the highest score against the selection criteria are offered the available places.

**The differences between STP and university courses**

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

STP can lead to employment or further study. STP qualifications are recognised by employers Australia wide. Students may use STP as a pathway to university.

**Universities**

This information is current as of 4 June 2015.

In all instances please contact the universities directly to seek clarification regarding entry requirements and/or to organise visit and campus tour.
Tertiary Entrance Requirements

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

1. meet the requirements for the Western Australian Certificate of Education (WACE) as prescribed by the School Curriculum and Standards Authority, and

2. achieve competence in English as prescribed by the individual universities, and

3. obtain a sufficiently high Australian Tertiary Admission Rank (ATAR) for entry to a particular course, and

4. satisfy any prerequisites or special requirements for entry to particular courses.

Curtin University

Additional Admission Considerations

Some courses have additional entry requirements such as an interview or providing a portfolio. Some courses will require a police clearance or Working with Children Check. Contact the University Admissions Centre. Tel 9266 7805 or email: admissions@curtin.edu.au

Alternative Admission Requirements

If a student doesn’t qualify for entry to Curtin University there are other options to help gain admission.

UniReady Enabling Program

If a student doesn’t meet Curtin’s entry requirements they can still qualify for a range of Business, Humanities and Health courses after completing the free UniReady Enabling Program. You must be an Australian citizen, New Zealand citizen or an Australian permanent resident to take the UniReady Enabling Program.

The program consists of four units that will help prepare for university study. If students pass each unit, students will be recognised by Curtin as meeting the University’s minimum entry requirements. Students can then apply for certain undergraduate courses at Curtin. UniReady is a one-semester (12 weeks plus orientation and exam week) program offered in first and second semester.
UniReady Intensive is a five week (plus orientation and exam week) program offered during January and February. It can help students gain entry into their chosen course in time for first semester. [www.curtin.au/uniready](http://www.curtin.au/uniready)

StepUp Entry Scheme is for students who may have the ability to succeed at university but have not had the educational, financial or social opportunities to focus on their studies and achieve high enough ATAR for university entry. Successful StepUp entry and StepUp Bonus applicants will be eligible to be considered for admission into courses at Curtin University. Students are assessed for eligibility for StepUp automatically through their TISC application. To be eligible for StepUp Entry Scheme students need to meet a number of criteria such as: being from a low socio-economic or regional postcode; be the first person in their generation to attend university; be affected by financial hardship; have an Indigenous Australian background; have achieved an ATAR of 60.00 – 69.95. For detailed information: [www.curtin.edu.au/stepup](http://www.curtin.edu.au/stepup)

Enabling Course in Science, Engineering and Health is designed for students who don’t meet minimum requirements for university entrance but wish to undertake foundation studies that can lead to a degree course at Curtin with specific subject prerequisites. The course runs for one year and starts in February.

Indigenous Tertiary Enabling Course is a six month course designed to fast-track indigenous students with a secondary education of Year 11 and above or relevant TAFE qualification. [www.karda.curtin.edu.au](http://www.karda.curtin.edu.au)

Aboriginal Bridging Course runs for two semesters. [www.karda.curtin.edu.au](http://www.karda.curtin.edu.au)

AQF Qualifications
Students may meet minimum academic entry requirements if they have evidenced of English competency and have received a TAFE or other Australian Qualification Framework (AQF) award.

Edith Cowan University (ECU)

Additional Admission Considerations – English Language Competence
In addition to any academic or other special requirements (depending on the course) applicants must demonstrate English competency for entry into undergraduate degrees. For further information visit [www.reachyourpotential.com.au/minimum-requirements](http://www.reachyourpotential.com.au/minimum-requirements)

Alternative Admission:
Portfolio entry pathway is for: school leavers and recent school leavers with a near-miss ATAR for their chosen courses; and school leavers or recent school leavers who did not obtain an ATAR. Note: some courses do not accept applications through Portfolio entry pathway. For a list of these courses and more information on the Portfolio entry pathway visit [www.reachyourpotential.com.au](http://www.reachyourpotential.com.au)

University Preparation Courses (UniPrep) provide a pathway to many of ECU’s undergraduate courses. The UniPrep courses available are: University Preparation Course; Indigenous University Orientation Course (IUOC); University Preparation Course (Education Assistant).
Murdoch University

Additional Admission Considerations – English Language Competence

As a school leaver students must demonstrate English language competence by achieving a scaled score of at least 50 in English or Literature or English as an Additional Language or Dialect (EALD).

Alternative Admission Pathways

OnTrack is a free 14 week pre-university enabling program that provides an alternative entry pathway into Murdoch University for people who did not qualify for entry through other pathways. Following successful completion of OnTrack students are eligible to be offered a place at Murdoch University the following semester. Visit www.murdoch.edu.au/OnTrack

OnTrack Sprint is a free four week course that enables students to gain entry to a range of Murdoch University courses. Students are eligible for entry to OnTrack Sprint if they have completed their WACE in the last 18 months and generated an ATAR between 60 – 60.95. Visit www.murdoch.edu.au/OnTrackSprint

Entry Awards and Creative Portfolios are available to all Year 12 students. For more information visit www.murdoch.edu.au/Pathways

Kulbardi Aboriginal Centre provides alternative entry pathways to Indigenous people. Visit www.kulbardi.murdoch.edu.au

Murdoch University Preparation Course is a foundation level course combining the essentials of Year 11 and 12. For a list of fees and more information see www.murdochinstitute.wa.edu.au

The University of Western Australia (UWA)

Students entering this university will have a choice of five three-year undergraduate courses: Bachelor of Arts; Bachelor of Commerce; Bachelor of Design; Bachelor of Science; or Bachelor of Philosophy (Honours)

Additional Admission Considerations

An ATAR of at least 80 has been set for all degrees, except for the Bachelor of Philosophy (Honours) where a minimum of 98.00 is required. Assured places: Law (98); Medicine/Dentistry (99); Engineering (92) Psychology (92)

Where English Language Competence is not achieved a via a scaled score of at least 50 in English, Literature or EALD, satisfactory performance in an alternative UWA approved test of English will be required. A list of approved tests is available at www.studyat.uwa.edu.au/elc

A scaled score of 50 or more in Mathematics courses is required as the minimum to satisfy the prerequisites for some majors at UWA.

Alternative Admission Pathways

Broadway UWA entry scheme allows students from designated schools (including Melville Senior High School) to gain admission to the University if their ATAR is slightly below the usual minimum score. www.studyat.uwa.edu.au/broadway
**Fairway UWA** allows selected students to gain entry to the University through participation in a program of support and activities throughout Year 12. [www.studyat.uwa.edu.au/fairway](http://www.studyat.uwa.edu.au/fairway)

**The School of Indigenous Studies** provides opportunities to study at the University for Indigenous applicants who do not meet the standard admission requirements. [www.sis.uwa.edu.au](http://www.sis.uwa.edu.au)

**UWay** allows school-leaver applicants who believe their academic achievements in Year 12 have been adversely affected by certain disadvantages to apply for special considerations through the UWay scheme. [www.studyat.uwa.edu.au/uway](http://www.studyat.uwa.edu.au/uway)

### The University of Notre Dame

Admission is by direct application, comprising of an application and supporting documentation, to the university. The selection process for the University of Notre Dame is based on personal qualities, motivation and academic potential; contribution to school, church and community life; academic record (including ATAR) and interview.

**Alternative Admission Pathways**

**Foundation Year (FY)** is a year-long enabling program for students who have not met undergraduate minimum entry requirements or who may have experienced educational disadvantage during their school years. Through successful completion of the FY students may gain entry into undergraduate studies in the Schools of Arts & Sciences, Business, Education, Nursing or Philosophy & Theology.

**Tertiary Enabling Program (TEP)** is a semester-long (13 week) program designed for students who have not met the requirements for entry into the University’s Bachelor degree programs.

**Early Offer Program** acknowledges and rewards the outstanding achievement of Year 12 students by simplifying their access to courses at the University. For more information visit [www.nd.edu.au/fremantle/early-offer-program](http://www.nd.edu.au/fremantle/early-offer-program)

Full details regarding individual university entrance requirements and processes are available from the TISC website: [www.tisc.edu.au](http://www.tisc.edu.au). The University Admission 2018 booklet is available on the TISC website.

### University Application Procedures

Information about applying to the universities and admission to undergraduate courses will be sent to Year 12 students at their schools in August 2014. Application will be via TISC’s website.

The closing date for applications without incurring a late fee is normally the end of September. Offers of admission are made by the universities in the second half of January and in early February.

Any further information about application procedures may be obtained from TISC. Enquiries about mid-year entry, external studies and particular course requirements should be directed to the university concerned.

Applications need to be made through TISC, excluding the University of Notre Dame which is made direct to the University of Notre Dame.
**Australian Tertiary Admission Rank (ATAR)**

The Australian Tertiary Admission Rank (ATAR) is the basis of admission to most university courses. Students are ranked in order of merit based on their ATAR.

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

The ATAR is calculated using scaled marks in courses.

**Scaling and Increments**

All course results will be scaled to ensure fairness to all students. A scaled score for an ATAR course can only be calculated if a student sits the ATAR course examination for that course. The Average Marks Scaling process is used to scale marks obtained in a course.

**Calculation of the Tertiary Entrance Aggregate (TEA)**

The ATAR is derived from the Tertiary Entrance Aggregate (TEA).

The TEA will be calculated by adding the best four scaled scores plus 10% of that student’s best Languages Other Than English (LOTE) scaled score, based on the following rules:

- Courses which can be used in the ATAR are listed below.

- For all universities you may accumulate scaled scores which contribute to your ATAR over five consecutive years, with no subject or course counting more than once. You may use previous scaled scores back to 2013.

- No more than two mathematics scaled scores can be used in the calculation of an ATAR.

- There are unacceptable course combinations whereby scores in both courses cannot both be used (see explanation under Unacceptable Course Combinations below).

- A LOTE bonus of 10% of a LOTE scaled score is added to the aggregate of the best four scaled scores, subject to no LOTE scaled score earlier than 2013 being used. If more than one LOTE has been sat, only one (the best) LOTE scaled score can be used as the LOTE bonus. You receive the LOTE bonus irrespective of whether your LOTE course scaled score was counted as one of the best four.

- In calculating the scaled score, equal weight is given to the final school mark and the final examination mark, except where courses/subjects are taken on a private basis (see explanation under Courses Studied on a Private Basis in TISC ‘University Admission 2018’ at [www.tisc.edu.au](http://www.tisc.edu.au)).

- Scaled scores from previous study of WACE courses are on the same scale as scaled scores obtained from study in 2017 and will be used directly in the calculation of an ATAR, if applicable.

- The maximum TEA is 410.
TEA to ATAR

TISC will construct a table to convert your TEA to an ATAR. The table takes into account the number of students with a TEA and the number of people of Year 12 school-leaving age in the state. This table is constructed annually. The following table lists courses which are used to form the ATAR.

<table>
<thead>
<tr>
<th>Course Used to Form the ATAR</th>
<th>* Indicates a LOTE course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal and Intercultural Studies ATAR</td>
<td>Indonesian: Background Language ATAR*</td>
</tr>
<tr>
<td>Accounting and Finance ATAR</td>
<td>Indonesian: First Language ATAR*</td>
</tr>
<tr>
<td>Ancient History ATAR</td>
<td>Indonesian: Second Language ATAR*</td>
</tr>
<tr>
<td>Animal Production Systems ATAR</td>
<td>Integrated Science ATAR</td>
</tr>
<tr>
<td>Applied Information Technology ATAR</td>
<td>Italian: Background Language ATAR*</td>
</tr>
<tr>
<td>Arabic ATAR*</td>
<td>Italian: Second Language ATAR*</td>
</tr>
<tr>
<td>Aviation ATAR</td>
<td>Japanese: Background Language ATAR*</td>
</tr>
<tr>
<td>Biology ATAR</td>
<td>Japanese: First Language ATAR*</td>
</tr>
<tr>
<td>Business Management and Enterprise ATAR</td>
<td>Japanese: Second Language ATAR*</td>
</tr>
<tr>
<td>Career and Enterprise ATAR</td>
<td>Korean: Background Language ATAR*</td>
</tr>
<tr>
<td>Chemistry ATAR</td>
<td>Literature ATAR</td>
</tr>
<tr>
<td>Children, Family and the Community ATAR</td>
<td>Malay: Background Speakers ATAR*</td>
</tr>
<tr>
<td>Chinese: Background Language ATAR*</td>
<td>Marine and Maritime Studies ATAR</td>
</tr>
<tr>
<td>Chinese: First Language ATAR*</td>
<td>Materials Design and Technology ATAR</td>
</tr>
<tr>
<td>Chinese: Second Language ATAR*</td>
<td>Mathematics: Applications ATAR</td>
</tr>
<tr>
<td>Computer Science ATAR</td>
<td>Mathematics: Methods ATAR</td>
</tr>
<tr>
<td>Dance ATAR</td>
<td>Mathematics: Specialist ATAR</td>
</tr>
<tr>
<td>Design ATAR</td>
<td>Media Production and Analysis ATAR</td>
</tr>
<tr>
<td>Drama ATAR</td>
<td>Modern Greek ATAR</td>
</tr>
<tr>
<td>Earth and Environmental Science ATAR</td>
<td>Modern History ATAR</td>
</tr>
<tr>
<td>Economics ATAR</td>
<td>Music ATAR</td>
</tr>
<tr>
<td>Engineering Studies ATAR</td>
<td>Outdoor Education ATAR</td>
</tr>
<tr>
<td>English ATAR</td>
<td>Philosophy and Ethics ATAR</td>
</tr>
<tr>
<td>English as an Additional Language/Dialect (EALD)</td>
<td>Physical Education Studies ATAR</td>
</tr>
<tr>
<td>Food Science and Technology ATAR</td>
<td>Physics ATAR</td>
</tr>
<tr>
<td>French: Background Language ATAR*</td>
<td>Plant Production Systems ATAR</td>
</tr>
<tr>
<td>French: Second Language ATAR*</td>
<td>Polish ATAR*</td>
</tr>
<tr>
<td>Geography ATAR</td>
<td>Politics and Law ATAR</td>
</tr>
<tr>
<td>German: Background Language ATAR*</td>
<td>Psychology ATAR</td>
</tr>
<tr>
<td>German: Second Language ATAR*</td>
<td>Religion and Life ATAR</td>
</tr>
<tr>
<td>Health Studies ATAR</td>
<td>Spanish ATAR*</td>
</tr>
<tr>
<td>Hebrew ATAR*</td>
<td>Vietnamese ATAR*</td>
</tr>
<tr>
<td>Human Biology ATAR</td>
<td>Visual Arts ATAR</td>
</tr>
</tbody>
</table>

NOTE: There may be some additional interstate language courses and examinations available in WA in 2017, which may be counted in the ATAR. Contact the School Curriculum and Standards Authority for details of availability.
Unacceptable ATAR Course Combinations

Students cannot use the following course combinations in calculating their ATAR. It may be possible to take both courses, but only the results of one course may be used to calculate their ATAR.

Chemistry ATAR with Integrated Science ATAR
Physics ATAR with Integrated Science ATAR
English ATAR with English as an Additional Language/Dialect ATAR
English ATAR with Literature ATAR
English as an Additional Language/Dialect ATAR with Literature ATAR

Chinese: Background Language ATAR with Chinese: Second Language ATAR
Chinese: Background Language ATAR with Chinese: First Language ATAR
Chinese: Second Language ATAR with Chinese: First Language ATAR
French: Background Language ATAR with French: Second Language ATAR
German: Background Language ATAR with German: Second Language ATAR
Indonesian: Background Language ATAR with Indonesian: First Language ATAR
Indonesian: Background Language ATAR with Indonesian: Second Language ATAR
Indonesian: First Language ATAR with Indonesian: Second Language ATAR
Indonesian: Background Language ATAR with Malay: Background Speakers ATAR
Indonesian: First Language ATAR with Malay: Background Speakers ATAR
Indonesian: Second Language ATAR with Malay: Background Speakers ATAR
Italian Background Language ATAR with Italian: Second Language ATAR
Japanese: Background Language ATAR with Japanese: First Language ATAR
Japanese: Background Language ATAR with Japanese: Second Language ATAR
Japanese: Second Language ATAR with Japanese: First Language ATAR

For full details of unacceptable course combinations including courses from 2013 - 2015 refer to University Admissions 2018 at www.tisc.edu.au or www.scsa.wa.edu.au

Courses Studied on a Private Basis

Students may use results in courses sat privately in the calculation of their ATAR. Students’ scaled score in courses sat privately will be based on their examination mark only.

If students wish to sit WACE courses on a private basis they must contact the School Curriculum and Standards Authority (SCSA) for advice. SCSA has a deadline for enrolling as a private candidate.

You will not be able to use results from courses sat privately to meet the WACE requirement.

Prerequisites

Students must make sure they satisfy the prerequisites for admission to the university course of their choice. Prerequisites are courses or special requirements that must be successfully completed for entry to particular university courses.

Generally a scaled mark of 50 or more in ATAR Units 3 & 4 of a WACE course or is required for prerequisites purposes.

Murdoch University does not require applicants to have undertaken specific prerequisite courses and instead provides introductory units to enable its students to become skilled in specific areas in which they may be lacking.
For some university courses the special requirements may include bridging/special course units, interviews, auditions, folio presentations, manual dexterity tests, aptitude tests, fitness requirements, etc. Detailed information is available from the individual universities.

**More about University Entrance**

- See TISC University Admissions 2018 at [www.tisc.edu.au](http://www.tisc.edu.au)
- See each university’s website (listed on page 16)
- Check prerequisites

**Improving the chance of being accepted into university**

Students who wish to undertake a course at a university may improve their chances of being accepted if they ensure that they:

- meet the prerequisites of the courses for which they are applying
- are realistic and undertake Year 11 and 12 courses in which they have a good chance of success
- complete a minimum of 15 hours study and homework per week outside school hours in Year 11, and a minimum of 17 hours in Year 12.

**SECTION 2 - Sources of Career Information**

Decision-making regarding courses and jobs require careful consideration. Planning ahead and deciding which jobs will best suit your interests and abilities will increase your chances of success. Be positive and proactive - seek information from these and other sources.

**MSHS Student Services**

Manager, Student Services          Mrs Sass Vlasich
Senior School, VET and Transition Manager  Ms Nicole Clune
Year 11 and 12 Year Co-ordinator    Mrs Sandy Olney-Thurston
School Psychologist                 Mrs Deb Manook

Interviews can be arranged for students and parents, providing an opportunity to talk over your plans and suitability in coping with particular courses. Please make sure you have researched possible future directions before seeing the School Psychologist.

Learning Area teachers will discuss courses appropriate for your abilities and interests and the Vocational Education teachers are available to assist you in researching the world of work.

**Relatives and Acquaintances**

People currently working a particular job are in the best position to tell you what it involves.
School Resource Centre (Library)

The Library Resource Centre displays a wide range of up-to-date information, relating to:

- various careers/training
- Universities
- State Training Providers
- Armed forces

Please ask the Library Resource Centre staff for any assistance

Websites

www.myfuture.edu.au provides career pathway information, guidance about applying for jobs, writing resumes, an ‘assist your child’ section for parents and an array of excellent information.

http://www.careercentre.dtwd.wa.gov.au/Pages/CareerCentre.aspx provides steps for planning a career, advice about finding a job, a ‘career possibility generator’ and much more

www.education.gov.au/job-guide The Job Guide provides an in-depth look at a range of occupations, and their education and training pathways. It also gives useful information about how to work out what occupations suit you best, based on your interests and abilities. The Job Guide also shows useful contact addresses under each entry so that you can find out more detailed information about the occupation.

www.australianapprenticeships.gov.au/want-apprenticeship/steps-become-apprentice provides information about the steps to finding an apprenticeship including: preparation and research, job hunting, sign up and tools and resources.

Career Centre

Provides information to browse in the centre and appointments can be made to gain help from team members.
Level 7, GPO Building
3 Forrest Place, PERTH
Phone: 13 23 98 or 08 9224 6500
Email: career.centre@dtwd.wa.gov.au

Opening hours: 8.30am to 4.30pm

SMYL Community Services

56 Marine Terrace, FREMANTLE
Phone: 9430 4921

www.smyl.com.au

SMYL can help you get into a traineeship or apprenticeship - and find an employer for you to do real work in a real business. SMYL operates a ‘Group Training Company’ that engages a trainee or apprentice and places them with a business where they start their career.
SMYL provides employment and training services to young people. The Jobs Pathway Program assists young people to make the transition from school to work, further education or training.

**State Training Providers**

You may contact the counsellor at any of the STPs to give you information on all courses available, including pre-apprenticeship courses.

Challenger Institute of Technology
www.challenger.wa.edu.au
Phone: 1800 001 001
Monday to Friday between 8.00am

Central Institute of Technology
www.central.wa.edu.au
Phone: 1300 300 822

Polytechnic West
www.ploytechnic.wa.edu.au
Phone: 9468 6154

**Defence Force Careers Recruitment Centre**

www.defencejobs.gov.au

66 St Georges Terrace, PERTH
Ph: 131901
SECTION 3 – IDENTIFYING AND SELECTING PATHWAYS

Year 11 Pathways and Course Selections

ATAR and University Entry

These courses are aimed at students looking towards direct entry to a university. Students must select a minimum of four ATAR Courses to qualify for university entrance and receive an ATAR. Students at Melville are strongly recommended to elect a minimum of 5 ATAR courses. All Year 12 ATAR courses require a compulsory external examination at the end of Year 12. ATAR courses require considerable commitment, a strong work ethic and an organised study programme.

Students aiming to qualify for direct entrance to university must:

Select ATAR units 3 & 4 from:

- English
- EALD or
- Literature

Select 5 other pairs of units.

- A minimum of 3 of these must be ATAR Units 3 & 4
- At least one course must be selected from List A and one from List B.

It is strongly recommended in Year 12 that university pathway students select a minimum of 5 ATAR, Units 3 & 4.

General Pathways, Vocational Pathway Program (VPP), STP and Workplace Pathways

Those students not selecting a university pathway i.e. selecting 4 or more General courses will select 1 of the following pathways. These pathways have been identified for students intending STP and/or workforce entry as their post schooling destination. Students need to consider the following programs and identify their preferred pathway based on their interests and abilities. These programs do not require students to sit external examinations at the end of Year 12 and do not have any pre-requisites. The programs are aimed at students looking to gain specialist skills in a particular area, either through interest or aiming at a specific career pathway.

- Sports Services
- Expressive Arts
- Hospitality
- Industrial Studies
- General Studies
- Vocational Pathway Program
- Health and Community
- Outdoor Adventure
### Year 10 Prerequisite Grades for ATAR Courses in Year 11, 2016

#### The Arts

<table>
<thead>
<tr>
<th>Subject</th>
<th>ATAR</th>
<th>Grade Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design</td>
<td>ATAR</td>
<td>C grade or higher in Year 10 English</td>
</tr>
<tr>
<td>Media Production and Analysis</td>
<td>ATAR</td>
<td>C grade or higher in Year 10 English</td>
</tr>
<tr>
<td>Drama</td>
<td>ATAR</td>
<td>C grade or higher in Year 10 English</td>
</tr>
<tr>
<td>Music</td>
<td>ATAR</td>
<td>C grade or higher in Year 10 English Instrumental lessons, lower school music &amp; audition</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>ATAR</td>
<td>C grade or higher in Year 10 English</td>
</tr>
</tbody>
</table>

#### English

<table>
<thead>
<tr>
<th>Subject</th>
<th>ATAR</th>
<th>Grade Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>ATAR</td>
<td>B grade or higher in Year 10 English. Category 3 OLNA Literacy</td>
</tr>
<tr>
<td>Literature</td>
<td>ATAR</td>
<td>A grade and excellent exam results in Year 10 English. Category 3 OLNA Literacy</td>
</tr>
<tr>
<td>English as an Additional Language/Dialect (EALD)</td>
<td>ATAR</td>
<td>B grade or higher in Year 10 EALD English and teacher recommendation. Category 3 OLNA Literacy</td>
</tr>
</tbody>
</table>

#### Health and Physical Education

<table>
<thead>
<tr>
<th>Subject</th>
<th>ATAR</th>
<th>Grade Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Studies</td>
<td>ATAR</td>
<td>B grade or higher in Year 10 Health Studies and B grade or higher in Year 10 English</td>
</tr>
<tr>
<td>Physical Education Studies</td>
<td>ATAR</td>
<td>B grade or higher in Year 10 Physical Education and B grade or higher in Year 10 Science</td>
</tr>
</tbody>
</table>

#### Languages

<table>
<thead>
<tr>
<th>Subject</th>
<th>ATAR</th>
<th>Grade Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese First Language</td>
<td>ATAR</td>
<td>Advanced Chinese language skills &amp; teacher recommendation</td>
</tr>
<tr>
<td>Chinese Second Language</td>
<td>ATAR</td>
<td>Intermediate Chinese language skills and teacher recommendation</td>
</tr>
<tr>
<td>Italian</td>
<td>ATAR</td>
<td>Intermediate to advanced Italian language skills &amp; teacher recommendation</td>
</tr>
</tbody>
</table>

#### Mathematics

<table>
<thead>
<tr>
<th>Subject</th>
<th>ATAR</th>
<th>Grade Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics Applications</td>
<td>ATAR</td>
<td>B grade or higher in Year 10 Mathematics. Category 3 OLNA for Numeracy</td>
</tr>
<tr>
<td>Mathematics Methods</td>
<td>ATAR</td>
<td>A grade in Year 10 Mathematics. Category 3 OLNA for Numeracy</td>
</tr>
<tr>
<td>Mathematics Specialist</td>
<td>ATAR</td>
<td>A grade in Year 10 Mathematics and teacher recommendation. Category 3 OLNA for Numeracy</td>
</tr>
</tbody>
</table>

#### Science

<table>
<thead>
<tr>
<th>Subject</th>
<th>ATAR</th>
<th>Grade Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>ATAR</td>
<td>B grade or higher in Year 10 Science</td>
</tr>
<tr>
<td>Chemistry</td>
<td>ATAR</td>
<td>A grade in Year 10 Chemical Science.</td>
</tr>
<tr>
<td>Human Biology</td>
<td>ATAR</td>
<td>B grade or higher in Year 10 Science</td>
</tr>
<tr>
<td>Physics</td>
<td>ATAR</td>
<td>A grade in Year 10 Physical Sciences</td>
</tr>
</tbody>
</table>
The table indicates prerequisites Year 10’s must achieve for consideration to study Year 11 ATAR courses. These prerequisites are adhered to and indicate what is required in terms of achievement by the end of Semester 1, Year 10.
### THE ARTS

<table>
<thead>
<tr>
<th>Code</th>
<th>Subject</th>
<th>ATAR</th>
<th>List</th>
</tr>
</thead>
<tbody>
<tr>
<td>DRA</td>
<td>Drama</td>
<td>ATAR</td>
<td>List A</td>
</tr>
<tr>
<td>VAR</td>
<td>Visual Arts</td>
<td>ATAR</td>
<td>List A</td>
</tr>
<tr>
<td>DESG</td>
<td>Graphic Design</td>
<td>ATAR</td>
<td>List A</td>
</tr>
<tr>
<td>MPA</td>
<td>Media Production &amp; Analysis</td>
<td>ATAR</td>
<td>List A</td>
</tr>
<tr>
<td>MUS</td>
<td>Music</td>
<td>ATAR</td>
<td>List A</td>
</tr>
<tr>
<td>VAR</td>
<td>Visual Arts General course with an embedded Certificate II in Visual Arts over 2 years</td>
<td>GEN</td>
<td>List A</td>
</tr>
<tr>
<td>VME</td>
<td>Multi Media VET – Certificate II in Creative Industries (Media) over 1 year in Year 11. (In Year 12 students can do a Certificate III in Media over 1 year)</td>
<td>ATAR</td>
<td>List A</td>
</tr>
<tr>
<td>AFD</td>
<td>Certificate II in Applied Fashion Design &amp; Technology over two years</td>
<td>ATAR</td>
<td>List A</td>
</tr>
<tr>
<td>MUS</td>
<td>Music – Certificate II in Music over 2 years</td>
<td>ATAR</td>
<td>List A</td>
</tr>
<tr>
<td>DAN</td>
<td>Dance – Certificate II in Dance over 2 years</td>
<td>ATAR</td>
<td>List A</td>
</tr>
<tr>
<td>DRA</td>
<td>Drama – Certificate II in Live Production over 2 years</td>
<td>ATAR</td>
<td>List A</td>
</tr>
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</table>

### HEALTH and PHYSICAL EDUCATION

<table>
<thead>
<tr>
<th>Code</th>
<th>Subject</th>
<th>ATAR</th>
<th>List</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEA</td>
<td>Health Studies</td>
<td>ATAR</td>
<td>List A</td>
</tr>
<tr>
<td>PES</td>
<td>Physical Education Studies</td>
<td>ATAR</td>
<td>List B</td>
</tr>
<tr>
<td>OED</td>
<td>Outdoor Education General course with an embedded Certificate II in Outdoor Recreation over 2 years</td>
<td>GEN</td>
<td>List B</td>
</tr>
<tr>
<td>SRO</td>
<td>Certificate II in Sport and Recreation and Cert II Sports Coaching over 2 years (Specialised Netball Pathway only)</td>
<td>ATAR</td>
<td>List B</td>
</tr>
</tbody>
</table>

### LANGUAGES

<table>
<thead>
<tr>
<th>Code</th>
<th>Language</th>
<th>ATAR</th>
<th>List</th>
</tr>
</thead>
<tbody>
<tr>
<td>CBF</td>
<td>Chinese (Mandarin) First Language</td>
<td>ATAR</td>
<td>List A</td>
</tr>
<tr>
<td>ITA</td>
<td>Italian</td>
<td>ATAR</td>
<td>List A</td>
</tr>
<tr>
<td>ITA</td>
<td>Italian</td>
<td>GEN</td>
<td>List A</td>
</tr>
</tbody>
</table>

### MATHEMATICS

<table>
<thead>
<tr>
<th>Code</th>
<th>Subject</th>
<th>ATAR</th>
<th>List</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT</td>
<td>Mathematics Methods</td>
<td>ATAR</td>
<td>List B</td>
</tr>
<tr>
<td>MAT</td>
<td>Mathematics Specialist</td>
<td>ATAR</td>
<td>List B</td>
</tr>
<tr>
<td>MAT</td>
<td>Mathematics Applications</td>
<td>ATAR</td>
<td>List B</td>
</tr>
<tr>
<td>MAT</td>
<td>Mathematics Essential</td>
<td>GEN</td>
<td>List B</td>
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</table>
### SCIENCE

<table>
<thead>
<tr>
<th>Course</th>
<th>ATAR</th>
<th>List</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO Biology</td>
<td></td>
<td>B</td>
</tr>
<tr>
<td>CHE Chemistry</td>
<td></td>
<td>B</td>
</tr>
<tr>
<td>HBS Human Biology</td>
<td></td>
<td>B</td>
</tr>
<tr>
<td>PHY Physics</td>
<td></td>
<td>B</td>
</tr>
<tr>
<td>ISC Integrated Science</td>
<td></td>
<td>B</td>
</tr>
<tr>
<td>AVI Aviation</td>
<td></td>
<td>B</td>
</tr>
<tr>
<td>CES Emergency Service Cadets</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### TECHNOLOGIES

<table>
<thead>
<tr>
<th>Course</th>
<th>ATAR</th>
<th>List</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIT Applied Information Technology</td>
<td></td>
<td>B</td>
</tr>
<tr>
<td>AIT Applied Information Technology (In Year 12 students can do an embedded Certificate II in Digital Media and Technology over 1 year)</td>
<td></td>
<td>B</td>
</tr>
<tr>
<td>CFC Children, Family &amp; Community</td>
<td></td>
<td>A</td>
</tr>
<tr>
<td>FST Food Science and Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DEST Dimensional Design Technical</td>
<td></td>
<td>B</td>
</tr>
<tr>
<td>BCN Building Construction General course with an embedded Certificate II in Construction (pathway) over 2 years</td>
<td></td>
<td>B</td>
</tr>
<tr>
<td>MDTW Wood Technology General with an embedded Certificate II in Visual Arts Furniture over 2 years</td>
<td></td>
<td>B</td>
</tr>
<tr>
<td>MDTM Material Design Technology (Metals) General Course with an embedded Certificate II in Engineering over 2 years</td>
<td></td>
<td>B</td>
</tr>
<tr>
<td>KOP Certificate II in Hospitality - Kitchen Operations over 2 years</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### HUMANITIES and SOCIAL SCIENCES

<table>
<thead>
<tr>
<th>Course</th>
<th>ATAR</th>
<th>List</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACF Accounting and Finance</td>
<td></td>
<td>B</td>
</tr>
<tr>
<td>GEO Geography</td>
<td></td>
<td>A</td>
</tr>
<tr>
<td>HIM History</td>
<td></td>
<td>A</td>
</tr>
<tr>
<td>ECO Economics</td>
<td></td>
<td>A</td>
</tr>
<tr>
<td>PAL Politics and Law</td>
<td></td>
<td>A</td>
</tr>
<tr>
<td>CAE Certificate II in Business over 2 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VTO Certificate II in Tourism over 2 years</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### KEY

- General course with an embedded Certificate II course
- General Pathway course
- ATAR University Pathway Courses
- Stand-alone Certificate Course
- Endorsed Program
## The Arts

<table>
<thead>
<tr>
<th>Course name</th>
<th>Entry Requirements</th>
<th>Year 11</th>
<th>Year 12</th>
<th>List</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate II in Dance</td>
<td>Lower school Dance preferred.</td>
<td>The Certificate II in Dance is undertaken and completed over two years</td>
<td></td>
<td>A</td>
</tr>
<tr>
<td>Certificate II in Live Production (Drama)</td>
<td>Lower school Drama preferred.</td>
<td>The Certificate II in Live Production is undertaken and completed over two years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ATAR Drama</td>
<td>C grade in Year 10 English and Lower School Drama is preferred. Year 12 applicants must have satisfactorily completed Year 11 ATAR Drama</td>
<td>ATAR Units 1 &amp; 2</td>
<td>ATAR Units 3 &amp; 4</td>
<td>A</td>
</tr>
<tr>
<td>ATAR Graphics Design</td>
<td>C grade in Year 10 English and Lower School Graphics or Photography is preferred. Year 12 entrants must have satisfactorily completed ATAR Graphics Design.</td>
<td>ATAR Units 1 &amp; 2</td>
<td>ATAR Units 3 &amp; 4</td>
<td>B</td>
</tr>
<tr>
<td>Multi Media Certificates</td>
<td>No prerequisites</td>
<td>Certificate II in Creative Industries: Multi Media</td>
<td>Certificate III in Media</td>
<td></td>
</tr>
<tr>
<td>ATAR Media Production &amp; Analysis</td>
<td>Lower School Media preferred for Year 11. Year 12 entrants must have satisfactorily completed Year 11 ATAR Media.</td>
<td>ATAR Units 1 &amp; 2</td>
<td>ATAR Units 3 &amp; 4</td>
<td>A</td>
</tr>
<tr>
<td>Certificate II in Music</td>
<td>Instrumental lessons and Lower School Music or audition required.</td>
<td>The Certificate II in Music is undertaken and completed over two years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ATAR Music</td>
<td>C grade in Year 10 English Instrumental lessons and Lower School Music or audition. Year 12 entrants must have satisfactorily completed Year 11 ATAR Music.</td>
<td>ATAR Units 1 &amp; 2</td>
<td>ATAR Units 3 &amp; 4</td>
<td>A</td>
</tr>
<tr>
<td>General Visual Arts and Certificate II in Visual Arts</td>
<td>Lower School Art preferred.</td>
<td>General Units 1 &amp; 2</td>
<td>General Units 3 &amp; 4</td>
<td>A</td>
</tr>
<tr>
<td>ATAR Visual Arts</td>
<td>C grade or higher in Year 10 English and Lower School Art preferred.</td>
<td>ATAR Units 1 &amp; 2</td>
<td>ATAR Units 3 &amp; 4</td>
<td>A</td>
</tr>
<tr>
<td>Certificate II in Applied Fashion Design</td>
<td>Lower School Art or Textiles preferred.</td>
<td>Certificate II in Applied Fashion Design &amp; Technology is undertaken and completed over two years</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For all Arts courses it is preferable to have a ‘C’ grade or higher in Year 10 English Semester 1.
Dance

Year 11 - Certificate II in Dance  Cost: $100.00

Year 12 - Certificate II in Dance continued.  Cost: $100.00

Plus cost of $26.00 for award of Certificate

The Certificate II in Dance is a preparatory qualification that allows students to develop basic technical skills and knowledge to prepare for work in the live performance industry. Throughout the course, the students will be given opportunities to further their skills in contemporary, jazz and other styles of dance. Opportunities to perform at Festivals and Variety Shows will provide students with real life performance experience relating to artistic expression, safe dance practices as well as working effectively with others.

Studio Focus

- Contemporary Dance, Composition and Improvisation
- Two other styles – Possible choices: Jazz, Hip Hop, Tap, Swing, Jazz-Funk.
- Original Choreography
- Safe Dance Practices
- Design and Production
- Performance
- Performance Review

Dance studies provide dancers with the opportunity to strengthen and develop technique while expressing creativity and self-expression. Our dance program is designed to enrich vital human characteristics such as self-discipline, confidence and perseverance through expert teaching and positive reinforcement. This course develops and promotes self-awareness, respect and skills in problem solving.

Students successfully completing this course over both Year 11 and Year 12 will achieve a Western Australian Education Course of Study and the nationally recognised Certificate II Dance.

Career Pathways

Dance, performing arts, teaching, childcare, theatre management, make-up artist, recreation, education, entertainer, publicity officer and costume designer.

Links with Other Subjects

It is preferable for a student undertaking a certificate in dance to consider undertaking a second Arts subject due to the nature of VET competencies and their assessment across a range or artistic contexts.

Specialist Equipment Required

Black Jazz Shoes (approx $60) and black full length leggings (approx $20) are also required for this course.
Drama

Year 11 - Drama – ATAR - Units 1 & 2  
Cost: $100.00

Year 12 - Drama – ATAR - Units 3 & 4  
Cost: $100.00

The year 11 and 12 drama course focuses on drama in practice and aesthetic understanding as students integrate their knowledge and skills. They engage in drama processes such as improvisation, play building, text interpretation, play-writing and dramaturgy which allow them to create original drama and interpret a range of texts written or devised by others. Their work in this course includes production and design aspects involving sets, costumes, makeup, props, promotional materials, stage management, front-of-house activities, and sound and lighting. Increasingly, students use new technologies such as digital sound and multimedia. They present drama to a range of audiences and work in different performance settings. In this course, students engage in both Australian and world drama practice. They understand how drama has changed over time and will continue to change according to its cultural context. Through Drama, they can understand the experience of other times, places and cultures in an accessible, meaningful and enjoyable way. They understand the economic factors that affect drama practice and explore the vocational opportunities that drama offers.

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

Year 11- Certificate II in Live Production (Drama)  
Cost: $100.00

Year 12 - Certificate II in Live Production (Drama) Continued.  
Cost: $100.00

The Certificate II in Live Production, Theatre and Events gives students an exciting taste of what it is like to work in the theatre industry. Students will undertake production roles including, lighting, staging, prop construction and costume design. There will be opportunities for the students to both perform and run events using real life skills they have learnt in class. Industry experts will provide master classes to further enhance the student’s knowledge and skills. This Certificate course will be beneficial to any student looking to improve their communication skills, team work and technical theatre skills.

Students successfully completing this course over both Year 11 and Year 12 will achieve a Western Australian Education Course of Study and the nationally recognised Certificate II in Live Production (Drama).

Studio Focus

Team work is essential and a necessary criterion for involvement in extracurricular events, such as variety shows, school performances and productions. Students will have opportunities to attend and view plays and be part of a production team. This course develops and promotes self-awareness, respect and skills in problem solving.
Links with other courses

History, English, Art Design, Literature, Media, Music, Marketing, Drama and Dance. It is preferable for a student undertaking an Arts course to consider undertaking a second Arts course due to the nature of VET competencies and their assessment across a range of artistic contexts.

Career Pathways

Performing arts, teaching, childcare, theatre management, make-up artist, recreation, education, entertainer, publicity officer, stage manager and costume designer.

Graphic Design

Year 11 - Graphic Design – ATAR Units 1 & 2 Cost: $120.00
Year 12 - Graphic Design – ATAR - Units 3 & 4 Cost: $120.00

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

Entry Requirements and Expectations

It is preferred to have participated in graphics and photography options in lower school. A ‘C’ grade or higher in English Semester 1 due to the written requirements of the course is essential. Year 12 Graphic Design ATAR students must have completed year 11 Graphic Design ATAR.

Studio Focus

Students work in our design lab on current industry standard software. However, the primary focus is on developing creative thinking skills and good design practice via drawing skills, both hand drawn and computer drawn. Design for print and spatial (3D) design are crucial elements of the course.

Links with other Subjects

Students will find that courses in Visual Arts, Design Technology and Media Production all have relevant crossover which can be beneficial for students in Graphic Design.

Career Pathways

The design industry continues to thrive and offer students viable and well paid career pathways exist. Students are well placed to go on to study areas such as industrial design, multimedia and games design, advertising, fashion, interior design, packaging, print media and several other fields as a result of their excellent grounding in design skills they will achieve at Melville Senior High School.
Media Production & Analysis

Year 11 - Media Production & Analysis – ATAR - Units 1 & 2  
Cost: $100.00

Year 12 - Media Production & Analysis – ATAR - Units 3 & 4  
Cost: $100.00

The Media Production and Analysis ATAR course aims to prepare students for a future in a digital and interconnected world by providing the skills, knowledge and understandings to tell their own stories and interpret the stories of others. Students are encouraged to explore, experiment and interpret their world, reflecting and analysing contemporary life, while understanding that this is done under social, cultural and institutional constraints. Students, as users and creators of media products, consider the important role of audiences and their context. This course focuses on the application of media theory in the practical process.

Entry Requirements and Expectations

It is strongly recommended that students have completed some media or digital photography courses in Year 9 & 10 and be achieving successful results in the Arts. Students should be interested in media production. Year 12 ATAR MPA students must have completed Year 11 ATAR MPA.

Studio Focus

In the Media Production and Analysis course students focus on small group studio production, using industry standard equipment in the areas of filming, lighting and sound. They will have access to the school purpose built sound proof editing suite which contains powerful editing machines. They will be given a range of tutorials on the software. A substantial aspect of the course especially in Year 12 is undertaken outside of school hours for filming in pairs, and strong organisational skills are called for.

Links with other Subjects

Recommended links would include Visual Art, Design Graphics and the Performing Arts (Drama). It is preferable for a student undertaking an arts subject to consider undertaking a second arts subject due to the nature of the assessment across a range of artistic contexts.

Career Pathways

Film & television, multi-media production, advertising, publicity, public relations, arts administration, theatre and entertainment industry, journalism, graphics industry.

Beyond Melville Senior High School

This subject area has tertiary units offered at Murdoch, Curtin and Edith Cowan universities and post compulsory units are offered by TAFE as well as some private institutions such as FTI – WA Film and Television Institution.
Multimedia

Year 11 - Certificate II in Creative Industries (Multi Media)  Cost: $100.00
Year 12 - Certificate III in Media  Cost: $100.00

Plus cost of $26.00 for award of Certificates

Certificate in II Media qualifies students to be a skilled operator in the film, television or digital media industries. Completion of this qualification could lead to employment in the media industry in roles such as camera assistant; interactive media author assistant or production assistant. Students complete a range of practical and theoretical competencies in a simulated work environment, using industry standard hardware and software. Competencies may include Capture a digital image, Assist with a basic camera shoot, Maintain interactive content and Perform basic vision and sound editing.

Certificate in III Media qualifies students to be a skilled operator in the film, television or digital media industries. Completion of this qualification could lead to employment in the media industry in roles such as camera assistant; interactive media author assistant or production assistant. Students complete a range of practical and theoretical competencies in a simulated work environment, using industry standard hardware and software. Competencies may include Create 2D digital animations, Assist with a basic camera shoot, Maintain interactive content and Perform basic vision and sound editing.

Entry Requirements and Expectations

It is strongly recommended that students have completed some digital media, media, computing or digital photography courses in Year 9 & 10 and be achieving successful results in the Arts. Students should be interested in multimedia production.

Studio Focus

Students will be working with industry standard software and equipment, including the full Adobe and Macromedia creative suites. They will also develop life skills involving problem solving, time management and will need to work collaboratively as well as on an individual basis. The certificate is recognised Australia wide and will give students a head start in gaining entry to TAFE.

Links with other Subjects

It is preferable for a student undertaking an arts subject to consider undertaking a second arts subject due to the nature of VET competencies and their assessment across a range of artistic contexts. The course may also be of special interest to students focusing on a related area, such as the Performing Arts.

Career Pathways

Film & television, multimedia production, advertising, publicity, public relations, arts administration, theatre and entertainment industry, journalism, graphic industry.

Beyond Melville Senior High School

This subject area has tertiary units offered at Murdoch, Curtin and Edith Cowan universities and post compulsory units are offered by TAFE as well as some private institutions like FTI – WA Film and Television Institution.
Music

Year 11 Music – 4 certificate units  
Cost: $120.00

Year 12 Music – 4 certificate units  
Cost: $120.00

Certificate II in Music (8 units completed over two years)

Plus cost of $26.00 for award of Certificates

Entry Requirements and Expectations

Students must be able to play a musical instrument or have a strong vocal expertise. It is not necessary to have studied music in Years 7, 8, 9 or 10. In addition, students should be aware of the amount of “out of hours” commitment that the certificate course requires – contact your classroom music teacher for more information. It is not necessary but highly desirable for students to be able or read music as opposed to using only tablature. Students who select units in Year 11 will undertake their studies in conjunction with students undertaking units in Year 12.

Content

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

- Folk
- African-American
- Pop
- Country
- Rock
- Electronica

This qualification reflects the role of individuals who perform a range of tasks in the music industry and use limited practical skills and fundamental operational knowledge in a defined context. Students listen to, perform, improvise, compose and analyse music, developing skills to confidently engage with a diverse array of musical experiences both independently and collaboratively. The Certificate is a preparatory qualification that can be used as a pathway into specialist Certificate III qualifications within the music industry.

Performance Focus

A large amount of the course is performance based. Students will study the logistics of performance and manage at least one major performance throughout the year. Students may record a compilation CD as part of their studies.

Career Pathways

Rock/jazz/indi/pop musician, entertainer, actor, composer, events manager, band manager, tour manager, roadie, sound engineer, sound desk operator, lighting board operator, artist, music retailer, radio/television production and operation, advertising and other media design, private studio teacher, music journalist, arts management, community development, music therapist, music theatre production, performance artist, music critic, producer, conductor, promoter, stage hand.

Entry Requirements and Expectations - Students should have studied Music throughout Year 7 – 10 in order to consider undertaking these courses. The course includes the use of traditional Western Musical Notation as its foundation. Students who have not previously studied music at Melville should consult with the Music teacher before selecting this course. All students must have instrumental lessons. Year 12 ATAR Music students must have completed Year 11 Music ATAR.

Content

Jazz – is a musical style with its origin in the mid to late 19th Century in America. It is a fusion of African and European musical traditions. It has a heavy reliance on syncopation, swing rhythms, extended chord vocabularies and improvisation. The Jazz areas of study include:

- Early Jazz/Blues
- Cool School/Hard Bop
- Big Band/Swing
- Past Bop/Contemporary Trends
- Be Bop

Jazz content can be taught using either an historical or a genre/style approach, or a combination of both. Two areas of study must be undertaken for each pair of ATAR 3 and 4 Units. One area of study may be repeated in a subsequent stage. Big Band/Swing is compulsory for Year 11 and Bebop is compulsory for Year 12.

The Music ATAR course encourages students to explore a range of musical experiences, developing their musical skills and understanding, and creative and expressive potential, through a choice of one of three defined contexts: Western Art Music, Jazz, or Contemporary Music. The course consists of a written component incorporating Aural and Theory, Composition and arrangement, Cultural and historical analysis, and a practical component. The practical component can be delivered in a different context, independent of the written component. Students can choose to perform on an instrument or voice in one of three contexts, and/or submit a composition portfolio. The Music course provides opportunities for creative expression, the development of aesthetic appreciation, and understanding and respect for music and music practices across different times, places, cultures and contexts. Students listen, compose, perform and analyse music, developing skills to confidently engage with a diverse array of musical experiences, both independently and collaboratively. Studying music may also provide a pathway for further training and employment in a range of professions within the music industry.

Performance Focus

Students will also need to undertake the music performance component (western art, jazz or contemporary) which makes up 50% of the course. Students must continue instrumental/vocal lessons preferably with a school based SIM teacher or by negotiation with the Music Department, a private music teacher.

Career Pathways

Entertainer, musician, actor, composer, orchestra player, jazz musician, musicologist, school teacher, artist, historian, private studio teacher, arts management, community development, music therapist, music theatre production, performance artist, music critic, session musician conductor.
Visual Arts

Year 11 Visual Arts – General - Units 1 & 2 
Cost: $120.00

Year 12 Visual Arts – General - Units 3 & 4
Cost: $120.00

Certificate II in Visual Arts (completed over two years) 
Plus cost of $26.00 for award of Certificate

Entry Requirements and expectations

It is preferable for a student undertaking an Arts subject to consider undertaking a second Arts subject due to the nature of VET competencies and their assessment across a range of artistic contexts. Students in Year 10 should have achieved a good result in an arts area with a visual context such as media, graphics, digital photography and/or a visual art course. Students should enjoy drawing and designing.

Content

This course provides an option for students who wish to continue their studies in Visual Arts into senior schooling

This course does not require students to sit ATAR examination, however provides students with alternative pathways into further studies through the attainment of Certificate II in Visual Arts. The focus is on practical work with investigation into relevant theory and contemporary practice to complement their studio work.

The course content is divided into two content areas:

- Art making – practical element (70%)
- Art interpretation – written element (30%)

In the Visual Arts General course, Students will get the opportunity to work through Certificate II in Visual Arts which is a nationally recognize TAFE certificate. Students engage in traditional, modern and contemporary media and techniques within the broad areas of art forms such as painting, ceramics, fashion, interior design, printmaking, jewelry and sculpture. Students are encouraged to explore and represent their ideas and gain an awareness of the role that artists and designers play in reflecting, challenging and shaping societal values. Students are encouraged to appreciate the work of other artists and engage in their own art practice.

Studio Focus

The studio focus may be any of the following depending on the projects set; painting, ceramics, drawing, jewellery, fashion design, interior design, printmaking, sculpture and environmental design.

Career Pathways

Artist, interior design, graphic designer, web design, product design, packaging designer, industrial design, arts curator, colour consultant, art therapy, landscape designer, florist, early Childhood, fashion design, advertising, marketing, visual merchandiser, set design, costume design, stage make-up, photographer, illustrator, arts management, furniture design, hairdressing, sign writer, desktop publisher, teacher.

Beyond Melville Senior High School

- Has links with vocational opportunities and post-secondary studies.
- Entrance to TAFE arts courses.
- University art courses may be achieved through a process of interview and a folio demonstration.
Entry Requirements and expectations

Students should demonstrate an aptitude towards visual art practice and be achieving well in lower school Visual Arts. It is necessary for students to be achieving a high level of literacy, a C grade or higher in English is essential. Students should enjoy art, drawing and reading. If you are unsure of the suitability of this course for your senior school studies please consult your Visual Arts teacher. Year 12 ATAR Visual Arts students must have completed Year 11 ATAR Visual Arts.

Content

Art combines knowledge, imagination, appreciation and evaluation. These aspects are necessary for perception, creative thinking and self-expression, for critical awareness and the development of practical skills in the Visual Arts.

The course content is divided into two content areas:

- Art making – practical element (50%)
- Art interpretation – written element (50%)

In the Visual Arts ATAR course, students engage in traditional, modern and contemporary media and techniques within the broad areas of art forms. The course promotes innovative practice. Students are encouraged to explore and represent their ideas and gain an awareness of the role that artists and designers play in reflecting, challenging and shaping societal values. The Visual Arts ATAR course allows students to develop aesthetic understandings and a critical awareness to appreciate and make informed evaluations of art through their engagement of their own art practice and the work of others.

Career Pathways

Artist, interior design, graphic designer, landscaper designer, florist, early childhood, fashion design, Advertising, photographer, illustrator, arts management, furniture design, hairdressing, sign writer, desktop publisher, teacher, architecture, art historian, curator, community arts officer, web design, product design, packaging designer, industrial design, colour consultant, art therapy, marketing, visual merchandiser, set design, costume design, stage make-up, photographer, arts management, furniture design.

Beyond Melville Senior High School

This subject, while demanding creative expression and appreciation, has links with vocational opportunities and post-secondary studies. Students wanting to complete in visual arts or similar tertiary studies at university level are recommended to undertake this course of study.
Applied Fashion Design & Technology

Year 11 – Certificate II in Applied Fashion Design & Technology 1st year  
Cost: $100.00

Year 12 – Certificate II in Applied Fashion Design & Technology 2nd year  
Cost: $100.00

Plus cost of $26.00 for award of Certificate

The Applied Fashion Design & Technology Certificate is a practical course giving students an introductory overview of fashion design. Students work with textiles in the design and manufacture of products as the major focus. Students will learn and practice manufacturing processes and technologies, including principles of design, planning and management.

During this course students will learn about:

- the safe and efficient use of textile related equipment.
- The variety of textiles and their uses,
- identifying ways to re-use and recycle textile products,
- design development and production of garments,
- design fundamentals,
- factors affecting design,
- developing communication techniques such as sketching, annotating, sampling and modelling,
- identifying fibre types and classifications,
- research one protein based fibre in detail, identify fabric structures and common fabric types,
- care of different fibres and fabrics,
- suitability of fabrics to different fashion styles, constructing and embellishing textile items (creating) and create a textile portfolio.

This course will include the nationally recognised STP (TAFE) Certificate in Applied Fashion Design and Technology whereby students will work with Arts and Technologies staff to construct patterns, garments, dye fabrics and sew decorative accessories use techniques such as applique, beading and smocking etc

* Students will need to provide their own fabric for fashion items in both Year 11 and 12.
<table>
<thead>
<tr>
<th>Course Name</th>
<th>Requirements</th>
<th>Code</th>
<th>Year 11</th>
<th>Year 12</th>
<th>List</th>
</tr>
</thead>
</table>
| English General     | No entry requirement.  
(Category 2) Literacy OLNA                                                        | ENG  | GEN Units 1 & 2 | GEN Units 3 & 4 | A    |
| English ATAR        | ‘B’ grade or better in Year 10 English and extremely strong result in Year 10 exams.  
(Category 3) Literacy OLNA                                                      | ENG  | ATAR Units 1 & 2 | ATAR Units 3 & 4 | A    |
| Literature General  | No entry requirement.  
(Category 2) Literacy OLNA                                                        | ENG  | GEN Units 1 & 2 | GEN Units 3 & 4 | A    |
| Literature ATAR     | Achieve ‘A’ grade in Year 10 English and an excellent result in Year 10 exams.  
(Category 3) Literacy OLNA                                                      | LIT  | ATAR Units 1 & 2 | ATAR Units 3 & 4 | A    |
| EAL/D General       | Best suited for students who have a limited exposure to, and experience of, Standard Australian English (SAE)  
(Category 2) Literacy OLNA                                                      | ELD  | GEN Units 1 & 2 | GEN Units 3 & 4 | A    |
| EAL/D ATAR          | ‘B’ Grade or better in Year 10 EALD. Contains more complex content and a teacher’s recommendation would be required.  
(Category 3) Literacy OLNA                                                      | ELD  | ATAR Units 1 & 2 | ATAR Units 3 & 4 | A    |

**Important Note**

Students will be placed in Year 11 English classes on the basis of grades achieved in Year 10 and teacher recommendation. It is for this reason assignment work and exam performance in Year 10 English is of the highest priority.

English is a compulsory course in Year 11 and Year 12. In order to achieve WACE graduation students must:

- Complete at least four units from an English course or completion of two full-year English courses. Full-time students are required to complete, in each year of their senior secondary schooling, two units of an English course.
- Meet the language competence standard by achieving OLNA category 3.
The English General course focuses on consolidating and refining the skills and knowledge needed by students to become competent, confident and engaged users of English in everyday, community, social, further education, training and workplace contexts. The English General course is designed to provide students with the skills that will empower them to succeed in a wide range of post-secondary pathways.

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

Students comprehend, analyse, interpret and evaluate the content, structure and style of a wide variety of oral, written, multimodal, digital and media texts. Students learn how the interaction of structure, language, audience and context helps to shape how the audience makes meaning. Both independently and collaboratively, they apply their knowledge to create analytical, imaginative, interpretive and persuasive texts in different modes and media.

English General Year 12 - Units 3 & 4 (Category 2) Literacy OLNA  
Cost $70.00

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

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

Students comprehend, analyse, interpret and evaluate the content, structure and style of a wide variety of oral, written, multimodal, digital and media texts. Students learn how the interaction of structure, language, audience and context helps to shape how the audience makes meaning. Both independently and collaboratively, they apply their knowledge to create analytical, imaginative, interpretive and persuasive texts in different modes and media.

English ATAR Year 11 - Units 1 & 2 (Category 3) Literacy OLNA  
Cost $70.00

Unit 1

Students explore how meaning is communicated through the relationships between language, text, purpose, context and audience. This includes how language and texts are shaped by their purpose, the audiences for whom they are intended, and the contexts in which they are created and received. Through responding to and creating texts, students consider how language, structure and conventions operate in a variety of imaginative, interpretive and persuasive texts. Study in this unit focuses on the similarities and differences between texts and how visual elements combine with spoken and written elements to create meaning. Students develop an understanding of stylistic features and apply skills of analysis and creativity. They are able to respond to texts in a variety of ways, creating their own texts, and reflecting on their own learning.

Unit 2

Students analyse the representation of ideas, attitudes and voices in texts to consider how texts represent the world and human experience. Analysis of how language and structural choices shape perspectives in and for a range of contexts is central to this unit. By responding to and creating texts in different modes and
media, students consider the interplay of imaginative, interpretive, persuasive and analytical elements in a range of texts and present their own analyses. Students critically examine the effect of stylistic choices and the ways in which these choices position audiences for particular purposes, revealing and/or shaping attitudes, values and perspectives. Through the creation of their own texts, students are encouraged to reflect on their language choices and consider why they have represented ideas in particular way.

**English ATAR Year 12 - Units 3 & 4 (Category 3) Literacy OLNA**  
*Cost $70.00*

**Unit 3**
Students explore representations of themes, issues, ideas and concepts through a comparison of texts. They analyse and compare the relationships between language, genre and contexts, comparing texts within and/or across different genres and modes. Students recognise and analyse the conventions of genre in texts and consider how those conventions may assist interpretation. Students compare and evaluate the effect of different media, forms and modes on the structure of texts and how audiences respond to them. Understanding of these concepts is demonstrated through the creation of imaginative, interpretive, persuasive and analytical responses.

**Unit 4**
Students examine different interpretations and perspectives to develop further their knowledge and analysis of purpose and style. They challenge perspectives, values and attitudes in texts, developing and testing their own interpretations through debate and argument. Through close study of texts, students explore relationships between content and structure, voice and perspectives and the text and context. This provides the opportunity for students to extend their experience of language and of texts and explore their ideas through their own reading and viewing. Students demonstrate understanding of the texts studied through creation of imaginative, interpretive, persuasive and analytical responses.

**Literature General Year 11 – Units 1 & 2 (Category 2) Literacy OLNA**  
*Cost $70.00*

**Unit 1 and Unit 2**
These units introduce students to relevant and engaging literary texts. Teachers will choose texts that they think are most appropriate to their students. Students are asked to read poetry, prose fiction, drama and multimodal literary texts and to consider what makes a text, ‘literary’. They will consider how all texts use language and conventions in particular ways and how an understanding of a specific literary text is shaped by the way it is presented. Students learn that certain conventions that texts use allow us to group texts into genres.

Students are asked to make connections between texts. They learn the strategies used to help make meaning of what is read, such as recurring themes, narratives, structures and conventions. Students will compare familiar texts with unfamiliar ones, including those from other times and places.

Students will consider how ideas and groups of people are represented differently in different texts. Students will consider how subjects like family, war, love or community are represented differently in different texts. By discussing and analysing such representations, students will begin to create readings of texts.

Students will compare their initial affective responses to literary texts with their more considered, discussed and analytical responses.
Students will consider their own attitudes and values; and the moral and ethical positions offered by texts.

Students will experiment with creating literary texts of their own, for example, poems, plays and short stories; and literary texts that make use of multimodal techniques, for example, poetic photo narratives or short narrative and dramatic films.

**Literature ATAR Year 11 - Units 1 & 2 (Category 3) Literacy OLNA**  
Cost $70.00

**Unit 1**
Unit 1 develops students' knowledge and understanding of different ways of reading and creating literary texts drawn from a widening range of historical, social, cultural and personal contexts. Students analyse the relationships between language, text, contexts, individual points of view and the reader’s response. This unit develops knowledge and understanding of different literary conventions and storytelling traditions and their relationships with audiences. A range of literary forms is considered: prose fiction, poetry and drama. The significance of ideas and the distinctive qualities of texts are analysed through detailed textual study. Through the creation of analytical responses, students frame consistent arguments that are substantiated by relevant evidence. In the creation of imaginative texts, students explore and experiment with aspects of style and form.

**Unit 2**
Unit 2 develops students’ knowledge and understanding of intertextuality, the ways literary texts connect with each other. Drawing on a range of language and literary experiences, students consider the relationships between texts, genres, authors, readers, audiences and contexts. The ideas, language and structure of different texts are compared and contrasted. Exploring connections between texts involves analysing their similarities and differences through an analysis of the ideas, language used and forms of texts. Students create analytical responses that are evidence-based and convincing. By experimenting with text structures and language features, students understand how their imaginative texts are informed by analytical responses.

**Literature ATAR Year 12 - Units 3 & 4 (Category 3) Literacy OLNA**  
Cost $70.00

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

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

English as an Additional Language/Dialect General Year 11 - Units 1 & 2 (Category 2) Literacy OLNA
Cost $70.00

Unit 1

Unit 1 focuses on responding to and creating extended texts in familiar contexts in SAE. By using the language modes, students engage with familiar and some unfamiliar texts, including literary texts. Language skills for effective communication in SAE in most social, familiar and some community situations are developed. The unit will enable students to create extended oral, written and multimodal texts with a degree of accuracy in structure, language and register. Strategies for collecting, organising and presenting ideas and information continue to be developed.

Unit 2

Unit 2 focuses on responding to and creating connected extended texts in personal, social, community and workplace contexts in SAE. The ability to use SAE language skills to communicate for a range of purposes is evident in the creation of oral, written and multimodal texts required in the workplace and some academic contexts. Some cultural assumptions are explored and explained through the study of a variety of texts, including popular and literary texts. Strategies for collecting, organising and presenting ideas and information are consolidated.

English as an Additional Language/Dialect General Year 12 - Units 3 & 4 (Category 2) Literacy OLNA
Cost $70.00

Unit 3

Unit 3 focuses on investigating how language and culture are interrelated and expressed in a range of contexts. A variety of oral, written and multimodal texts are used to develop understanding of text structures and language features. The relationship between these structures and features and the context, purpose and audience of texts is explored. The unit will enhance students’ confidence in creating texts for different purposes and across all language modes in both real and imagined contexts. It will broaden their understanding of the sociocultural and sociolinguistic elements of SAE and develop skills for work and further study.

Unit 4

Unit 4 focuses on analysing and evaluating perspectives and attitudes presented in texts and creating extended texts for a range of contexts. SAE language skills for effective communication in an expanding range of contexts are consolidated. The use of cohesive text structures and language features is developed. The unit focuses on developing planning and editing skills to create extended oral, written and multimodal texts. Attitudes, values and culturally based assumptions within texts are identified, analysed and compared. Strategies for collecting, analysing, organising and presenting ideas and information are refined.
Unit 1
Unit 1 focuses on investigating how language and culture are interrelated and expressed in a range of contexts. A variety of oral, written and multimodal texts are used to develop understanding of text structures and language features. The relationship between these structures and features and the context, purpose and audience of texts is explored. The unit will enhance students’ confidence in creating texts for different purposes and across all language modes in both real and imagined contexts. It will broaden their understanding of the sociocultural and sociolinguistic elements of SAE and develop skills for research and further academic study.

Unit 2
Unit 2 focuses on analysing and evaluating perspectives and attitudes presented in texts and creating extended texts for a range of contexts. SAE language skills for effective communication in an expanding range of contexts are consolidated. The use of cohesive text structures and language features is developed. The unit focuses on developing planning and editing skills to create extended oral, written and multimodal texts. Attitudes, values and culturally based assumptions within texts are identified, analysed and compared. Strategies for collecting, analysing, organising and presenting ideas and information are refined.

Unit 3
Unit 3 focuses on analysing how language choices are used to achieve different purposes and effects in a range of contexts. SAE language skills are developed so that they can be used to describe, inform, express a point of view and persuade for different purposes and audiences. The ways in which language choices shape meaning and influence audiences are explored through the study and creation of a range of oral, written and multimodal texts. The representation of ideas, attitudes and values and how these vary across cultures and within different contexts, particularly the Australian context, is analysed and evaluated. Effective and independent research skills are consolidated throughout the unit.

Unit 4
Unit 4 focuses on analysing, evaluating and using language to represent and respond to issues, ideas and attitudes in a range of contexts. By extending and consolidating language and communication skills, critical use of SAE for a range of contexts, purposes and audiences is developed. Independent and collaborative investigation and analysis are used to explore how language and texts achieve specific purposes and effects. Extended oral, written and multimodal texts and presentations are created, adapted and refined for a variety of contexts, purposes and audiences. Effective research strategies and referencing protocols are used to present ideas, information, conclusions, arguments and recommendations.
<table>
<thead>
<tr>
<th>Course Name</th>
<th>Prerequisites</th>
<th>Code</th>
<th>Year 11</th>
<th>Year 12</th>
<th>List</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Studies (ATAR)</td>
<td>Achieve a ‘B’ grade or better in Health Education in Year 10 Semester 1 and a ‘B’ grade or better for English in Year 10 Semester 1</td>
<td>HEA</td>
<td>ATAR Units 1 &amp; 2</td>
<td>ATAR Units 3 &amp; 4</td>
<td>A</td>
</tr>
<tr>
<td>Physical Education Studies (ATAR)</td>
<td>Achieve a ‘B’ grade or better in Physical Education in Year 10 Semester 1 and a ‘B’ grade or better in Year 10 Science Semester 1</td>
<td>PES</td>
<td>ATAR Units 1 &amp; 2</td>
<td>ATAR Units 3 &amp; 4</td>
<td>B</td>
</tr>
<tr>
<td>Health Studies (General)</td>
<td>Achieve a ‘C’ grade or better in Health Education in Year 10 Semester 1</td>
<td>HEA</td>
<td>GEN Units 1 &amp; 2</td>
<td>GEN Units 3 &amp; 4</td>
<td>A</td>
</tr>
<tr>
<td>Physical Education Studies (General)</td>
<td>Achieve a ‘C’ grade or better in Physical Education in Year 10 Semester 1</td>
<td>PES</td>
<td>GEN Units 1 &amp; 2</td>
<td>GEN Units 3 &amp; 4</td>
<td>B</td>
</tr>
<tr>
<td>Certificate II in Sport and Recreation and Cert II Sports Coaching (combined course)</td>
<td>Achieve a ‘C’ grade or better in Health Education and Physical Education in Year 10 Semester 1</td>
<td>S&amp;RV</td>
<td>Completed over two years</td>
<td>VET</td>
<td></td>
</tr>
<tr>
<td>Certificate II in Sport and Recreation and Cert II in Sports Coaching (Specialised Netball Pathway only)</td>
<td>Achieve a ‘C’ grade or better in Health Education and Physical Education in Year 10 Semester 1</td>
<td>NETBALL</td>
<td>Completed over two years</td>
<td>VET</td>
<td></td>
</tr>
<tr>
<td>Outdoor Education (General) and Cert II in Outdoor Recreation over 2 years</td>
<td>Achieve a ‘C’ grade or better in Health Education and/or Physical Education in Year 10 Semester 1</td>
<td>OUT</td>
<td>GEN</td>
<td>GEN</td>
<td>B</td>
</tr>
</tbody>
</table>
Health Studies

Year 11 Health Studies ATAR - Units 1 & 2  Cost: $80.00
Prerequisites: ‘B’ grade or better in Year 10 Health Education and a ‘B’ grade or better in Year 10 English

Unit 1
This unit focuses on the health of individuals and communities. Students learn about health determinants and their impact on health. Health promotion is explored and used as a framework for designing approaches to improve health. Students examine attitudes, beliefs and norms and their impact on decision-making, and develop a range of key health skills. Students extend their understandings of factors influencing health, and actions and strategies to protect and promote health through inquiry processes. By the conclusion of this unit students have a greater understanding of the Ottawa Charter Action Areas to promote improved health outcomes for individuals and communities.

Unit 2
This unit focuses on the impact of factors influencing the health of communities. Students learn about community development and how community participation can improve health outcomes. Students examine the influence of attitudes, beliefs, and norms on community health behaviours; apply investigative and inquiry processes to analyse issues influencing the health of communities; and develop appropriate responses. The impact of technology on interpersonal skills and strategies for managing such influences are also a focus.

Year 12 Health Studies ATAR - Units 3 & 4  Cost: $80.00
Prerequisite: Successful completion of Year 11 Health Studies ATAR Units 1 & 2

Unit 3
This unit focuses on the health of specific populations and reasons why some groups do not enjoy the same level of health as the general population. Students learn about factors creating these disparities and ways of improving the health and wellbeing of specific groups. Students apply inquiry skills to examine and interpret data, and explain and respond to inequities in health. The Jakarta Declaration on Leading Health Promotion into the 21st Century is a core component of this unit with students gaining a greater insight into key health challenges facing the global population. Students will learn about the strategies outlined to overcome these health challenges to different populations at a local, national and global level.

Unit 4
This unit focuses on local, regional and global challenges to health. Students learn about the impact of determinants on global health inequities and explore approaches to address barriers preventing groups from experiencing better health. Students apply well-developed health inquiry skills to analyse health issues, develop arguments and draw evidence-based conclusions. Students develop a greater understanding of world health issues and learn about the strategies being implemented at a global level to deliver improved health outcomes for different populations.

Year 11 Health Studies General - Units 1 & 2  Cost: $70.00
Pre-requisites: ‘C’ grade or better in Year 10 Health Education and a ‘C’ grade or better in Year 10 English

Unit 1
This unit focuses on personal health and wellbeing and what it means to be healthy. Students explore factors which influence their health, and design action plans to improve health and achieve set goals. Key
consumer health skills and concepts, and the relationship between beliefs, attitudes, values and health behaviour, and the impact of social and cultural norms, are introduced. Key self-management and interpersonal skills required to build effective relationships are explored. Health inquiry skills are developed and applied to investigate and report on health issues.

**Unit 2**
This unit focuses on personal health and introduces the many factors which influence health. The notion of prevention is central to this unit, and students explore actions, skills and strategies to cope with health influences and improve health. In addition to health determinants, the influence of cognitive dissonance on decision making and the role of communities in shaping norms and expectations are explored. Self-management and cooperative skills are examined and students continue to develop and apply health inquiry skills.

**Year 12 Health Studies General - Units 3 & 4**  
Cost: $70.00

Prerequisite: Satisfactory completion of Year 11 Health Studies General Units 1 & 2

**Unit 3**
This unit builds students' knowledge and understandings of health determinants and their interaction and contribution to personal and community health. Students define and consolidate their understandings of health promotion, and are introduced to a personal behaviour change model and a framework for health promotion action. Health literacy skills, which support positive health consumer practices, and a range of factors influencing the use of health products and services, are examined. Students expand on their understanding of the impact of beliefs on health behaviour by exploring the elements of the health belief model. Students will also apply their knowledge and skills in Health promotion by planning and implementing the 2015 Melville SHS Health-week expo which aims to raise awareness of key health issues in our community.

**Unit 4**
This unit builds students' knowledge and understandings of the impact of health determinants on personal and community health. The concept of community development and the importance of participation and empowerment in strengthening communities is introduced. Students learn about Australia's National Health Priority Areas (NHPAs) and a range of preventive strategies to reduce risk and contribute to better health. The use of social marketing to promote positive health messages and products is explored. In a personal sense, students are introduced to emotional intelligence as a mechanism for perceiving, controlling and evaluating emotions.

**Physical Education Studies**

**Year 11 Physical Education Studies ATAR - Units 1 & 2**  
Cost: $150.00

Prerequisites: ‘B’ grade or better in Year 10 Physical Education and a ‘B’ grade or better in Year 10 Science

**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. Developing physical skills and tactics, motor learning and coaching skills and an understanding of functional anatomy to enhance sporting performance is the key focus of this unit.
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. During this unit students explore the role of biomechanics, exercise physiology and sports psychology in improving sporting performance at both a personal and an elite sport level.

Year 12 Physical Education Studies ATAR - Units 3 & 4  
Cost: $150.00

Prerequisite: Successful completion of Year 12 Physical Education Studies ATAR Units 1 & 2

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. Students engage as performers, leaders, coaches, analysts and planners of physical activity throughout this unit. Students will enjoy an integration of both theoretical and practical course content with a focus on better understanding the body how it functions (both physically and mentally), in order to enhance sporting performance. Other key areas of learning include; energy systems within the body, managing performance related stress pre- and post-competition, movement and skill analysis, biomechanical principles and their connection to sport, the impact of performance enhancing drugs and transfer of learning and its effects on sporting performance.

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 in sport. Students will engage in practical sporting activities and have the opportunity to implement strategic responses to challenging situations during gameplay. In addition to this, students will have the opportunity to apply their knowledge of biomechanics, exercise physiology and sports psychology to design training programs to promote improved individual and team performance in sport. Other key areas of learning include; motor learning and coaching, neuromuscular systems, fluid mechanics, fast and slow twitch muscle fibres and group cohesion and effects on sporting performance.

Year 11 Physical Education Studies General - Units 1 & 2  
Cost: $170.00

Prerequisite: ‘C’ grade or better in Year 10 Physical Education

Unit 1
The focus of this unit is the development of students’ knowledge, understanding and application of anatomical, physiological and practical factors associated with performing in physical activities. This course has a practical focus and aims to enhance student’s understanding of the body in relation to movement during physical activity and sport

Unit 2
The focus of this unit is the impact of physical activity on the body’s anatomical and physiological systems. Students are introduced to these concepts which support them to improve their performance as team members and/or individuals.
Year 12 Physical Education Studies General - Units 3 & 4  
Cost: $170.00

Prerequisites: Satisfactory completion of Year 11 Physical Education Studies General Units 1 & 2

Unit 3
The focus of this unit is simple movement, biomechanical, physiological, psychological, functional anatomy and motor learning concepts. The understanding of the relationship between skill, movement production and fitness will be further enhanced as students develop and improve.

Unit 4
The focus of this unit is for students to assess their own and others’ movement competency and identify areas for improvement. They will build on their knowledge of training principles, nutrition and goal setting concepts to enhance their own and others’ performance in physical activity.

Outdoor Education

Year 11 Outdoor Education General - Units 1 & 2  
Cost: $220.00
(Combined with a Certificate II Outdoor Recreation)  
Plus cost of $26.00 for award of Certificate

Prerequisite: C grade or better in Year 10 Outdoor Education or Year 10 Physical Education

Unit 1 – Experiencing the outdoors
Students are encouraged to engage in outdoor adventure activities. An experiential approach is used to discover what being active in the environment is about. Students are introduced to outdoor adventure activities where they can develop and improve technical skills and apply appropriate practices to ensure safe participation. They understand basic planning and organisational requirements necessary for them to participate in safe, short duration excursions/expeditions in selected outdoor activities. They begin developing skills in roping and navigation. Students are introduced to personal skills and interpersonal skills, including self-awareness, communication and leadership.

Unit 2 – Facing challenges in the outdoors
This unit offers the opportunity to engage in a range of outdoor activities that pose challenges and encourage students to step outside their comfort zone. Students consider planning and resource requirements related to extended excursions/short-duration expeditions. They are introduced to simple risk assessment models to assist decision making and apply safe practices to cope with challenging situations and environments. They develop time management and goal setting skills to work with others and explore strategies for building group relationships. They understand the main styles of leadership and how to use strategies to promote effective team work. Other key content areas of this unit include; features of natural environments, components of the weather, conservation, biodiversity and environmental management.

Year 12 Outdoor Education General - Units 3 & 4  
Cost: $220.00
(Combined with a Certificate II Outdoor Recreation)  
Plus cost of $26.00 for award of Certificate

Prerequisite: Satisfactory completion of Year 11 Outdoor Education General – Units 1 & 2.

Unit 3 – Building confidence in the outdoors
Students understand planning and organisational requirements necessary for them to participate in safe, short-duration excursions/expeditions. Students participate in outdoor adventure activities where they develop and improve their technical skills, apply appropriate practices to ensure safe participation, and begin to develop survival skills. Students develop personal skills related to flexibility in coping and adapting to change and in monitoring such things as the elements in an environment, or the participation of
individuals in activities and expeditions. Features and relationships in natural environments are examined. Students develop a greater understanding of human interactions with nature, past and present. Sustainability is introduced and local issues are examined.

**Unit 4 – Outdoor leadership (Year 12)**

Students consider planning and organisational requirements necessary for them to participate in positive and safe, short-duration excursions/expeditions in selected outdoor activities. Students engage in outdoor activities where they develop and improve their technical skills, and apply appropriate practices to ensure safe participation. They continue to develop navigational skills and respond to an emergency in the outdoors. Students focus on developing commitment, tolerance, resilience, and conflict resolution skills. Students lead briefing and debriefing sessions and appraise their own and others’ leadership skills. Students continue to forecast weather and apply strategies to minimise human impact on natural environments. They explore sustainability projects and understand human responsibility for the environment.

**Certificate II in Sport and Recreation and Certificate II in Sports Coaching – combined course**

Prerequisite: ‘C’ grade or better in Year 10 Health and Physical Education  
Cost: $160.00  
Plus cost of $26.00 for award of Certificate

Certificate II in Sport and Recreation and the Certificate II in Sports Coaching is directed at achieving units of competency in national training modules that provide students with the background knowledge, skills and experiences to become an to obtain work in the sport and recreation industry as well as the fitness industry. A Certificate II in Sport and Recreation and a Certificate II in Sports Coaching can provide a pathway into a higher level certificate course at TAFE beyond Year 12. This course contains both practical sporting and theoretical components.

**Sport and Recreation Career Pathways**

Community Sport and Recreation Officer, Aquatic and/or Recreation Facilities Manager, Community Events Coordinator, Sport and Recreation Program Coordinator, Youth Worker, Inclusion Officer, Administration Officer, Aquatic Lifeguard, Leisure Centre Membership Consultant and Adventure Instructor.

**Specialist Netball: Upper School Sports Pathway**

Students who select upper school netball as a continuation of their development in the Specialist Netball Program will select one of the following courses:

**Year 11 Physical Education Studies ATAR – Units 1 & 2**  
Cost: $150.00  
(Continuation into Year 12 Physical Education Studies ATAR - Units 3 & 4 in 2016)

Prerequisite: ‘B’ grade or better in Year 10 Health Education and ‘B’ grade or better in Year 10 Science.  
*Refer to previous pages for the Year 11 and Year 12 ATAR Physical Education Studies course descriptions.*
Certificate II in Sport and Recreation and Certificate II Sports Coaching
(Combined Course)
Plus cost of $26.00 for award of Certificate

Cost $160.00

Prerequisite: ‘C’ grade or better in Year 10 Health Education and Physical Education

This qualification provides the skills and knowledge for a student to be competent in assisting senior coaches in the planning, instruction and coaching of sport, with a particular focus on netball coaching. Practical coaching within the school or in the community may be undertaken to enable students to develop and acquire the necessary skills, confidence and experience to coach successfully. Learners wishing to undertake this qualification should be current or past participants in the netball specialisation pathway chosen as part of this a qualification.

Vocation Education Training (VET) is nationally recognised training that provides practical work skills and credit towards, or attainment of, a vocational education and training qualification. The Certificate II in Sport Coaching course will be directed at achieving units of competency in national training modules working toward employment in the sport and recreation industry. The course will contain both practical and theoretical components.

Some of the course core units of study include. The core units include Senior First Aid, planning and conducting coaching practices, instructing strength and conditioning techniques and developing knowledge of the sport, recreation and fitness industry.

Elective units involve sports injury management, conducting games and competitions, teaching foundation netball skills and strategies and effective communication with others in the workplace.
### Humanities and Social Sciences (HASS)

<table>
<thead>
<tr>
<th>Course Name</th>
<th>ENTRY REQUIREMENTS</th>
<th>Code</th>
<th>Year 11</th>
<th>Year 12</th>
<th>List</th>
</tr>
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<tbody>
<tr>
<td>Accounting &amp; Finance</td>
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<td>ATAR Units 3</td>
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<td></td>
<td>Humanities &amp; Social Sciences</td>
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<td>Geography</td>
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<td>GEO</td>
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<td>ATAR Units 3</td>
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<td></td>
<td>Science</td>
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<td>&amp; 2</td>
<td>&amp; 4</td>
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<tr>
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<td>ATAR Units 3</td>
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<td>&amp; 4</td>
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<td>Economics</td>
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<tr>
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<td>CAE</td>
<td>VET</td>
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<td>over two years</td>
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<tr>
<td>Certificate II Tourism</td>
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<td>VTO</td>
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<td>Operations over two years</td>
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<tr>
<td>Career and Enterprise</td>
<td>No prerequisite</td>
<td>CAE</td>
<td>GEN</td>
<td>GEN</td>
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</table>

**Important Note**

Students will be placed in Year 11 Humanities and Social Sciences classes on the basis of grades achieved in Year 10 and teacher recommendation. It is for this reason assignment work and exam performance in Year 10 Humanities and Social Sciences is of the highest priority.
Accounting & Finance

Year 11 Accounting & Finance ATAR Year 11 - Units 1 & 2  
Cost: $50.00

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 judgments. 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.

Career and Enterprise

Year 11 Career and Enterprise General Year 11- Units 1 & 2  
Cost: $28.00

Prerequisite: ‘C’ grade or better in Year 10 Humanities and Social Sciences.

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.

Geography

Year 11 Geography ATAR Year 11 - Units 1 & 2  
Cost: $43.00

Prerequisite: ‘B’ grade or better in Year 10 Humanities and Social Sciences.

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

Year 11 students studying Geography in 2016 will have the opportunity to visit Canberra during Term 2.
History

Year 11 History ATAR Year 11 - Units 1 & 2  
Cost: $30.00

Prerequisite: ‘B’ grade or better in Year 10 Humanities and Social Sciences

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

Year 11 students studying History in 2016 will have the opportunity to visit Canberra during Term 2.

Economics

Year 11 Economics ATAR Year 11 - Units 1 & 2  
Cost: $31.00

Prerequisite: ‘B’ Grade or better in Year 10 Humanities and Social Sciences

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

Year 11 students studying Economics in 2016 will have the opportunity to visit Canberra during Term 2.

Politics and Law

Year 11 Politics & Law ATAR Year 11 - Units 1 & 2  
Cost: $40.00

Prerequisite: ‘B’ grade or better in Year 10 Humanities and Social Sciences

The Politics and Law ATAR course provides a study of the processes of decision making concerning society’s collective future. It aims to develop the knowledge of the principles, structures, institutions and processes of political and legal systems primarily in Australia. It brings together the executive, legislative and judicial branches of government to demonstrate how society is governed and how each branch of government is held to account. It examines the democratic principles practised in Australia and makes comparisons with other political and legal systems.

Certificate II in Tourism Operations Year 11 and Year 12  
Cost: $38.50 each year

No Prerequisites  
Plus cost of $26.00 for award of Certificate

This course is designed for students who are not aiming for university entrance, but are interested in pursuing a career in the tourism industry.
The course will involve a mix of in class learning and on site research into tourist destinations.

It will take students two years to complete the full certificate. Students will complete four (4) core units and seven (7) elective units over two years.

**Certificate II in Business  Year 11 and Year 12**  
Cost: $35.00 each year  

No prerequisites  

**Plus cost of $26.00 for award of Certificate**

This qualification will provide students with the practical skills and knowledge to prepare for work and perform a range of administration tasks in a defined context, including word processing, spread sheets, mail procedures, preparing and processing accounts and the operation of a range of general office equipment.
## Languages

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Prerequisites</th>
<th>Code</th>
<th>Year 11</th>
<th>Year 12</th>
<th>List</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese (Mandarin) Second Language</td>
<td>Intermediate Chinese language skills. Enrolment based on consultation with Chinese Language Teacher.</td>
<td>CBS</td>
<td>ATAR Units 1 &amp; 2</td>
<td>ATAR Units 3 &amp; 4</td>
<td>A</td>
</tr>
<tr>
<td>Chinese (Mandarin) First Language</td>
<td>Advanced Chinese language skills. Enrolment based on consultation with Chinese Language Teacher.</td>
<td>CBS</td>
<td>ATAR Units 1 &amp; 2</td>
<td>ATAR Units 3 &amp; 4</td>
<td>A</td>
</tr>
<tr>
<td>Italian (ATAR)</td>
<td>Intermediate to Advanced Italian language skills. Enrolment based on consultation with Italian Language Teacher.</td>
<td>ITA</td>
<td>ATAR Units 1 &amp; 2</td>
<td>ATAR Units 3 &amp; 4</td>
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<tr>
<td>Italian (General)</td>
<td>Intermediate Italian language skills. Enrolment based on consultation with Italian Language Teacher.</td>
<td>ITL</td>
<td>General Units 1 &amp; 2</td>
<td>General Units 3 &amp; 4</td>
<td>A</td>
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</tbody>
</table>

Students at Melville Senior High School can choose to study Italian or Chinese. After completion of Year 10 course, students may choose from the ATAR or General Language course in Year 11, depending on their grades achieved and teacher recommendations. For students on an ATAR pathway, there is a bonus 10% added to a student’s final scaled score for studying a Language. This is a national incentive to study a foreign language in Australia.

The Chinese First Language is offered to students with a high level of Chinese language background and thus Chinese is their first spoken language. Background Language for Italian and Chinese is best suited for students who have had some exposure to the language and/or are exposed to the language through their family/cultural background. Second Language learners for both Chinese and Italian is offered for those students who do not have any background in that particular language.

Participation in all these courses provides opportunities for STP Certificate accreditation depending in completion of core units and achievement as well as participation and accreditation in ACER, Dante Alighieri, and other similar state and national examinations and interpreter services as well as trips overseas. Students wishing to enrol in Italian or Chinese for the first time must arrange an interview with the appropriate language teacher prior to enrolment. Furthermore, students must complete a Language Eligibility form which they will need to obtain from the Deputy Principal of Senior School and/or VET and Transition Manager.
Chinese

Chinese: Second Language ATAR Year 11 - Units 1 & 2  Cost $35.00

The Chinese: Second Language ATAR course is designed to further develop students’ knowledge and understanding of the culture and the language of Chinese-speaking communities, providing them with opportunities to gain a broader and deeper understanding of Chinese 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 Chinese language as well as extend literacy development in English.

Chinese: First Language ATAR Year 11 - Units 1 & 2  Cost $35.00

The Chinese: First Language ATAR course is designed for students with a cultural and linguistic background in Chinese. The course focuses on the interrelationship of language and culture, and further enhances the skills students possess to function in an increasingly globalised society and a culturally and linguistically diverse local community. Through engagement with the Chinese-speaking communities, locally and overseas, and through the study of contemporary texts, themes and issues, students strengthen their literacy skills in both the Chinese and English languages.

Students at Melville Senior High School can choose to study Italian or Chinese in Senior School. After completion of the Year 11 Course, students may choose from the ATAR or Generalist Language course in Year 12, depending on their individual circumstances and recommendation of the course teacher.

The “Chinese First Language” is offered to students with a high level of Chinese language background and thus, Chinese is their first spoken language. Background Language for Italian and Chinese is best suited for students who have had some exposure to the language and/or are exposed to the language through their family/cultural background. Second Language Learners for both Chinese and Italian is offered for those students who do not have any background in that particular language.

Participation in all these courses provides opportunities for TAFE Certificate accreditation depending on completion of core units and achievement as well as participation and accreditation in ACER, Dante Alighieri, and other similar state and national examinations and interpreter services as well as trips overseas. Students wishing to enrol in Italian or Chinese for the first time must arrange an interview with the appropriate language teacher prior to enrolment.

Chinese: Second Language ATAR Year 11 Units 1 & 2  Cost $35.00

The Chinese: Second Language ATAR course is designed to further develop students’ knowledge and understanding of the culture and the language of Chinese-speaking communities, providing them with opportunities to gain a broader and deeper understanding of Chinese 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 Chinese language as well as extend literacy development in English.
The Chinese: First Language ATAR course is designed for students with a cultural and linguistic background in Chinese. The course focuses on the interrelationship of language and culture, and further enhances the skills students possess to function in an increasingly globalised society and a culturally and linguistically diverse local community. Through engagement with the Chinese-speaking communities, locally and overseas, and through the study of contemporary texts, themes and issues, students strengthen their literacy skills in both the Chinese and English languages.

**Italian**

**Italian Second Language: Year 11 General Units 1 & 2**

The Italian: Second Language General course is designed to enable students to gain knowledge and an understanding of the culture and the language of Italian-speaking communities. 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 Italian language as well as extend literacy development in English.

**Unit 1**

This unit focuses on *Questo mio mondo (Here and now)*. Through the three topics: *Presentiamoci! (Let’s introduce ourselves!)*, *La vita quotidiana dei giovani in Italia (Daily life of young people in Italy)*, and *La tecnologia nella vita quotidiana (Technology in daily life)*, students develop communication skills in Italian and gain an insight into the language and culture.

**Unit 2**

This unit focuses on *Cose da fare, luoghi da visitare! (Things to do, places to go!)*. Through the three topics: *Il mio quartiere (My neighbourhood)*, *Lavoro e divertimento in Italia (At work and at leisure in Italy)*, and *La tecnologia e il tempo libero (Technology and leisure)*, students develop communication skills in Italian and gain an insight into the language and culture.

**Italian Second Language: Year 11 ATAR Units 1 & 2**

The Italian: Second Language ATAR course is designed to further develop students’ knowledge and understanding of the culture and the language of Italian-speaking communities, providing them with opportunities to gain a broader and deeper understanding of Italian 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 Italian language as well as extend literacy development in English.

**Unit 1**

This unit focuses on *Rapporti (Relationships)*. Through the three topics: *Rapporti in famiglia, tra gli amici e a scuola (Family, friend and school relationships)*, *Le tradizioni, gli spettacoli e le feste (Traditions, events and celebrations)*, and *Comunicare nel mondo moderno (Communicating in a modern world)*, students further develop their communication skills in Italian and gain a broader insight into the language and culture.
Unit 2
This unit focuses on Andiamo! (Travel – let’s go!). Through the four topics: Le vacanze - racconti e progetti (My holiday tales and plans), Destinazione Italia (Destination Italy), Destinazione Australia (Destination Australia), and Viaggiare oggi (Travel in a modern world), students extend their communication skills in Italian and gain a broader insight into the language and culture.

Career Pathways in Languages

Editor or proof reader, interpreter, teacher, language engineer, lexicographer, linguist, localiser, program manager, sub-titler, voice over, terminologist, transcriber, translator, news reader and broadcaster as well as careers in hospitality and tourism.

Proficiency in a second language improves career prospects and helps foster social and economic benefits for Australia in, for example, the fields of tourism, education, international law, commerce, education and sport. With the internationalisation of the job market, graduates with a qualification in a foreign language will, in future, have greater employment opportunities both in Australia and overseas. Second-language learners have access to a vast network of international cultural resources in areas such as fashion, design, science, architecture, literature, theatre, cinema, fine arts, music, opera and dance, as well as opportunities to compete for overseas study scholarships.

The study of a second language helps students gain a sense of personal achievement enhances insights into diverse cultural and linguistic practices and also promotes awareness and confidence in the correct use of English.

If you’ve ever wanted to work overseas then a qualification in language is a great asset to have. This qualification will broaden your job opportunities and allow you to work in a range of industries or contexts that require Italian language skills.

Learning a language, especially in conjunction with another course such as law or business, can give you the edge in the job market. Whether applying for a job, a promotion or a transfer overseas, the communication skills you gain can put you ahead of others in the eyes of employers.
## Mathematics

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Prerequisites</th>
<th>Code</th>
<th>Year 11</th>
<th>Year 12</th>
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</tr>
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<tbody>
<tr>
<td>Mathematics Essential</td>
<td>‘C’ grade or higher in Semester 1 Year 10 Mathematics. <strong>Category 2 Numeracy (OLNA)</strong></td>
<td>MAT</td>
<td>GEN Units 1 &amp; 2</td>
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<td>Mathematics Applications</td>
<td>‘B’ grade or higher in Semester 1 Year 10 Mathematics <strong>Category 3 Numeracy (OLNA)</strong></td>
<td>MAT</td>
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<td>Mathematics Methods</td>
<td>‘A’ grade in Semester 1 Year 10 Mathematics <strong>Category 3 Numeracy (OLNA)</strong></td>
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<td>Mathematics Specialist</td>
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NOTE: Students studying Mathematics Specialist must also study Methods Units 1 & 2 (Year 11) and Methods 3 & 4 (Year 12)

### Important Note

Students will be placed in Year 11 mathematics classes on the basis of grades achieved in Year 10 and teacher recommendation. It is for this reason assignment work and exam performance in Year 10 mathematics is of the highest priority.

### Overview of mathematics courses

There are six mathematics courses, three General and three ATAR. Each course is organised into four units, with Unit 1 and Unit 2 being taken in Year 11 and Unit 3 and Unit 4 in Year 12. The Western Australian Certificate of Education (WACE) examination for each of the three ATAR courses is based on Unit 3 and Unit 4 only.

The courses are differentiated, each focusing on a pathway that will meet the learning needs of a particular group of senior secondary students.
Year 11 Mathematics

Mathematics Essential: General Year 11 - Units 1 & 2 - Category 2 Numeracy (OLNA)  
Cost $22.00
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.

Unit 1
This unit includes the following four topics:

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

Unit 2
This unit includes the following four topics:

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

Mathematics Applications: ATAR Year 11 - Units 1 & 2 - Category 3 Numeracy (OLNA)  
Cost $19.00
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.

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

Unit 1
Contains the three topics:

- Consumer arithmetic
- Algebra and matrices
- Shape and measurement.
‘Consumer arithmetic’ reviews the concepts of rate and percentage change in the context of earning and managing money, and provides a context for the use of spreadsheet applications. ‘Algebra and matrices’ continues the Year 7–10 study of algebra and introduces the new topic of matrices. The emphasis of this topic is the symbolic representation and manipulation of information from real-life contexts using algebra and matrices. ‘Shape and measurement’ extends the knowledge and skills students developed in the Year 7–10 curriculum with the concept of similarity and associated calculations involving simple and compound geometric shapes. The emphasis in this topic is on applying these skills in a range of practical contexts, including those involving three-dimensional shapes.

**Unit 2**
Contains the three topics:

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

‘Univariate data analysis and the statistical investigation process’ develops students’ ability to organise and summarise univariate data in the context of conducting a statistical investigation. ‘Applications of trigonometry’ extends students’ knowledge of trigonometry to solve practical problems involving non-right-angled triangles in both two and three dimensions, including problems involving the use of angles of elevation and depression and bearings in navigation. ‘Linear equations and their graphs’ uses linear equations and straight-line graphs, as well as linear-piece-wise and step graphs, to model and analyse practical situations.

**Mathematics Methods: ATAR Year 11 - Units 1 & 2 - Category 3 Numeracy (OLNA)**

Cost $19.00

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.

**Unit 1**

**Contains the three topics:**

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

Unit 1 begins with a review of the basic algebraic concepts and techniques required for a successful introduction to the study of functions and calculus. Simple relationships between variable quantities are reviewed, and these are used to introduce the key concepts of a function and its graph. The study of probability and statistics begins in this unit with a review of the fundamentals of probability, and the introduction of the concepts of conditional probability and independence. The study of the trigonometric functions begins with a consideration of the unit circle using degrees and the trigonometry of triangles and
its application. Radian measure is introduced, and the graphs of the trigonometric functions are examined and their applications in a wide range of settings are explored.

**Unit 2**

Contains the three topics:

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

In Unit 2, exponential functions are introduced and their properties and graphs examined. Arithmetic and geometric sequences and their applications are introduced and their recursive definitions applied. Rates and average rates of change are introduced and this is followed by the key concept of the derivative as an 'instantaneous rate of change'. These concepts are reinforced numerically (by calculating difference quotients), geometrically (as slopes of chords and tangents), and algebraically. This first calculus topic concludes with derivatives of polynomial functions, using simple applications of the derivative to sketch curves, calculate slopes and equations of tangents, determine instantaneous velocities, and solve optimisation problems.

Mathematics Specialist: ATAR Year 11 - Units 1 & 2 - Category 3 Numeracy (OLNA)  
Cost $19.00

This course 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. Mathematics Specialist contains topics in functions and calculus that build on and deepen the ideas presented in the Mathematics Methods course, as well as demonstrate their application in many areas. The Mathematics Specialist course also extends understanding and knowledge of statistics and introduces the topics of vectors, complex numbers and matrices. Mathematics Specialist is the only ATAR mathematics course that should not be taken as a stand-alone course and it is recommended to be studied in conjunction with the Mathematics Methods ATAR course as preparation for entry to specialised university courses such as engineering, physical sciences and mathematics.

**Unit 1**

Contains the three topics:

1.1 Combinatorics
1.2 Vectors in the plane
1.3 Geometry

The three topics in Unit 1 complement the content of the Mathematics Methods ATAR course. The proficiency strand of Reasoning, from the Year 7–10 curriculum, is continued explicitly in the topic Geometry through a discussion of developing mathematical arguments. This topic also provides the opportunity to summarise and extend students’ studies in Euclidean Geometry, knowledge which is of great benefit in the later study of topics such as vectors and complex numbers. The topic Combinatorics provides techniques that are very useful in many areas of mathematics, including probability and algebra. The topic Vectors in the plane provides new perspectives on working with two-dimensional space and serves as an introduction to techniques which can be extended to three-dimensional space in Unit 3. These three topics considerably broaden students’ mathematical experience and therefore begin an awakening to the breadth and utility of the subject. They also enable students to increase their mathematical flexibility and versatility.
Unit 2
Contains the three topics:

2.1 Trigonometry
2.2 Matrices
2.3 Real and complex numbers

In Unit 2, Matrices provide new perspectives for working with two-dimensional space and Real and complex numbers provides a continuation of the study of numbers. The topic Trigonometry contains techniques that are used in other topics in both this unit and Units 3 and 4. All topics develop students’ ability to construct mathematical arguments. The technique of proof by the principle of mathematical induction is introduced in this unit.

Year 12 Mathematics

Mathematics Essential: General Year 12 - Units 3 & 4 - Category 2 Numeracy (OLNA) Cost $22.00

Unit 3
This unit includes the following four topics:

• Measurement
• Scales, plans and models
• Graphs in practical situations
• Data collection

Unit 4
This unit includes the following three topics:

• Probability and relative frequencies
• Earth geometry and time zones
• Loans and compound interest

Mathematics Applications: ATAR Year 11 - Units 1 & 2 - Category 3 Numeracy (OLNA) Cost $19.00

Unit 3
Contains the three topics:

• Bivariate data analysis
• Growth and decay in sequences
• Graphs and networks

‘Bivariate data analysis’ introduces students to some methods for identifying, analysing and describing associations between pairs of variables, including using the least-squares method as a tool for modelling and analysing linear associations. The content is to be taught within the framework of the statistical investigation process.
‘Growth and decay in sequences’ employs recursion to generate sequences that can be used to model and investigate patterns of growth and decay in discrete situations. These sequences find application in a wide range of practical situations, including modelling the growth of a compound interest investment, the growth of a bacterial population, or the decrease in the value of a car over time. Sequences are also essential to understanding the patterns of growth and decay in loans and investments that are studied in detail in Unit 4.

‘Graphs and networks’ introduces students to the language of graphs and the way in which graphs, represented as a collection of points and interconnecting lines, can be used to analyse everyday situations, such as a rail or social network.

**Unit 4**

Contains the three topics:

- Time series analysis
- Loans, investments and annuities
- Networks and decision mathematics.

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

**Mathematics Methods: ATAR Year 12 - Units 3 & 4 - Category 3 Numeracy (OLNA) Cost $19.00**

**Unit 3**

Contains the three topics:

- Further differentiation and applications
- Integrals
- Discrete random variables.

The study of calculus continues by introducing the derivatives of exponential and trigonometric functions and their applications, as well as some basic differentiation techniques and the concept of a second derivative, its meaning and applications. The aim is to demonstrate to students the beauty and power of calculus and the breadth of its applications. The unit includes integration, both as a process that reverses differentiation and as a way of calculating areas. The fundamental theorem of calculus as a link between differentiation and integration is emphasised. Discrete random variables are introduced, together with their uses in modelling random processes involving chance and variation. The purpose here is to develop a framework for statistical inference.

**Unit 4**

Contains the three topics:

- The logarithmic function
- Continuous random variables and the normal distribution
- Interval estimates for proportions.
The logarithmic function and its derivative are studied. Continuous random variables are introduced and their applications examined. Probabilities associated with continuous distributions are calculated using definite integrals. In this unit, students are introduced to one of the most important parts of statistics, namely, statistical inference, where the goal is to estimate an unknown parameter associated with a population using a sample of that population. In this unit, inference is restricted to estimating proportions in two-outcome populations. Students will already be familiar with many examples of these types of populations.

Mathematics Specialist: ATAR Year 12 - Units 3 & 4 - Category 3 Numeracy (OLNA) Cost $19.00

Unit 3
This unit contains the three topics:

3.1 Complex numbers
3.2 Functions and sketching graphs
3.3 Vectors in three dimensions

The Cartesian form of complex numbers was introduced in Unit 2, and in Unit 3, the study of complex numbers is extended to the polar form. The study of functions and techniques of calculus begun in the Mathematics Methods ATAR course is extended and utilised in the sketching of graphs and the solution of problems involving integration. The study of vectors begun in Unit 1, which focused on vectors in one- and two-dimensional space, is extended in Unit 3 to three-dimensional vectors, vector equations and vector calculus, with the latter building on students’ knowledge of calculus from the Mathematics Methods ATAR course. Cartesian and vector equations, together with equations of planes, enables students to solve geometric problems and to solve problems involving motion in three-dimensional space.

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

In this unit, the study of differentiation and integration of functions is continued, and the techniques developed from this and previous topics in calculus are applied to the area of simple differential equations, in particular in biology and kinematics. These topics serve to demonstrate the applicability of the mathematics learnt throughout this course. Also in this unit, all of the students’ previous experience in statistics is drawn together in the study of the distribution of sample means. This is a topic that demonstrates the utility and power of statistics.
## Science

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Prerequisites</th>
<th>Code</th>
<th>Year 11</th>
<th>Year 12</th>
<th>List</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aviation</td>
<td>Completion of Year 10 Aviation or Interview for students who are new to Aviation</td>
<td>AVI</td>
<td>General Units 1 &amp; 2</td>
<td>ATAR Units 3 &amp; 4</td>
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<td>B grade or higher in Year 10 Science</td>
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<td>ATAR Units 1 &amp; 2</td>
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<td>Chemistry</td>
<td>A grade in Year 10 Chemical Science.</td>
<td>CHE</td>
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<td>Human Biology</td>
<td>B grade in Year 10 Science.</td>
<td>HBS</td>
<td>ATAR Units 1 &amp; 2</td>
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<td>Integrated Science</td>
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<td>Physics</td>
<td>A grade in Year 10 Physical Sciences.</td>
<td>PHY</td>
<td>ATAR Units 1 &amp; 2</td>
<td>ATAR Units 3 &amp; 4</td>
<td>B</td>
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</tbody>
</table>

**Important Note**  Students will be placed in Year 11 science classes on the basis of grades achieved in Year 10 and teacher recommendation. It is for this reason assignment work, test and exam performance in Year 10 Science is of the highest priority.

### Aviation General Year 11 - Units 1 & 2

**Unit 1**  
Cost: $144.00

Students initially gain an understanding of the types of aircraft and the roles that they perform. They investigate the aerodynamic principles associated with lift and drag; the disposition of forces in specific flight manoeuvres, and the various types of aircraft stability. Students investigate aircraft controls and identify the six primary flight instruments and magnetic compasses, examining their purpose, operation and limitations. They learn the basic principles of meteorology, navigation, maps and time. They study the most common airframe structures and materials. In aviation development, students study the development of the various facets of aviation since the first powered flight, including the factors driving the developments and their impact on society.

**Unit 2**  The focus for this unit is aviation concepts in contexts related to flying training and general aviation. Students explore the development and principles of operation of the internal combustion aircraft engine, aircraft instrumentation and aircraft systems. They use take-off and landing performance charts, and weight and balance charts for a simple light aircraft (Cessna 172). They investigate aviation communication systems, including radios and radio wave propagation. They learn about flight rules and airspace classification. Students recognise the purpose and necessity of civil aviation publications and identify specific rules and regulations governing flight in and around controlled and uncontrolled aerodromes. They are introduced to some human physiology pertinent to aviation.
Unit 3 The focus of this unit is the further development of aviation concepts related to flying training and general aviation. Students develop their understanding of aerodynamics. They apply the terminology and principles of navigation to learn how to prepare aeronautical maps for visual navigation. They explore the formation and interaction of weather on aviation operations. Students understand the principles, purpose and need for safety management in aviation. Students consider issues associated with flight crew resource management and the development of threat and error management (TEM). In Aviation development, they study a selection of current developments in aviation looking at the factors driving the developments, and their likely impact.

Unit 4 The focus for this unit is aviation concepts related to flying operations and general aviation. In this unit, students further their understanding of rotary wing aircraft and aircraft engines, including the principles associated with turbine engines. They investigate different types of propeller design and their operation, and further develop their ability to interpret performance charts for light aircraft. Students are introduced to advanced cockpit displays and examine advanced aircraft navigation and electronic aids. They examine human physiology pertinent to flight. Visual and physiological deficiencies and their implications for flight are also explored. They consider the effects of toxic substances and acceleration forces on flight crew. In aviation development, students study a selection of current issues facing the aviation industry and consider their likely impact on aviation and the community.

Chemistry ATAR Year 11 - Units 1 & 2 Cost: $96.00
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.

Physics ATAR Year 11 - Units 1 & 2 Cost: $96.00
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.

Biology ATAR Year 11 - Units 1 & 2 Cost: $96.00
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. There will be a camp or excursion during Semester 1.
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.

Integrated Science General Year 11 - Units 1 & 2  
Cost $70.00

The Year 11 Integrated Science General course enables students to investigate science issues in the context of the world around them. It encourages students to develop their scientific skills of curiosity, observation, collection and analysis of evidence, in a range of contexts.

The multidisciplinary approach, including aspects of biology, chemistry, geology and physics. Students conduct practical investigations that encourage them to apply what they have learnt in class to real-world situations and systems. First semester “Forensic Science” and “Environmental Degradation” second semester

YEAR 12

Chemistry ATAR Year 12 - Units 3 & 4  
Cost: $96.00

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

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.

Physics ATAR Year 12 - Units 3 & 4  
Cost: $96.00

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

Studying senior secondary science provides students with a suite of skills and understandings that are valuable to a wide range of further study pathways and careers. Studying physics will enable students to become citizens who are better informed about the world around them and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues. The Physics ATAR course will
also provide a foundation in physics knowledge, understanding and skills for those students who wish to pursue tertiary study in science, engineering, medicine and technology.

**Human Biology ATAR Year 12 - Units 3 & 4**

Cost: $96.00

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

An understanding of human biology is valuable for a variety of career paths. The course content deals directly and indirectly with many different occupations in fields, such as science education, medical and paramedical fields, food and hospitality, childcare, sport and social work. Appreciation of the range and scope of such professions broadens their horizons and enables them to make informed choices. This helps to prepare all students, regardless of their background or career aspirations, to take their place as responsible citizens in society.

**Biology ATAR Year 12 - Units 3 & 4**

Cost: $96.00

Biology is the study of the fascinating diversity of life as it has evolved and as it interacts and functions. Investigation of biological systems and their interactions, from cellular processes to ecosystem dynamics, has led to biological knowledge and understanding that enable us to explore and explain everyday observations, find solutions to biological issues, and understand the processes of biological continuity and change over time.

Studying the Biology ATAR course provides students with a suite of skills and understandings that are valuable to a wide range of further study pathways and careers. Understanding of biological concepts, as well as general science knowledge and skills, is relevant to a range of careers, including those in medical, veterinary, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation and eco-tourism. This course will also provide a foundation for students to critically consider and to make informed decisions about contemporary biological issues in their everyday lives.

**Integrated Science General Year 12 - Units 3 & 4**

Cost $70.00

Science is a dynamic, collaborative human activity that uses distinctive ways of valuing, thinking and working to understand natural phenomena. Science is based on people’s aspirations and motivations to follow their curiosity and wonder about the physical, biological and technological world. Scientific knowledge represents the constructions made by people endeavouring to explain their observations of the world around them. Scientific explanations are built in different ways as people pursue intuitive and imaginative ideas, respond in a rational way to hunches, guesses and chance events, challenge attitudes of the time, and generate a range of solutions to problems, building on existing scientific knowledge. As a result of these endeavours, people can use their scientific understandings with confidence in their daily lives. Scientific explanations are open to scrutiny; scientific knowledge may be tentative and is continually refined in the light of new evidence. The Integrated Science ATAR course encourages students to be questioning, reflective and critical thinkers about scientific issues. The course is inclusive and aims to be attractive to students with a wide variety of backgrounds, interests and career aspirations. The course will equip students to undertake tertiary study and/or gain employment.
<table>
<thead>
<tr>
<th>Course Name</th>
<th>Prerequisites</th>
<th>Year 11</th>
<th>Year 12</th>
<th>List</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Information Technology</td>
<td>No Prerequisite</td>
<td>General</td>
<td>Cert II Information, Digital Media and Technology</td>
<td>B</td>
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<tr>
<td>Applied Information Technology</td>
<td>C grade or higher in Year 10 English</td>
<td>ATAR Units 1 &amp; 2</td>
<td>ATAR Units 3 &amp; 4</td>
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<td>Food Science and Technology</td>
<td>No Prerequisite</td>
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<td>General Units 3 &amp; 4</td>
<td>B</td>
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<td>Children Family and the Community</td>
<td>No Prerequisite</td>
<td>General</td>
<td>General Units 3 &amp; 4</td>
<td>A</td>
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<td>Dimensional Design</td>
<td>No Prerequisite</td>
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<td>General Units 3 &amp; 4</td>
<td>B</td>
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<tr>
<td>Building Construction</td>
<td>No Prerequisite</td>
<td>General</td>
<td>General Units 3 &amp; 4</td>
<td>B</td>
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<td>Material Design Technology – WOOD</td>
<td>No Prerequisite</td>
<td>General</td>
<td>General Units 3 &amp; 4</td>
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<td>Material Design Technology – METALS</td>
<td>No Prerequisite</td>
<td>General</td>
<td>General Units 3 &amp; 4</td>
<td>B</td>
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<tr>
<td>Certificate II in Hospitality – Kitchen</td>
<td>No Prerequisite</td>
<td>Cert II Hospitality (over 2 years)</td>
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</table>
For all Technologies courses it is preferable to have a ‘C’ grade or higher in Year 10 English Semester 1.

**Applied Information Technology**

Year 11 - Applied Information Technology – General - Units 1 & 2  
Cost: $100.00

The year 11 Applied Information Technology General course provides students with the knowledge and skills to use a range of computer hardware and software to create, manipulate and communicate information in an effective, responsible and informed manner. Students develop an understanding of computer systems; the management of data; and the use a variety of software applications to investigate, design, construct and evaluate digital products and digital solutions. The course offers pathways to further studies and a range of technology-based careers and a set of skills that equip students for the 21st century and give them an appreciation of the impact of information technology on society.

Year 12 - Certificate II Information, Digital Media and Technology  
Cost: $100.00

Plus cost of $26.00 for award of Certificate

The year 12 Certificate II in Information, Digital Media & Technology is an entry-level qualification that provides the foundation skills and knowledge to use information and communications technology (ICT) in any industry. Completion of this certificate offers students pathways to both further education and also employment. Competencies for this qualification include Use computer operating systems and hardware, Work and communicate effectively in an IT environment, Operate application software packages, Operate a digital media technology package and Use social media tools for collaboration and engagement. This qualification provides students with basic digital literacy skills to support employment in a wide range of occupations.

Students successfully completing this course will achieve a Western Australian Education Course of Study and the nationally recognised Certificate II in Information, Digital Media and Technology.

Year 11 - Applied Information Technology – ATAR - Units 1 & 2  
Cost: $70.00

Year 12 - Applied Information Technology – ATAR - Units 3 & 4  
Cost: $70.00

The Applied Information Technology ATAR course provides students with the knowledge and skills to use a range of computer hardware and software to create, manipulate and communicate information in an effective, responsible and informed manner. Students develop an understanding of computer systems; the management of data; and the use a variety of software applications to investigate, design, construct and evaluate digital products and digital solutions. Students investigate client-driven issues and challenges, devise solutions, produce models or prototypes and then evaluate and refine the developed digital product and solution. The course offers pathways to further studies and a range of technology-based careers, and a set of skills that equip students for the 21st century and give them an appreciation of the impact of information technology on society.

Students will use Adobe Flash to develop animation and Dreamweaver to create your own web pages. Other software applications will also be used to help you create, modify and manipulate work to business standard requirements.

Through your course journal and digital portfolio, you will be actively involved as technology evolves and develops.
Food Science and Technology

Year 11 - Food Science and Technology – General - Units 1 & 2  
Cost: $200.00

Year 12 - Food Science and Technology – General - Units 3 & 4  
Cost: $200.00

The Food Science and Technology General course provides opportunities for students to explore and develop food-related interests and skills. Food impacts on every aspect of daily life and is essential for maintaining overall health and wellbeing. Students organise, implement and manage production processes in a range of food environments and understand systems that regulate food availability, safety and quality. Knowledge of the sensory, physical, chemical and functional properties of food is applied in practical situations. Students investigate the food supply chain and value-adding techniques applied to food to meet consumer and producer requirements. Principles of dietary planning, adapting recipes, and processing techniques, are considered for specific nutritional needs of demographic groups. Occupational safety and health requirements, safe food handling practices, and a variety of processing techniques, are implemented to produce safe, quality food products. This course may enhance employability and career opportunities in areas that include nutrition, health, food and beverage manufacturing, food processing, community services, hospitality and retail.

During this course of study students will learn about:

- Food customs and lifestyle
- Producing food products that provide a healthy and balanced diet
- Sensory characteristics of food
- Impact of food preferences and choices
- Personal food requirements and the impact on the health of the individual
- Current trends in the food industry
- Develop food preparation skills
- Develop sound nutritional knowledge
- Function of food in the body and the nutrient needs of adolescents
- Impact on health of dietary decisions

This course will lead into Food, Science and Technology General (Hospitality) in Year 12. Students taking Food Science and Technology General are encouraged to also take Kitchen Operations in Year 11/12 if they are considering working in the hospitality industry.

Certificate II Hospitality - Kitchen Operations- 1st year  
Cost: $200.00

Certificate II Hospitality - Kitchen Operations- 2nd year  
Cost: $200.00

(Completed over two years)  
Plus cost of $26.00 for award of Certificate

Become a master chef in a commercial or home kitchen! Whether students are looking to start a career in the kitchen or want to impress their friends and family with professional cooking skills this is the ideal course for them. The Certificate II in Hospitality (Kitchen Operations) will introduce students to how a commercial kitchen operates and the knowledge you need to succeed in one.
Students will gain an understanding of food preparation and cookery principles, and develop practical skills in the kitchen. Students will learn how to cater for functions and how to present and serve a wide variety of nutritional food to industry standards. Participants also receive training in Occupational Health and Safety, food safety, knife sharpening and cutting techniques.

After completing this program students will be ready for work as an apprentice chef or a cook in a catering operation, restaurant, cafeteria or fast food outlet.

**Students undertaking this course may also participate in Workplace Learning.**

**Children, Family and the Community**

**Year 11 - Children, Family and the Community – General - Units 1 & 2**  
Cost: $100.00

**Year 12 - Children, Family and the Community – General - Units 3 & 4**  
Cost: $100.00

The Children, Family and the Community General course focuses on factors that influence human development and the wellbeing of individuals, families and communities. Students explore the health of individuals and communities and the protective and preventative strategies that impact on growth and development. They engage in shared research, examine goal setting, self-management, decision making, communication and cooperation skills when creating products, services or systems that will assist individuals, families and communities to achieve their needs and wants. Contemporary Australian issues or trends relating to families and communities at the state and national level are examined in practical ways.

The learning context is caring for others — this is a highly practical course where students will be engaged in numerous activities.

The course explores the influence of lifestyle behaviours and biological and environmental factors on growth and development of the individual. It examines the relationship between physical, social, emotional, cognitive and spiritual health to develop an understanding of each and its contribution to the development of a healthy individual. Some of the units are

**Dimensional Design (Technical Graphics)**

**Year 11 – Dimensional Design – General – Units 1 & 2**  
Cost: $50.00

**Year 12 – Dimensional Design – General – Units 3 & 4**  
Cost: $50.00

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 be focusing on the context of Dimensional Design, concentrating on the production of 3D models in various CAD software programs. The Design General course also emphasises the scope of design in trade based industries allowing students to maximise vocational pathways.

The final assessment will be taken largely from the completed folio of drawings. Small projects will give students the opportunity to demonstrate their drawing skills by presenting the development of their designs from the research stage through to presentation drawings of their final solution. Completion of these courses will give students a good start towards further study in areas such as mechanical, interior and environmental design at TAFE.
Building and Construction

Year 11 – Building Construction – General – Units 1 & 2  Cost: $100.00
Year 12 – Building Construction – General – Units 3 & 4  Cost: $100.00

Certificate II in Construction (completed over two years)  Plus cost of $26.00 for award of Certificate

The WACE Building and Construction course is a practical course for students who wish to expand their knowledge and understanding of the building and construction design industries. Students will have the opportunity to develop innovative ideas, to create practical skills. Additionally, students will achieve a Certificate II in building and Construction, whereby students will further broaden their employability skills with nationally accredited training. Students will develop knowledge and understanding; safety procedures, risk management, equipment fundamentals, engineering mathematics and production management. While developing skills in; welding, bricklaying, concreting, paving, plumbing, carpentry and tiling.

The construction industry is one of the biggest employers of tradesmen and women in Western Australia.

This is a practical course which will provide experiences in the safe use of various hand and power tools and machines.

The courses will focus on:

- Welding – electric and gas
- Working with metal and timber materials
- Safe working practices (OH&S compliancy)
- Bricklaying and paving
- Garden design and reticulation
- Gyprocking and painting
- A personal project

Students successfully completing this course in Year 11 and 12 will achieve a Western Australian Education Course of Study and the nationally recognised Certificate II in Construction.

Wood Technology

Year 11 - Materials Design & Technology General - Wood Focus – Units 1 & 2  Cost: $100.00
Year 12 - Materials Design & Technology General - Wood Focus – Units 3 & 4  Cost: $100.00

Plus cost of $26.00 for award of Certificate

Certificate II in Visual Arts – Furniture Focus (completed over two years)

The Materials Design and Technology General course is a practical course. Students work with wood in the design and manufacture of products as the major focus. The Cert II in VA – Furniture Focus gives students the opportunity to achieve a trade level qualification in the production of small wood items or furniture. This two year embedded qualification covers areas such as OHS, wooden product production, sourcing and using information, and both following existing design plans and developing and drawing our own.

Students successfully completing this course in Year 11 and 12 will achieve a Western Australian Education Course of Study and the nationally recognised Certificate II in Visual Arts – Furniture Focus.
Certificate II in Engineering (completed over two years)

The WACE Materials Design and Technology course, with the context of Metals is a practical course for students who wish to expand their knowledge and understanding of the metals technology industries. Students will have the opportunity to develop innovative ideas, to create practical skills. Additionally, students will achieve a Certificate II in Engineering, whereby students will further broaden their employability skills with nationally accredited training. Students will develop knowledge and understanding; safety procedures, risk management, equipment fundamentals, engineering mathematics and production management. While developing skills in; welding, sheet metal techniques, machining and milling.

Students successfully completing this course in Year 11 and 12 will achieve a Western Australian Education Course of Study and the nationally recognised Certificate II in Engineering.
## General (Non-ATAR) Pathways

### Sports Science General Pathway

<table>
<thead>
<tr>
<th>Sports Science</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>English or English as a Second Language General (Units 1&amp;2)</td>
<td>English or English as a Second Language (Units 3&amp;4)</td>
<td></td>
</tr>
<tr>
<td>Health Studies General (Units 1&amp;2)</td>
<td>Health Studies General (Units 3&amp;4)</td>
<td></td>
</tr>
<tr>
<td>Integrated Science General (Units 1&amp;2)</td>
<td>Integrated Science General (Units 3&amp;4)</td>
<td></td>
</tr>
<tr>
<td>Combined Certificate II in Sport and Recreation and Certificate II in Sports Coaching (over 2 years Yr 11 and Yr 12)</td>
<td>Combined Certificate II in Sport and Recreation and Certificate II in Sports Coaching (over 2 years Yr 11 and Yr 12)</td>
<td></td>
</tr>
<tr>
<td>Physical Education Studies General (Units 1 &amp; 2)</td>
<td>Physical Education Studies General (Units 3 &amp; 4)</td>
<td></td>
</tr>
<tr>
<td>Mathematics Essential - General (Units 1&amp;2)</td>
<td>Mathematics Essential - General (Units 3&amp;4)</td>
<td></td>
</tr>
<tr>
<td>Reserve</td>
<td></td>
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</tr>
<tr>
<td>Certificate II in Business</td>
<td>Certificate II in Business</td>
<td></td>
</tr>
<tr>
<td>Certificate II in Dance</td>
<td>Certificate II in Dance</td>
<td></td>
</tr>
<tr>
<td>Certificate II in Drama</td>
<td>Certificate II in Drama</td>
<td></td>
</tr>
<tr>
<td>Outdoor Education General (Units 1&amp;2)</td>
<td>Outdoor Education General (Units 3&amp;4)</td>
<td></td>
</tr>
</tbody>
</table>

Students can select one of the reserves if they do not meet the basic pre-requisite for Mathematics. All students are strongly encouraged to select Mathematics in their course of study.

This pathway gives students opportunities to develop knowledge, skills, attitudes and values necessary to enter a variety of occupations within sport and recreation, and social and community services.

Physical Education Studies gives students the opportunity to develop an increased knowledge of human movement as well as the necessary knowledge of skills, strategies and tactics required for effective sporting performance. A variety of practical and theoretical experiences will enable students to meet course outcomes. A major focus of this course is on the student developing as an athlete, umpire, trainer and coach in the sporting and recreation community.

**Reserve Option: Outdoor Education General (Year 11 Units 1 & 2 and Year 12 Units 3 & 4).**

Outdoor Education aims to develop in students the necessary skills and attributes required to lead others successfully in a range of different the outdoor environments.
### Health and Community Services General Pathway

<table>
<thead>
<tr>
<th>Health and Community Services</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>English or English as a Second Language General (Units 1 &amp; 2)</td>
<td>English or English as a Second Language General (Units 3 &amp; 4)</td>
<td></td>
</tr>
<tr>
<td>Health Studies General (Units 1 &amp; 2)</td>
<td>Health Studies General (Units 3 &amp; 4)</td>
<td></td>
</tr>
<tr>
<td>Food Science and Technology General (Hospitality) (Units 1 &amp; 2)</td>
<td>Food Science and Technology General (Hospitality) (Units 3 &amp; 4)</td>
<td></td>
</tr>
<tr>
<td>Career and Enterprise (Units 1 &amp; 2) or Certificate I in Business</td>
<td>Career and Enterprise Units (3 &amp; 4) or Certificate II in Business</td>
<td></td>
</tr>
<tr>
<td>Children and Family Services General (Units 1 &amp; 2)</td>
<td>Children and Family Services General (Units 3 &amp; 4)</td>
<td></td>
</tr>
<tr>
<td>Mathematics Essential General (Units 1 &amp; 2)</td>
<td>Mathematics Essential General (Units 3 &amp; 4)</td>
<td></td>
</tr>
<tr>
<td>Reserve</td>
<td>Certificate II in Business</td>
<td>Certificate II in Business</td>
</tr>
<tr>
<td>Certificate II in Dance</td>
<td>Certificate II in Dance</td>
<td></td>
</tr>
<tr>
<td>Certificate II in Drama</td>
<td>Certificate II in Drama</td>
<td></td>
</tr>
</tbody>
</table>

**Students can select one of the reserves if they do not meet the basic pre-requisite for Mathematics. All students are strongly encouraged to select Mathematics in their course of study.**

This pathway gives students opportunities to develop knowledge, skills, attitudes and values necessary to enter a variety of occupations within sport and recreation, and social and community services.

Health Studies focuses on the health issues of concern to youth. It has a broad health focus and includes courses in Food Science and Technology (Hospitality), Career and Enterprise, Workplace Learning and Children, Family and Community (Child Care).
Outdoor Adventure Studies General Pathway

<table>
<thead>
<tr>
<th>Outdoor Adventure Studies</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>English or English as a Second Language</td>
<td>English or English as a Second Language</td>
<td></td>
</tr>
<tr>
<td>Outdoor Education General Units 1 &amp; 2</td>
<td>Outdoor Education General Units 3 &amp; 4</td>
<td></td>
</tr>
<tr>
<td>Certificate II in Outdoor Recreation</td>
<td>Certificate II in Outdoor Recreation</td>
<td></td>
</tr>
<tr>
<td>Integrated Science General Units 1 &amp; 2</td>
<td>Integrated Science General Units 3 &amp; 4</td>
<td></td>
</tr>
<tr>
<td>Certificate II Media</td>
<td>Certificate II Media</td>
<td></td>
</tr>
<tr>
<td>Mathematics Essential General Units 1 &amp; 2</td>
<td>Mathematics Essential General Units 3 &amp; 4</td>
<td></td>
</tr>
<tr>
<td>Reserve</td>
<td>Certificate II in Business</td>
<td>Certificate II in Business</td>
</tr>
<tr>
<td>Certificate II in Dance</td>
<td>Certificate II in Dance</td>
<td></td>
</tr>
<tr>
<td>Certificate II in Drama</td>
<td>Certificate II in Drama</td>
<td></td>
</tr>
<tr>
<td>Physical Education Studies General (Unit 1 and 2)</td>
<td>Physical Education Studies General (Unit 3 and 4)</td>
<td></td>
</tr>
</tbody>
</table>

Students can select one of the reserves if they do not meet the basic pre-requisite for Mathematics. All students are strongly encouraged to select Mathematics in their course of study.

Outdoor Education aims to prepare students to meet both physical and mental challenges as members of an expedition in the natural environment. A variety of practical and theoretical experiences will enable students to meet course outcomes. A major focus of this course is on the student developing self-reliance and self-management. Enhancing and refining personal skills is encouraged throughout all practical sessions. Activities may include abseiling, canoeing bushwalking, overnight camps and first aid skills.

Reserve Option: Physical Education Studies General (Year 11 Unit 1 & 2 and Year 12 Unit 3 & 4)

Physical Education Studies gives students the opportunity to develop an increased knowledge of human movement as well as the necessary knowledge of skills, strategies and tactics required for effective sporting performance. A variety of practical and theoretical experiences will enable students to meet course outcomes. A major focus of this course is on the student developing as an athlete, umpire, trainer and coach in the sporting and recreation community. Enhancing and refining personal skills is encouraged throughout all practical sessions.

Employment Opportunities and Career Pathways in Physical Education, Health Education, Outdoor Education and Sport and Recreation.

Note: The table below is just a selection of the many employment opportunities and career pathways related to the courses offered in the Health and Physical Education Learning Area.
<table>
<thead>
<tr>
<th>Physical Education</th>
<th>Health Education</th>
<th>Outdoor Education</th>
<th>Sport and Recreation</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE Teacher</td>
<td>Health Teacher</td>
<td>Outdoor Education</td>
<td>Department of Sport and Recreation</td>
</tr>
<tr>
<td>Sport and Exercise Scientist</td>
<td>Nursing</td>
<td>Teacher</td>
<td>Instructor</td>
</tr>
<tr>
<td>Sports Physiology</td>
<td>Occupational Health</td>
<td>Outdoor Adventure/ Activity Leader</td>
<td>Community Events Coordinator</td>
</tr>
<tr>
<td>Sports Psychology</td>
<td>Health and Safety Officer</td>
<td>Outdoor Recreation Officer</td>
<td>Senior Programs Officer</td>
</tr>
<tr>
<td>Physiotherapist</td>
<td>School Health officer</td>
<td>Team Development Leader</td>
<td>Youth Programs Officer</td>
</tr>
<tr>
<td>Sports Administrator</td>
<td>Health Promotions Officer</td>
<td>Recognised Training Operator/Assessor</td>
<td>School holiday activities coordinator</td>
</tr>
<tr>
<td>Sport Development Officer</td>
<td>Community Health Officer</td>
<td>Outdoor Program Developer</td>
<td>Aquatic/Leisure Facilities Manager</td>
</tr>
<tr>
<td>Sports Marketing Officer/Manager</td>
<td>Health Consultant</td>
<td>Outdoor Adventure Facilities Manager</td>
<td>Program Coordinator</td>
</tr>
<tr>
<td>Personal Trainer</td>
<td>Health Public Relations Officer</td>
<td>Park Ranger</td>
<td>Community Recreation Officer</td>
</tr>
<tr>
<td>Gym/Fitness Instructor</td>
<td>Aged Care</td>
<td>Campsite Manager</td>
<td>Youth worker</td>
</tr>
<tr>
<td>Aerobic/ Aquatic Instructor</td>
<td>Primary Products Inspector</td>
<td>Eco – Tourism Manager</td>
<td>Inclusion Officer</td>
</tr>
<tr>
<td>Junior Sports Coach</td>
<td>Homeopathy</td>
<td></td>
<td>Lifeguard</td>
</tr>
<tr>
<td>Sport Retail</td>
<td>Massage</td>
<td></td>
<td>Campsite Manager</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Sports Retail</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Swimming Instructor</td>
</tr>
</tbody>
</table>
### Expressive Arts General Pathway

<table>
<thead>
<tr>
<th></th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expressive Arts</strong></td>
<td>English or English as a Second Language</td>
<td>English or English as a Second Language</td>
</tr>
<tr>
<td></td>
<td>Visual Arts General Units 1 &amp; 2 and Certificate I Visual Arts</td>
<td>Visual Arts 1C/1D and Certificate II Visual Arts</td>
</tr>
<tr>
<td></td>
<td>Design Graphics 2A/B</td>
<td>Certificate II in Design</td>
</tr>
<tr>
<td></td>
<td>Applied Information Technology General Units 1 &amp; 2 or Fashion Design</td>
<td>Applied Information Technology General Units 3 &amp; 4 or Fashion Design</td>
</tr>
<tr>
<td></td>
<td>General Units 1 &amp; 2</td>
<td>General Units 3 &amp; 4</td>
</tr>
<tr>
<td></td>
<td>Multi Media VET</td>
<td>Multi Media VET</td>
</tr>
<tr>
<td></td>
<td>Mathematics Essential Unit 1 &amp; 2</td>
<td>Mathematics Essential Units 3 &amp; 4</td>
</tr>
<tr>
<td><strong>Reserve</strong></td>
<td>Certificate II in Business</td>
<td>Certificate II in Business</td>
</tr>
<tr>
<td></td>
<td>Certificate II in Dance</td>
<td>Certificate II in Dance</td>
</tr>
<tr>
<td></td>
<td>Certificate II in Drama</td>
<td>Certificate II in Drama</td>
</tr>
</tbody>
</table>

Students can select one of the reserves if they do not meet the basic pre-requisite for mathematics. All students are encouraged to select Mathematics in their course of study.

This pathway is designed for students who have interest in the Arts. It covers the arts context of music, drama and visual arts. Students would be able to attend TAFE or university or apply for entry to the Western Australian Academy of Performing Arts.

**Related Fields of Employment**

If work in these areas interests you this course could be an advantage:

- Advertising
- Film
- Music
- Staging
- Art
- Photography
- Radio
- Television
- Theatre
- Retail
- Education

**Employment Opportunities**

These are some of the occupations you could aim for:

- Actor
- Animator
- Announcer
- Arts Administrator
- Artist
- Audio-Visual Technician
- Piano Tuner
- Projectionist
- Properties Person
- Record Librarian
- Retailer
- Sculptor
- Boom Operator
- Copy Writer
- Crafts Person
- Disc Jockey
- Entertainer
- Focus Puller
- Make Up Artist
- Model
- Musician PA Operator
- Photographer
- Art Teacher
- Set Designer
- Stage Designer
- Stage Manager
- Studio Stage Hand
- Theatre Machinist
- Usher
- Wardrobe Supervisor
- Window Dresser
- Visual Merchandiser
- Film and Television Camera Operator
- Film and Television Lighting Operator
## Hospitality General Pathway

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>English or English as a Second Language</td>
<td>English or English as a Second Language</td>
</tr>
<tr>
<td>Food Science and Technology (Hospitality) General Units 1 &amp; 2</td>
<td>Food Science and Technology (Hospitality) General Units 3 &amp; 4</td>
</tr>
<tr>
<td>Certificate II in Tourism</td>
<td>Certificate II in Tourism</td>
</tr>
<tr>
<td>Certificate II Kitchen Operations</td>
<td>Certificate II Kitchen Operations</td>
</tr>
<tr>
<td>Career and Enterprise General Units 1 &amp; 2 or Certificate II in Business</td>
<td>Career and Enterprise General Units 3 &amp; 4 or Certificate II in Business</td>
</tr>
<tr>
<td>Mathematics Essential Unit 1 &amp; 2</td>
<td>Mathematics Essential Unit 3 &amp; 4</td>
</tr>
<tr>
<td>Reserve</td>
<td></td>
</tr>
<tr>
<td>Certificate II in Business</td>
<td>Certificate II in Business</td>
</tr>
<tr>
<td>Certificate II in Dance</td>
<td>Certificate II in Dance</td>
</tr>
<tr>
<td>Certificate II in Drama</td>
<td>Certificate II in Drama</td>
</tr>
</tbody>
</table>

Students can select one of the reserves if they do not meet the basic prerequisite for mathematics. All students are encouraged to select mathematics in their course of study.

The Hospitality Pathway is designed for students who will be seeking a career or employment in the Hospitality Industry. Students are involved in a range of activities in kitchen operations and the course is ideal for those wanting to work with food and people. The Certificate of Kitchen Operations has a large catering requirement and again has a very large practical component.

### Related Fields of Employment

If work in these areas interests you this course could be an advantage:

- Local Government
- State Government
- Community Services
- Childcare
- Community Development
- Small Business Operations
- Food Services
- Catering
- Hospitality

### Employment Opportunities

- Chef
- Restaurateur
- Hotel Manager
- Catering Manager
- Hotel Reception
- Hotel Personnel
- Waiters
- Waitresses
- Bar Attendant
- Home Economist
- Sales Representative
- Kitchen Hand
- Meat Inspector
- Pastry Cook
- Sales Assistant
- Sales Assistant
# Industrial Studies General Pathway

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>English or English as a Second Language</td>
<td>English or English as a Second Language</td>
</tr>
<tr>
<td>Building Construction General Units 1 &amp; 2</td>
<td>Building Construction General Units 3 &amp; 4</td>
</tr>
<tr>
<td>Metal Fabrication General Units 1 &amp; 2 and Certificate II Engineering</td>
<td>Metal Fabrication General Units 3 &amp; 4 and Certificate II Engineering</td>
</tr>
<tr>
<td>Design Technical Graphics General Units 1 &amp; 2</td>
<td>Design Technical Graphics General Units 3 &amp; 4</td>
</tr>
<tr>
<td>Wood Technology General Units 1 &amp; 2</td>
<td>Wood Technology General Units 3 &amp; 4</td>
</tr>
<tr>
<td>Mathematics Essential Unit 1 &amp; 2</td>
<td>Mathematics Essential Unit 3 &amp; 4</td>
</tr>
</tbody>
</table>

**Reserve**

- Certificate II in Business
- Certificate II in Dance
- Certificate II in Drama

Students can select one of the reserves if they do not meet the basic pre-requisite for mathematics. All students are encouraged to select mathematics in their course of study.

This pathway is designed to give students a hands-on, practical approach to industrial based skills and competencies. It will allow students to gain a background suitable for gaining access to employment, pre-apprenticeships, apprenticeships or TAFE courses. It has a large practical component associated with this pathway. Students will have the opportunity to participate in work placements associated with manual, industrial skills.

Students who are placed on a worksite will be required to attain their 'White Card' which is delivered by an RTO at a cost of approximately $90.00.

Prior to commencement of their work placement students are required to have attained their 'White Card'.

### Related Fields of Employment

- Drafting
- Mining
- Metal Trades
- Automotive Trades
- Construction Industry

### Employment Opportunities

- Excavator Operator
- Graphic Designer
- Electrician
- Bricklayer
- Boilermaker
- Carpenter
- Mechanic
- Machinist
- Drafter
- Electrical Fitter
- Electrical Installer
- Jeweller
- Painter
- Panel Beater
- Gas Fitter
- Refrigeration Fitter
### General Studies General Pathway

<table>
<thead>
<tr>
<th>General Studies</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>English or English as a Second Language</td>
<td>English or English as a Second Language</td>
<td></td>
</tr>
<tr>
<td>Career and Enterprise General Units 1 &amp; 2 or Certificate II in Business</td>
<td>Career and Enterprise General Units 3 &amp; 4 or Certificate II in Business</td>
<td></td>
</tr>
<tr>
<td>Applied Information Technology General Units 1 &amp; 2 or Applied Fashion Design General Units 1 &amp; 2</td>
<td>Applied Information Technology General Units 3 &amp; 4 or Applied Fashion Design General Units 3 &amp; 4</td>
<td></td>
</tr>
<tr>
<td>Dimensional Design (Technical Graphics) General Units 1 &amp; 2 or Multimedia VET</td>
<td>Dimensional Design (Technical Graphics) General Units 3 &amp; 4 or Multimedia VET</td>
<td></td>
</tr>
<tr>
<td>Mathematics Essential Unit 1 &amp; 2</td>
<td>Mathematics Essential Unit 3 &amp; 4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reserve</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate II in Dance</td>
<td>Certificate II in Dance</td>
<td>Certificate II in Dance</td>
</tr>
<tr>
<td>Certificate II in Drama</td>
<td>Certificate II in Drama</td>
<td>Certificate II in Drama</td>
</tr>
</tbody>
</table>

**Students can select one of the reserves if they do not meet the basic pre-requisite for mathematics. All students are strongly encouraged to select mathematics in their course of study.**

This pathway caters for students who are yet undecided about which pathway they prefer and thus provides a diverse suit of courses. Students are able to select from Visual Arts or Drama, Design (Technical Graphics) or Multimedia VET, Applied Information Technology or Physical Education. The pathway has a large VET component which will be advantageous for students wishing to apply for future TAFE courses.

### Related Fields of Employment

- Defence Forces
- Education & Training
- Government
- Engineering
- Hospitality

### Employment Opportunities

- Automotive Electrician
- Building Surveyor
- Navy Officer/Sailor
- Architectural Drafter
- Builder
- Cabinet Maker
- Carpenter
- Chef
- Electrician
- Hairdresser
- Painter & Decorator
- Panel Beater
- Plumber
- Police Officer
- Customs Officer
- Miner
- Nurse (enrolled)
- Park Ranger
The Vocational Pathway Program at Melville SHS supports students who wish to undertake a Vocational Pathway and have access to Certificate courses at STP (TAFE) and Workplace Learning whilst working towards achieving their WACE. Students may also be seeking a more flexible learning program with a combination of three days school and two days in a combination of STP and Work Placement. Classwork and tasks aim to develop students’ work habits for STP (TAFE) and/or further study - while the classes are of mixed ability all students are encouraged to aim for high achievement and to become independent and confident learners. The Vocational Pathway program offers a number of subject prizes in Year 12 in addition to the very competitive VET Dux award. Regular communication with parents/caregivers and scaffolded learning encourage all students to engage and achieve their individual goals.

The VOCATIONAL PATHWAY PROGRAM is designed for students who are considering making the transition into the workplace and/or TAFE. It can also provide a pathway for students seeking to enter university via alternative access programs or competitive apprenticeships and traineeships in their chosen field.

The Program caters for each student’s individual needs through a program which seeks to provide a broad and engaging base for further studies/employment.

Students are provided with opportunities to participate in Workplace Learning and/or commence a STP (TAFE) certificate. Students apply to a State Training Provider (TAFE) based upon their vocational interest. The State Training Provider will then select students based upon their academic merit and resume submitted to support their application. If successful students will can select from one of the following certificate:

- Certificate II in Outdoor Recreation
- Certificate II in Business
- Certificate II in Retail Make Up and Skin Care

<table>
<thead>
<tr>
<th>Vocational Pathway Program</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>English General Units 1 &amp; 2</td>
<td>English General Units 3 &amp; 4</td>
<td></td>
</tr>
<tr>
<td>Mathematics Essentials Unit 1 &amp; 2</td>
<td>Mathematics Essentials Unit 3 &amp; 4</td>
<td></td>
</tr>
<tr>
<td>Career And Enterprise General Units 1 &amp; 2</td>
<td>Career And Enterprise General Units 3 &amp; 4</td>
<td></td>
</tr>
<tr>
<td>Physical Education Studies General Units 1 &amp; 2</td>
<td>Physical Education Studies General Units 3 &amp; 4</td>
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</tr>
<tr>
<td>Workplace Learning ADWPL</td>
<td>Workplace Learning ADWPL</td>
<td></td>
</tr>
<tr>
<td>Reserve</td>
<td>Certificate II Sport and Recreation</td>
<td>Certificate II Sport and Recreation</td>
</tr>
<tr>
<td>Certificate II in Business</td>
<td>Certificate II in Business</td>
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<tr>
<td>Certificate II in Dance</td>
<td>Certificate II in Dance</td>
<td></td>
</tr>
<tr>
<td>Certificate II in Drama</td>
<td>Certificate II in Drama</td>
<td></td>
</tr>
</tbody>
</table>
• Certificate II in Hairdressing
• Certificate II in Hospitality
• Certificate II in Tourism
• Certificate II in Hospitality (Kitchen Operations)
• Certificate II in Fishing Operations
• Certificate II in Auto Electrical
• Certificate II in Auto Light Mechanical
• Certificate II in Heavy Duty Mechanical
• Certificate II in Landscaping
• Certificate II in Animal Studies – Certificate III in Companion Animal Services
• Certificate II in Sampling and Measurement
• Certificate II in Floristry (Assistant)
• Certificate II in Community Services Taster
• Certificate II in Community Services (Early Childhood Focus)
• Certificate II in Engineering
• Certificate II in Engineering – Technical
• Certificate II in Building and Construction (Office Environment)
• Certificate II in Building Construction
• Certificate II in Plumbing and Gas Fitting
• Certificate II in Process Plant Operations
• Certificate II in Electrotechnology
• Certificate II in Aquaculture

Students attend school for three days a week, from Monday to Wednesday and are released from school to attend a TAFE campus or their work placement on either a Thursday or Friday.

The aims of the program are to develop students’ skills, confidence and career planning while working towards Certificate and WACE achievement. Other life skills courses are also integrated, such as Problem Solving and Decision Making, Financial Literacy and Study Skills.

Important information:

• As the school-based program runs three days per week, Monday P5 runs as a general class lesson not Study or ‘Flexi’ session for our students.
• Regular attendance and punctuality are essential for students to keep up to date with the learning program.
• Work Placement forms a key part of the program, contributing to meeting WACE requirements. Students are expected to be committed to attending work placement each week and completing the Work Skills journal. Regular communication with staff including the WPL coordinator will enhance students’ workplace experience.
• The school based Certificate in Sport and Recreation has been selected to meet the needs of our students who have not gained a place in a TAFE Certificate course in Year 11, it has both theory and practical components. As well as complementing students’ learning in the General PE Studies course, it provides them with an opportunity to maximise their grades through the natural cross over between these two courses. It also has an important contribution towards meeting the requirements of WACE.
• In an era where the importance of regular exercise for physical and mental wellbeing is recognised and the costs of gym and/or sports membership can be expensive, feedback from our students is that they look forward to the twice weekly practical sessions with our specialist PE staff.

For more information contact Shannon Sapienza on 9330 0300 or email Shannon.sapienza@education.wa.edu.au
Melville Senior High School

Course Selection Form - Year 11, 2016

STUDENT’S NAME: ____________________________

Step 1 Post school destination & School Pathway 2016

- STP (TAFE) Entry □ Go to Step 5 or 6
- University Entry □ Go to Step 2
- Vocational Pathway Program (VPP) □ Go to Step 5
- Workplace □ Go to Step 5 or 6

Step 2 FOR STUDENTS WISHING TO SELECT ATAR COURSES

Achievement Targets / Background

<table>
<thead>
<tr>
<th>Courses selected</th>
<th>Prerequisite grade for the course you wish to select as per Year 11 and 12 Course Information Handbook</th>
<th>Year 10 Semester 1 grades 2015</th>
<th>Did I Achieve the Prerequisite Grade for that course? Yes / No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ENGLISH / EALD / Literature (circle your choice)</td>
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<tr>
<td>2.</td>
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<tr>
<td>6.</td>
<td></td>
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</tr>
<tr>
<td>Reserve 1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reserve 2.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Step 3 Subject Recommendations for Year 11 2016 ATAR

(University Entry)

If you do not meet the prerequisite grade to undertake a course of study, this table MUST be completed if you wish to select an ATAR course Units 1 & 2. You MUST ask your subject teacher or the Head of the Learning Area to sign alongside the course indicating that they recommend, and believe that, you are capable of achieving success to undertake that course as part of your 2016 studies.

Teacher Endorsements

<table>
<thead>
<tr>
<th>COURSE</th>
<th>YES/NO &amp; Signature</th>
<th>COURSE</th>
<th>YES/NO &amp; Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>English ATAR</td>
<td>Politics &amp; Law ATAR</td>
<td>Accounting &amp; Finance ATAR</td>
<td></td>
</tr>
<tr>
<td>English as an Additional Dialect ATAR</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literature ATAR</td>
<td>Graphic Design ATAR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics Applications ATAR</td>
<td>Media Production and Analysis ATAR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics Methods ATAR</td>
<td>Visual Arts ATAR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics Specialist ATAR</td>
<td>Music ATAR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology ATAR</td>
<td>Chinese First Language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Human Biology ATAR</td>
<td>Chinese Second Language</td>
<td></td>
<td></td>
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<tr>
<td>Chemistry ATAR</td>
<td>Health Studies ATAR</td>
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<tr>
<td>Physics ATAR</td>
<td>Physical Education ATAR</td>
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<tr>
<td>Italian ATAR</td>
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<tr>
<td>Modern History ATAR</td>
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<tr>
<td>Applied Information Technology ATAR</td>
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<tr>
<td>Economics ATAR</td>
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<td></td>
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<tr>
<td>Geography ATAR</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Courses may not have Year 10 Subject teacher.
Step 4

<table>
<thead>
<tr>
<th>Career Pathway</th>
<th>Courses must be listed in order of preference. An English course is always 1 in the order</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students must select at least one subject from List A and at least one from List B – Refer to Handbook</td>
</tr>
<tr>
<td></td>
<td>Completed during counselling</td>
</tr>
<tr>
<td>Order of preference</td>
<td>Course</td>
</tr>
<tr>
<td>1. An English course</td>
<td>1. English or EALD or Literature (choose one)</td>
</tr>
<tr>
<td>2.</td>
<td></td>
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<td>3.</td>
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<td>4.</td>
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<td>5.</td>
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<td>6.</td>
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<tr>
<td>Reserve Choice</td>
<td></td>
</tr>
<tr>
<td>Reserve Choice</td>
<td></td>
</tr>
</tbody>
</table>

Counsellor’s comments:

- Semester 1 prerequisites not met
- Monitor Year 10 progress and re-counsel.
Step 5  Vocational Pathway Program
Students are not required to select courses if selecting the Vocational Pathway Program (3 Days attending school and/or 1 or 2 days TAFE and Work Placement. Indicate workplace interest is your interest area.

☐ Vocational Pathway Program (VPP)
3 Days School, STP (TAFE) and/or Work Placement

Please indicate TAFE/Workplace interest e.g.
(Hairdressing/Childcare/Automotive/Building)

Step 6  Pathway Program
For Students Selecting a Pathway Program (Rank Pathway choices 1, 2, 3).

Students are not required to select courses if selecting a Pathway.

<table>
<thead>
<tr>
<th>Sports Science</th>
<th>Outdoor Adventure</th>
<th>Health &amp;Community</th>
<th>Expressive Arts</th>
<th>Hospitality</th>
<th>Industrial Studies</th>
<th>General Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cert II Business ☐</td>
<td>Cert II Business ☐</td>
<td>Cert II Business ☐</td>
<td>Cert II Business ☐</td>
<td>Cert II Business ☐</td>
<td>Cert II Business ☐</td>
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<tr>
<td>Cert II Dance ☐</td>
<td>Cert II Dance ☐</td>
<td>Cert II Dance ☐</td>
<td>Cert II Dance ☐</td>
<td>Cert II Dance ☐</td>
<td>Cert II Dance ☐</td>
<td>Cert II Dance ☐</td>
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<tr>
<td>Cert II Drama ☐</td>
<td>Cert II Drama ☐</td>
<td>Cert II Drama ☐</td>
<td>Cert II Drama ☐</td>
<td>Cert II Drama ☐</td>
<td>Cert II Drama ☐</td>
<td>Cert II Drama ☐</td>
</tr>
<tr>
<td>Cert II Outdoor Education General ☐</td>
<td>Physical Education ☐</td>
<td>General ☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Students can select one of the reserves if they do not meet the basic prerequisite for Mathematics. All students are strongly encouraged to select Mathematics in their course of study.

Counsellor’s comments: