

11-12



2019 SUBJECT SELECTION HANDBOOK YEAR 11-12



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2019 SENIOR SCHOOL HANDBOOK

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2019 Year 11 Handbook

SECTION 1

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 please contact:

- Deputy Principal Senior School - Jacquie Abbiss
- VET and Transition Manager - George Tills
- Manager, Student Services Senior School - Sandy Olney-Thurstun

and/or

- The Heads of Learning Areas.

The progression into Year 11 involves a number of significant changes for both parents and students.

INFORMATION SESSIONS

To provide families with relevant information and facilitate the course selection process, participation in the events listed below is essential.

Thursday 21 June

6.00 pm – 7.30 pm

(Week 8, Term 2)

Parent information session

For all parents of Year 10 students in the staff room

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 23 July – Friday 3 August

(Week 2 and 3 of Term 3)

Students will make their online subject selections

Tuesday 17 July – Friday 10 August

(Week 1 through to week 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 Acting VET and Transition Manager can be made by telephoning the School Administration Office to make an appointment for a counselling session.

ENROLLING IN YEAR 11 2019

Students wishing to enroll at Melville Senior High School must be enrolled in and studying six (6) courses, or the equivalent, in each semester.

All Year 11 and 12 students must choose a pathway –

➤ an **ATAR** (Australian Tertiary Admission Rank)

OR

➤ **General** (non-ATAR) pathway

It is possible to do courses from each pathway

OR

➤ **Vocational Pathway Program**

All Year 11 and 12 students must:

- Study 6 courses
- Select either English or English Literature, English as an Additional Language Dialect ATAR or ELD General
- Must include at least 1 List A and 1 List B course in Year 12 (see page 8)
- Generally study the same course in Year 11 and Year 12
- Select one Certificate II or higher course (with exception)

Students wishing to compete for special SCSA awards at the end of Year 12 should study at least two from each list.

Students wishing to gain an ATAR must study a minimum of four (4) ATAR courses in which they intend sitting the external assessment/exam at the end of 2020. The school recommends students select a minimum of 5 ATAR courses.

All students whether they are studying an ATAR/General or Vocational Pathway will now be required to select at least 1 Certificate II or higher in the suite of subjects in Year 11 , with exception.

Successful completion of a Certificate II or higher is one of the minimum requirements of the WACE. No credit is given for partially completed Certificate II courses. Therefore, students will need to choose these certificates carefully.

ATAR PATHWAY

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 School Curriculum and Standards 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/>.

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 26 for the Certificate courses available at the school).

GENERAL PATHWAY

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 9 for more information about ESTs.

General Course Pathways offered at Melville Senior High School are detailed on pages 70 - 77.

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 PATHWAY

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. These are listed on page 26. Details of Melville Senior High School's Vocational Pathway Program (VPP) are on page 77.

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

****Very Important****

Unique Student Identifier (USI)

It is now a requirement that all students enrolling in a certificate course have a Unique Student Identifier (USI) to complete the enrolment process.

The USI will be used by Registered Training Organisations (RTO) to add training records and results when a unit of Competency and qualification is completed.

To obtain a USI refer to page 80 at the back of this booklet.

PATHWAYS

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:

ATAR PATHWAY Students are aiming for university entrance
<ul style="list-style-type: none">• ATAR Course Units 1 & 2 are studied in Year 11• ATAR Course Units 3 & 4 are studied in Year 12• Courses are content based• External exams (WACE exams) are sat at the end of Year 12• ATAR score based on 50% school assessment and 50% external exams• Students gain an ATAR score based on their best 4 courses• A minimum of 4 ATAR subjects are required but 5 or 6 are recommended• Certificate courses are undertaken in Year 11 and/or Year 12 (with exception)

NON ATAR PATHWAY Students are aiming for a TAFE entrance or possible alternative entry into university
<ul style="list-style-type: none">• General Courses Units 1 & 2 are studied in Year 11• General Courses Units 3 & 4 are studied in Year 12• Courses are practical based• There are no external exams (but there are ESTs in Year 12), see page 9• High grades are important• 100% school assessed• Certificate courses are undertaken in Year 11 and/or Year 12

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 **prerequisites** 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 prerequisites for Year 11 courses. These prerequisites 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 course they will not be permitted to select that Year 11 course. (See the table on page 25 for prerequisites) 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 Semester 2, and demonstration of Year 11 course prerequisites being met, an interview (with the Deputy Principal, Ms Jacque Abbiss or Mr George Tills, VET and Transition Manager) can be arranged in Term 4 whereby alternative subject selection for Year 11 courses may be undertaken. **Note: The availability of subject selection 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 Ms Jacque, Deputy Principal or Mr George Tills, 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) 2019

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 2019, 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)
- The partial completion of a Certificate III or higher VET qualification may meet this requirement according to predetermined criteria.
- Students must achieve 14 C grades (or equivalents) in Year 11 & 12

Breadth and depth

Students must:

- complete a minimum of 20 units or the equivalent.

This requirement must include at least:

- A minimum of ten Year 12 units or the equivalent
- Two completed Year 11 units from an English course and one pair of completed Year 12 units from an English course
- One pair of Year 12 units from each of List A (arts/languages/social sciences) and List B (mathematics/science/technology). See table on Page 8.

* 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.

ATAR Pathway is content and examination focused

Non-ATAR Pathway has a more practical, skills-based focus

TIMELINE AND STEPS FOR THE COURSE SELECTION PROCESS

Term 2

Weeks 1 - 9

Students are presented with information about courses on offer and prerequisites for Year 11 courses each week at the Year 10 assembly

Tuesday 5 – Friday 8 June

Year 10 examinations

Thursday 21 June

Year 10 Parent information night
6.00pm – 7.30pm

Wednesday 27 June

Reports posted home

Term 3

Monday 23 July

Online course selections open

Friday 3 August

Online course selections close

Monday 17 July to Friday 10 August Weeks 1 to 4

Students and parents are able to make an appointment and meet with Acting VET and Transitions Manager to discuss subject selection.

Note: Interviews are prioritised for students experiencing difficulty with their course selections.

Term 4

Confirmation of courses selected for Year 11 issued

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

Year	Course 1	Course 2	Course 3	Course 4	Course 5	Course 6
Year 11	BSB20115 - Certificate II in Business	English (ATAR 1 & 2)	Human Biology (ATAR 1 & 2)	Mathematics Methods (ATAR 1 & 2)	Geography (ATAR 1 & 2)	Graphic Design (ATAR 1 & 2)
Year 12	BSB20115 - Certificate II in Business	English (ATAR 3 & 4)	Human Biology (ATAR 3 & 4)	Mathematics Methods (ATAR 3 & 4)	Geography (ATAR 3 & 4)	Graphic Design (ATAR 3 & 4)

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 BSB20115 - Certificate II in Business is being studied in Year 11 & 12, this cannot contribute to an ATAR score but counts towards WACE achievement and graduation.

Student Selection Sample 2: ATAR Pathway

Year	Course 1	Course 2	Course 3	Course 4	Course 5	Course 6
Year 11	Economics (ATAR 1 & 2)	English (ATAR 1 & 2)	Human Biology (ATAR 1 & 2)	Mathematics Methods (ATAR 1 & 2)	CUA31015 - Certificate III Screen & Media	Graphic Design (ATAR 1 & 2)
Year 12	Economics (ATAR 3 & 4)	English (ATAR 3 & 4)	Food Science & Technology (General 3 & 4)	Mathematics Methods (ATAR 3 & 4)	CUA31015 - Certificate III Screen & Media	Graphic Design (ATAR 3 & 4)

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 Science and Technology General Units 3 & 4 in Year 12. They are also studying the CUA31015 - Certificate III in Screen and Media which will count towards WACE achievement. Their ATAR score will be based upon the 4 ATAR courses.

Student Selection Sample 3: Non-ATAR Pathway

Year	Course 1	Course 2	Course 3	Course 4	Course 5	Course 6
Year 11	Career & Enterprise (General 1 & 2)	English (General 1 & 2)	CUA20715 - Certificate II in Visual Arts	Mathematics Essential (General 1 & 2)	Health Studies (General 1 & 2)	Integrated Science (General 1 & 2)
Year 12	Career & Enterprise (General 3 & 4)	English (General 3 & 4)	CUA20715 - Certificate II in Visual Arts	Mathematics Essential (General 3 & 4)	Health Studies (General 3 & 4)	Integrated Science (General 3 & 4)

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 prerequisites 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 study an English course.**

For more information about literacy and numeracy requirements for WACE see page 9.

LIST A AND LIST B COURSES OFFERED FOR YEAR 11 IN 2019

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 below

List A (Arts/Language/Social Sciences)

Ancient History
Career and Enterprise
Children, Family and Community
Chinese: Background Speakers
Chinese: Second Language
Dance
Drama
Economics
English
English as an Additional Dialect
Geography
Health Studies
Italian
Literature
Media Production and Analysis
Modern History
Music
Politics and Law
Visual Arts

List B (Mathematics/Science/Technology)

Accounting and Finance
Applied Information Technology
Aviation
Biological Sciences
Building and Construction
Chemistry
Design
Engineering Studies
Food Science and Technology
Human Biological Science
Integrated Science
Materials, Design and Technology
Mathematics
Mathematics Specialist
Outdoor Education
Physical Education Studies
Physics

The availability of these courses is subject to resources and number of students who have met the prerequisites (see page 25 for ATAR course prerequisites and learning area sections for details of General course prerequisites)

Achievement Standard

Students must achieve at least 14 'C' grades or higher (or equivalents) in Year 11 and 12 Units, including at least 6 'C' grades (or equivalents) in Year 12 units.

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
- A 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).

THE WESTERN AUSTRALIAN STATEMENT OF STUDENT ACHIEVEMENT (WASSA)

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 & 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:

- Through 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 School Curriculum and Standards Authority (SCSA), 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. 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.

In the context of ATAR courses in the WACE, the term 'complete' requires a student to sit the ATAR course examination or have an approved sickness/misadventure application for not sitting the examination in that course. Students who do not sit the ATAR course examination will not have a course mark or grade recorded on their WASSA, nor will they achieve an ATAR course report.

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

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 & Transition Manager.

No changes will be made to student's course selection without a parent and teacher 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 the VET and Transition Manager.

SENIOR SCHOOL PROGRAMS & 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 states
- 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 not 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 programs that do not include four ATAR courses in Year 12, 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 DESTINATION

TAFE

Education and training are strongly linked at Melville SHS.

Students who wish to pursue a vocational pathway can complete some TAFE certificates, while studying at Melville SHS.

Embedded in some School Curriculum and Standards Authority courses are competencies that fulfil the requirements for a TAFE 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 TAFE admission.

For further information visit:

www.dtwd.wa.gov.au/employeesandstudents/trainin/g/choosingtrainingprovider/statetrainingproviders/Pages/default.aspx

TAFE ENTRANCE REQUIREMENTS AND SELECTION CRITERIA

All TAFE courses have published entry requirements.

Complete a course search to work out what skill level is required for each course.

Telephone TAFE Admissions on 6212 9888 or visit <http://www.fulltimecourses.tafe.wa.edu.au/>

- All applications must meet entry requirements
- Applicants who can demonstrate minimum literacy and numeracy skills will be assessed and ranked against the following selection criteria
- **Offers will be made to applicants with the highest total points score**

TAFE Selection Criteria	
Maximum 90 points	
Academic achievement Maximum 60 points	Work history Maximum 30 points
Derived from the highest points from either; <ul style="list-style-type: none"> • Secondary education results; or • Completed AQF qualification The Year 10 points are: C grade – 6 points B grade – 8 points A grade – 10 points	Credit for total hours worked at 0.003 points per hour: <ul style="list-style-type: none"> • Employment • Work experience • Community services/volunteer work eg. Student works 6 hours per week for 50 weeks of the year – total 300 hours worked 300 x 0.003 = 0.9 points
For more information on the TAFE Selection Criteria see Mr Tills, VET & Transitions Manager	

Improving chances of gaining a place in a TAFE 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 TAFE 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 (listed above). 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 TAFE's require a minimum English and Mathematic grade of 'C' in Year 10.

NOTE: Some courses such as Electrical require higher grades.

Due to the technical nature of the automotive industry, students are required to have a comprehensive understanding of mathematical and literacy skills for these courses.

The differences between TAFE and university courses

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

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

UNIVERSITY

This information is current as of June 2018.

Up-to-date information will be published on the TISC website www.tisc.edu.au

Please note the University of Notre Dame is a direct entry university. Applications are not done through TISC.

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

Contacts

University of Western Australia
www.study.uwa.edu.au
Telephone: 6488 3939

Murdoch University
www.murdoch.edu.au
Telephone: 1300 687 3624

Curtin University
www.curtin.edu.au
Telephone: 9266 1000

Edith Cowan University
www.reachyourpotential.com.au
Telephone: 134 328

University of Notre Dame
www.notredame.edu.au
Telephone: 9433 0533

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 (SCSA), 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.



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 Future Students Centre 9266 1000 or futurestudents@curtin.edu.au with queries related to this.

Alternative Entry 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. *Fees for this course are currently under review. Please contact Curtin with any questions regarding this prior to applying.

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; must have met English competency. For students who achieve an ATAR above 70 who are eligible for Step-up will receive a 5 point bonus to their ATAR. For detailed information: 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.

http://courses.curtin.edu.au/course_overview/undergraduate/science-engineering-enabling

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

Indigenous Pre-medicine and Health Sciences Enabling Course is a 1 year or 2 semester program designed specifically for indigenous students

interested in pursuing a career in medicine or health sciences. To be eligible you must be of Aboriginal or Torres Strait Islander descent, at least 17 years of age and be able to demonstrate literacy and numeracy skills.

http://courses.curtin.edu.au/course_overview/undergraduate/indigenous-premed-enabling

AQF Qualifications

Students may meet minimum academic entry requirements if they have evidence of English competency and have received a TAFE or other Australian Qualification Framework (AQF) award. A minimum of Cert IV is required (with additional evidence English language competency). A diploma qualification or higher meets entrance requirements into some Curtin courses and also meets the English competency requirements.

<http://futurestudents.curtin.edu.au/undergraduate/entry/flexible/tafe-aqf/>

Portfolio Entry: Alternative entry is available for selected courses. You must demonstrate equivalence to Curtin's ATAR entry through the submission of a portfolio that evidences your academic achievements, qualifications and ability. Please see link for more detailed information

<http://futurestudents.curtin.edu.au/undergraduate/entry/flexible/portfolio/>



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.ecu.edu.au/future-students/course-entry/english-competency

Alternative Admission

Portfolio entry pathway is for recent school leavers who have a near-miss ATAR for your chosen course; OR don't have an ATAR AND have completed WACE, met the English competency requirements and satisfied any prerequisites for the course they want to apply for. For a list of these courses and more information on the Portfolio entry pathway visit <http://www.ecu.edu.au/future-students/course-entry/portfolio-pathway>

University Preparation Courses (UniPrep)

UniPrep provides a pathway to many of ECU's undergraduate courses. The UniPrep courses available are: <http://www.ecu.edu.au/degrees/uniprep>

Aboriginal Student Intake Test (ATSI) pathways

For more information regarding alternative admissions for aboriginal students refer to <http://www.ecu.edu.au/degrees/aboriginal-and-or-torres-strait-islanders>



Additional Admission Considerations – English Language Competence

Students must achieve a minimum scaled mark of 50 or higher in **ATAR English** or equivalent (ATAR Literature for example). Please click the link below for the Minimum English Language Requirements. General English does not meet this requirement. Students who are completing a Certificate IV should be advised to also complete ATAR English or consider applying for special permission to sit the Special Tertiary Admissions Test.

Visit this website for more information on STAT <https://www.tisc.edu.au/static/guide/stat.tisc?cid=433159>

Minimum English Language Requirements

<http://www.murdoch.edu.au/docs/default-source/study/admissions/minimum-english-language-requirements-undergraduate.pdf>

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 for courses with 70.00 ATAR in the following semester. Visit www.murdoch.edu.au/OnTrack

OnTrack Sprint is a free four week programme that enables students to gain entry to a range of Murdoch University courses with a 70.00 ATAR. Students are eligible for entry to OnTrack Sprint if they have completed their WACE in the last 18 months and have generated an ATAR between 60 – 60.95. For more information visit www.murdoch.edu.au/OnTrack/About-OnTrack-Sprint/

Media and Creative Portfolios are available to all Year 12 students who can demonstrate an interest and talent in a Creative Arts or Communications discipline. For more information visit <http://portfolio.murdoch.edu.au/>

Kulbardi Aboriginal Centre provides alternative entry pathways to Indigenous and Torres Strait Islander students. Visit www.kulbardi.murdoch.edu.au

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

ATAR Rise

Student's graduating from Melville Senior High School are eligible for a boost to their final scaled ATAR result by up to 10 points to a maximum score of 90.

More information about Murdoch's ATAR Rise, can be found at <http://www.murdoch.edu.au/study/decide-what-to-study/what-is-an-atar>

The Murdoch ATAR Rise list can change from time to time so it is best for students to contact Murdoch when in Year 12 for the latest ATAR Rise information by calling 1300 687 3624 or by emailing study@murdoch.edu.au



Students entering this university will have a choice of five undergraduate courses: Bachelor of Arts; Bachelor of Biomedical Science; Bachelor of Commerce; 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. There are also Direct Pathways to postgraduate courses such as Medicine, Law, Engineering and many more. This is where you are given a packaged offer to both the undergraduate (bachelor) degree and postgraduate course. All Direct Pathways have different ATARs, please see here to find out more: www.uwa.edu.au/direct-pathways. Please remember that some courses have additional admission requirements, such as aptitude tests (e.g. UMAT for Medicine) or auditions (i.e. for Music). You can check your chosen course requirements here: www.studyat.uwa.edu.au. Prerequisite information is listed here too.

Where English Language Competence is not achieved by a scaled score of at least 50 in ATAR 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

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

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

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

For more information on courses or admission into UWA, please call our Future Students team on 6488 3939.



Admission to The University of Notre Dame is by direct application to the university. There remains no application fee.

While each course has indicative academic prerequisites, assessment of your application is much broader. We also consider you as a person - who you are, what you have done and what you want to do with your life. You get the opportunity to meet us in person at an interview and we can answer your questions about the course and 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

Tertiary Pathway Program

The Tertiary Pathway Program (TPP) is a 6-month program designed for students who have not met the requirements for entry into the University's Bachelor

degree programs. The Program provides students with academic skills focusing on analysis, research and academic literacy. The course is an alternative pathway into The University of Notre Dame Australia whereby students can master competencies needed for successful undergraduate study. Through successful completion of the FY students may gain entry into undergraduate studies in the Schools of Arts & Sciences, Business, Education, Health Sciences, Nursing or Philosophy & Theology.

The TPP is offered at no cost to Australian Citizens and Permanent Residents.

Foundation Year

Foundation Year (FY) is a year-long enabling program for students who have not met undergraduate minimum entry requirements. The Program is split into two parts; Part 1 provides students with academic skills focusing on analysis, research and academic literacy. In Part 2, all students complete four units in their chosen stream (Arts & Sciences, Business, Education, Health Sciences, Nursing). Students can count some of these units towards undergraduate programs upon successful completion of the Foundation Year. 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.

Early Offer Program

The Early Offer Program acknowledges and reward the achievements of outstanding Year 12 students by simplifying their access to courses at our University.

Students who are selected for the Early Offer Program should be able to demonstrate that they:

- have exceptional personal or leadership qualities and are motivated to study;
- are active members of their church, school and/or community; and
- have a predicted ATAR (based on their best 4 eligible ATAR subjects) of:
- 93 or above if they applying to study Bachelor of Physiotherapy or Bachelor of Laws; or

- 90 or above if they are applying to study any other course.

Further details on Notre Dame can be found on www.notredame.edu.au or by contacting future@nd.ed.au

UNIVERSITY APPLICATION PROCEDURES

Information about applying to the universities and admission to undergraduate courses will be sent to Year 12 students in August 2018. Applications will be via TISC's website, except for the University of Notre Dame, which is direct entry.

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.

Scaling

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. 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. 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.
- Mathematics bonus of 10%. Ten percent of the scaled score/s in Mathematics Methods ATAR and Mathematics Specialist ATAR will be added to the Tertiary Entrance Aggregate, from which the ATAR will be derived.
- 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 2020 at www.tisc.edu.au).

- Scaled scores from previous study of WACE courses are on the same scale as scaled scores obtained from previous study 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.

Aboriginal and Intercultural Studies ATAR
Accounting and Finance ATAR
Ancient History ATAR
Animal Production Systems ATAR
Applied Information Technology ATAR
Arabic ATAR*
Aviation ATAR
Biology ATAR
Business Management and Enterprise ATAR
Career and Enterprise ATAR
Chemistry ATAR
Children, Family and the Community ATAR
Chinese: Background Language ATAR*
Chinese: First Language ATAR*
Chinese: Second Language ATAR*
Computer Science ATAR
Dance ATAR
Design ATAR
Drama ATAR
Earth and Environmental Science ATAR
Economics ATAR
Engineering Studies ATAR
English ATAR
English as an Additional Language/Dialect (EALD) ATAR
Food Science and Technology ATAR
French: Background Language ATAR*
French: Second Language ATAR*
Geography ATAR
German: Background Language ATAR*
German: Second Language ATAR*
Health Studies ATAR
Hebrew ATAR*
Human Biology ATAR
Indonesian: Background Language ATAR*
Indonesian: First Language ATAR*
Indonesian: Second Language ATAR*
Integrated Science ATAR
Italian: Background Language ATAR*
Italian: Second Language ATAR*
Japanese: Background Language ATAR*
Japanese: First Language ATAR*
Japanese: Second Language ATAR*
Korean: Background Language ATAR*
Literature ATAR
Malay: Background Speakers ATAR*

Marine and Maritime Studies ATAR
Materials Design and Technology ATAR
Mathematics: Applications ATAR
Mathematics: Methods ATAR
Mathematics: Specialist ATAR
Media Production and Analysis ATAR
Modern Greek ATAR*
Modern History ATAR
Music ATAR
Outdoor Education ATAR
Philosophy and Ethics ATAR
Physical Education Studies ATAR
Physics ATAR
Plant Production Systems ATAR
Polish ATAR*
Politics and Law ATAR
Psychology ATAR
Religion and Life ATAR
Spanish ATAR*
Vietnamese ATAR*
Visual Arts ATAR

* indicates a LOTE class

NOTE: There may be some additional interstate language courses and examinations available in WA in 2019, which may be counted in the ATAR. Contact the School Curriculum and Standards Authority for details of availability.

UNACCEPTABLE ATAR COURSE COMBINATIONS

You cannot use the following course combinations in calculating your ATAR.

It may be possible to take both courses but the result in only one may be used to calculate your ATAR.

Chemistry 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

Mathematics: Applications ATAR with Mathematics: Methods ATAR

Mathematics: Applications ATAR **with** Mathematics: Specialist ATAR

Physics ATAR with Integrated Science 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 refer to University Admissions at <https://www.tisc.edu.au/static/guide/admission-req-sleaver.tisc>

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.

School Curriculum and Standards Authority

Telephone: +61 8 9273 6300

General Email: info@scsa.wa.edu.au

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 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, UMAT, auditions, folio presentations, manual dexterity tests, aptitude tests, fitness requirements, etc. Detailed information is available from the individual universities.

MORE ABOUT UNIVERSITY

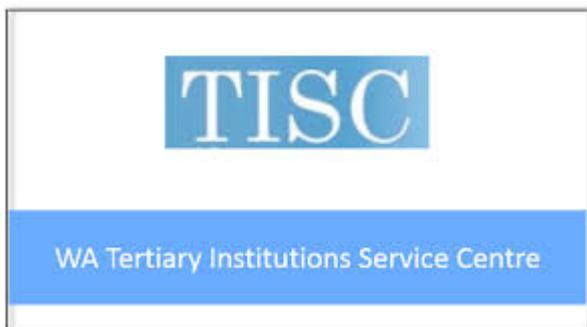
ENTRANCE

- See TISC University Admissions at <https://www.tisc.edu.au/static/guide/university-admissions-index.tisc>
- See each university's website (listed on page 13)
- 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 Team

- Deputy Principal, Student Services
Ms Stephanie McDonald
- Senior School Manager and Year 12 Coordinator
Mrs Sandy Olney-Thurstun
- School Psychologists
Mrs Deb Manook
Ms Kylie Mathieson

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 the job involves.

School Resource Centre (Library)

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

- various careers/training
- Universities
- TAFE
- 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

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 64 64 or 08 9224 6500
Email: career.centre@dtwd.wa.gov.au



Government of **Western Australia**
Department of **Training**
and **Workforce Development**

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.



Australian Government
Department of Education and Training

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



SMYL Community Services

56 Marine Terrace, Fremantle
Phone: 9430 4921

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



Guest Speaker Presentations

Throughout Term 2 we invite Universities, TAFEs, the ADF and other possible recruitment information specialists to the school to present to our upper school students. This provides the students with more information on the course or career they are interested in and allows them to ask questions to help steer them in the right direction for more career information.

TAFE

You may contact the counsellor at any of the TAFE Colleges to obtain information on all of the courses available, including pre-apprenticeship courses.



www.southmetrotafe.wa.edu.au

Phone: 1800 001 001

Monday to Friday between 8.00am – 4.30pm

info@smtafe.wa.edu.au



www.northmetrotafe.wa.edu.au

Phone: 1300 300 822

Monday to Friday between 8.00am – 4.30pm

enquiry@nmtafe.wa.edu.au



DEFENCE FORCE RECRUITING

Defence Force Careers Recruitment Centre

www.defencejobs.gov.au

7/66 St Georges Terrace, PERTH

Phone: 131 901

Mon to Thu 7.45am – 4.30pm

Fri 7.45am – 4.00pm

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 select 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 (in Year 12) 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), TAFE and Workplace Pathways

Those students not selecting a university pathway i.e. selecting 6 or more general courses will select 1 of the following pathways. These pathways have been identified for students intending TAFE 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 prerequisites.

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 Science
- Health and Community Services
- Outdoor Adventure Studies
- Expressive Arts
- Hospitality
- Industrial Studies
- General Studies
- Vocational Pathway Program

YEAR 10 PREREQUISITE GRADES FOR ATAR COURSES IN YEAR 11

The Arts		
Design (Graphic Design)	ATAR	C grade or higher in Year 10 English
Media Production and Analysis	ATAR	C grade or higher in Year 10 English
Drama	ATAR	C grade or higher in Year 10 English
Music	ATAR	C grade or higher in Year 10 English, Instrumental lessons, lower school music & audition
Visual Art	ATAR	C grade or higher in Year 10 English
English		
English	ATAR	B grade or higher in Year 10 English. Category 3 OLNA Literacy
Literature	ATAR	A grade and excellent exam results in Year 10 English. Category 3 OLNA Literacy
English as an Additional Language/Dialect (EALD)	ATAR	B grade or higher in Year 10 EALD English and teacher recommendation. Category 3 OLNA Literacy
Health and Physical Education		
Health Studies	ATAR	B grade or higher in Year 10 Health Studies and B grade or higher in Year 10 English
Physical Education Studies	ATAR	B grade or higher in Year 10 Science
Languages		
Chinese First Language	ATAR	Advanced Chinese language skills & teacher recommendation
Chinese Second Language	ATAR	Intermediate Chinese language skills and teacher recommendation
Chinese Background Language	ATAR	Intermediate Chinese language skills and teacher recommendation
Italian	ATAR	Intermediate Italian language skills & teacher recommendation
Mathematics		
Mathematics Applications	ATAR	B grade or higher & teacher recommendation in Year 10 Mathematics. Pathway 2. Category 3 OLNA for Numeracy
Mathematics Methods	ATAR	A grade in Year 10 Mathematics. Pathway 1 and teacher recommendation. Category 3 OLNA for Numeracy
Mathematics Specialist	ATAR	A grade in Year 10 Mathematics. Pathway 1 and teacher recommendation. Category 3 OLNA for Numeracy
Science		
Aviation	ATAR	Completion of Year 10 Aviation or Teacher interview
Biology	ATAR	A grade or higher in Year 10 Science or teacher recommendation
Chemistry	ATAR	A grade in Year 10 Chemical Science
Human Biology	ATAR	A grade or higher in Year 10 Science or teacher recommendation
Physics	ATAR	A grade in Year 10 Physical Sciences
Humanities and Social Sciences		
Geography	ATAR	B grade or higher in Year 10 Semester 1 Humanities and Social Sciences
History	ATAR	B grade or higher in Year 10 Semester 1 Humanities and Social Sciences
Economics	ATAR	B grade or higher in Year 10 Semester 1 Humanities and Social Sciences
Politics and Law	ATAR	B grade or higher in Year 10 Semester 1 Humanities and Social Sciences
Accounting and Finance	ATAR	C grade or higher in Year 10 Semester 1 Humanities and Social Sciences B grade or higher in Year 10 Semester 1 Mathematics
Technologies		
Applied Information Technology	ATAR	C grade or higher in Year 10 English

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.

SECTION 4

COURSES ON OFFER AT MELVILLE SENIOR HIGH SCHOOL

THE ARTS			
VAR	Visual Arts	ATAR	List A
DES	Design (Graphic Design)	ATAR	List B
MPA	Media Production & Analysis	ATAR	List A
MUS	Music (Jazz)	ATAR	List A
DES	Design (Graphic Design)	GEN	List B
VAR	Visual Arts CUA20715 - Certificate II in Visual Arts * over 2 years (Year 11 & 12)		
VCI	CUA20215 - Certificate II in Creative Industries - Media * over 1 year (Year 12 only) CUA31015 - Certificate III in Screen and Media * over 2 years in (Year 11 & 12)		
MUS	CUA30915 - Certificate III in Music Industry # over 2 years (Year 11 & 12)		
DAN	CUA20113 - Certificate II in Dance * over 2 years (Year 11 & 12)		
DRA	CUA20215 - Certificate II in Creative Industries - Live Production (Drama) * over 2 years (Year 11 & 12)		

ENGLISH			
ENG	English	ATAR	List A
LIT	Literature	ATAR	List A
ELD	English as an Additional Language Dialect	ATAR	List A
ENG	English	GEN	List A
ELD	English as an Additional Language Dialect	GEN	List A

HEALTH AND PHYSICAL EDUCATION			
HEA	Health Studies	ATAR	List A
PES	Physical Education Studies	ATAR	List B
HEA	Health Studies	GEN	List A
PES	Physical Education Studies	GEN	List B
OED	Outdoor Education Studies	GEN	List B
OED	SIS20213 - Certificate II in Outdoor Recreation + over 2 years (Year 11 & 12)		
VSR	SIS20513 - Certificate II Sport Coaching + over 2 years (Year 11 & 12)		
VSR	SIS20513 - Certificate II Sport Coaching + over 2 years (Specialised Netball Pathway only) (Year 11 & 12)		

HUMANITIES AND SOCIAL SCIENCES			
ACF	Accounting and Finance	ATAR	List B
GEO	Geography	ATAR	List A
HIM	Modern History	ATAR	List A
ECO	Economics	ATAR	List A
PAL	Politics and Law	ATAR	List A
CAE	Career and Enterprise	GEN	List A
BSB	BSB20115 - Certificate II in Business * over 2 years (Year 11 & 12)		

LANGUAGES			
CFL	Chinese (Mandarin) First Language	ATAR	List A
CSL	Chinese (Mandarin) Second Language	ATAR	List A
CBL	Chinese (Mandarin) Background Language	ATAR	List A
ISL	Italian – Second Language	ATAR	List A

MATHEMATICS			
MAM	Mathematics Methods	ATAR	List B
MAS	Mathematics Specialist	ATAR	List B
MAA	Mathematics Applications	ATAR	List B
MAE	Mathematics Essential	GEN	List B

SCIENCE			
AVN	Aviation	ATAR	List B
BLY	Biology	ATAR	List B
CHE	Chemistry	ATAR	List B
HBY	Human Biology	ATAR	List B
PHY	Physics	ATAR	List B
ISC	Integrated Science	GEN	List B
CES	Emergency Services Cadets	Endorsed Program	

TECHNOLOGIES			
AIT	Applied Information Technology	ATAR	List B
AIT	Applied Information Technology	GEN	List B
FST	Food Science and Technology	GEN	List A
CFC	Children Family and Community	GEN	List B
DEST	Design (Technical Graphics)	GEN	List B
BCN	Building Construction General	GEN	List B
MDTW	Material Design Technology (Wood)	GEN	List B
MDTM	MEM20413 - Certificate II in Engineering Pathways* over 2 Years (Year 11 & 12)		

KEY	
	General Pathway course
	ATAR University Pathway Courses
	Certificate Course
	Endorsed Programs

Registered Training Organisations delivering certificate courses at Melville SHS are:

* VETIS Consulting Services Pty Ltd - RTO Code 52499

+ Australian YMCA Institute of Education and Training - RTO Code 3979

The College of Sound and Music Production (COSAMP) - RTO Code 41549

THE ARTS

Course Name	Entry Requirements	Code	Year 11	Year 12	List
Visual Arts ATAR	C grade or higher in Year 10 English and Middle School Art preferred	VAR	ATAR Units 1 & 2	ATAR Units 3 & 4	A
Design (Graphic Design) ATAR	C grade in Year 10 English and Middle School Graphics, Photography is desirable Year 12 entrants must have satisfactorily completed ATAR Design	DES	ATAR Units 1 & 2	ATAR Units 3 & 4	B
Media Production & Analysis ATAR	C grade in Year 10 English Middle School Media desirable Year 12 entrants must have satisfactorily completed Year 11 ATAR Media	MPA	ATAR Units 1 & 2	ATAR Units 3 & 4	A
Music (Jazz) ATAR	Middle School Music in Focus or audition; Instrumental lessons and C grade in Year 10 English Year 12 entrants must have satisfactorily completed Year 11 ATAR Music	MUS	ATAR Units 1 & 2	ATAR Units 3 & 4	A
Design (Graphic Design) General	No prerequisites	DES	General Units 1 & 2	General Units 3 & 4	B
CUA20715 - Certificate II in Visual Arts *	Middle School Art preferred	VAR	General Unit 1 & 2	General Units 3 & 4	
			CUA20715 - Certificate II in Visual Arts * (over 2 years)		
Media (VET)	No prerequisites	VCI	CUA31015 - Certificate III in Screen & Media * (over 2 years)		VET
			CUA20215 - Certificate II in Creative Industries (Media) * (over 1 year)		VET
CUA30915 - Certificate III in Music Industry # (VET)	Instrumental lessons and Middle School Music or audition required	MUS	Completed over two years		VET
CUA20113 - Certificate II in Dance * (VET)	Middle school Dance desirable	DAN	Completed over two years		VET
CUA20215 - Certificate II in Creative Industries Live Production (Drama) * (VET)	Middle school Drama desirable	DRA	Completed over two years		VET

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

* VETIS Consulting Services Pty Ltd - RTO Code 52499

The College of Sound and Music Production (COSAMP) - RTO Code 41549

VISUAL ARTS

Year 11 Visual Arts ATAR – Units 1 & 2

Cost: \$120.00

Year 12 Visual Arts ATAR – Units 3 & 4

Cost: \$120.00

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, 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.

DESIGN (Graphic Design context)

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 to engage with real world design industry briefs. This covers both traditional and digital technology skill sets, including industry standard software (Adobe Creative Suite, Maya, Sketchup etc).

Students take on real briefs, learn to create solutions to design problems, become innovative and ultimately develop a flexible range of sought after skills. From architecture to fashion design, industrial design to graphic design, illustration and photography to games design, the skills learned in the Design ATAR program lead to a folio development which will allow entry into a wide range of vocational creative pathways that can be both highly creatively rewarding as well as financially so.

Students will work with both design professionals and university lecturers whilst in the program, helping them further refine their plans post year 12.

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 Design ATAR students must have completed year 11 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.

It is highly desirable that students have access to appropriate computer hardware and software at home to complete work and to reinforce and extend in-class learning.

Links with other Subjects

Students will find that courses in Visual Arts, Design (Technical Graphics) and Media Production & Analysis all have relevant crossovers which can be beneficial for students in Design (Graphic Design).

Career Pathways

The design industry continues to thrive and offer students viable and well-paid career pathways. 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: \$120.00

Year 12 Media Production & Analysis ATAR – Units 3 & 4

Cost: \$120.00

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 individual or paired 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. This requires strong organisational skills.

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 other private institutions.

ATAR MUSIC (JAZZ)

Year 11 Music ATAR – Units 1 & 2

Cost: \$120.00

Year 12 Music ATAR – Units 3 & 4

Cost: \$120.00

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	• Be Bop
• Big Band/Swing	• Past Bop/Contemporary Trends	

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 Jazz 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) that makes up 50% of the course. Students must continue instrumental/vocal lessons preferably with a school based IMSS 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.

DESIGN

Year 11 Graphic Design General – Units 1 & 2

Cost: \$120.00

Year 12 Graphic Design General – Units 3 & 4

Cost: \$120.00

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.

The Design General course also emphasises Graphic Design in trade-based industries allowing students to maximise vocational pathways.

Entry Requirements and Expectations

There are no formal entry requirements. It is desirable for students to have participated in graphics and photography options in lower school.

Course Structure

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

- Unit 1-2 (S1, yr11) – Design Fundamentals & Personal Design
- Unit 3-4 (yr12) – Product Design & Cultural Design

Studio Focus

Whilst students work in our design lab on current industry standard software, the primary focus is on developing creative thinking skills and good design practice via drawing skills, both hand and computer drawn.

Links with other Subjects

Design students will find that General and Certificate courses in Visual Arts, Design (Technical Graphics) and Media Production & Analysis all have relevant crossovers which can be beneficial.

Career Pathways

The design industry continues to thrive and offer students viable and well-paid career pathways. 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.

VISUAL ARTS

Year 11 CUA20715 - Certificate II in Visual Arts

Cost: \$120.00

Year 12 CUA20715 - Certificate II in Visual Arts

Cost: \$120.00

(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 CUA20715 - 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 CUA20715 - 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, drawing, printmaking 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, printmaking and sculpture.

Career Pathways

Artist, interior design, graphic designer, web design, product design, packaging designer, industrial design, arts curator, colour consultant, art therapy, landscape designer, florist, 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.

MEDIA (VET)

Year 11 CUA31015 - Certificate III in Screen & Media (over 2 years)

Cost: \$100.00

Year 12 CUA31015 - Certificate III in Screen & Media (over 2 years)

Cost: \$100.00

OR

Year 12 CUA20215 - Certificate II in Creative Industries (Media) (over 1 year, year 12 only)

Cost: \$100.00

Plus cost of \$26.00 for award of Certificates

CUA20215 - Certificate II in Creative Industries (Media) qualifies students to operate 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.*

CUA31015 - Certificate III in Screen & 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 creative suite. 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 provides students with a head start in gaining entry to TAFE/further training or employment.

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 training institutions.

MUSIC

Year 11 – CUA30915 - Certificate III in Music Industry (over 2 years)

Cost: \$125.00

Year 12 – CUA30915 - Certificate III in Music Industry (over 2 years)

Cost: \$125.00

11 Units completed over 2 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 to 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 1950's 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:

<ul style="list-style-type: none">• Folk	<ul style="list-style-type: none">• Country
<ul style="list-style-type: none">• African-American	<ul style="list-style-type: none">• Rock
<ul style="list-style-type: none">• Pop	<ul style="list-style-type: none">• 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 IV 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.

Beyond Melville Senior High School

Entrance to TAFE courses – specifically CUA40915 - Certificate IV in Music, performing musician.

DANCE

Year 11 - CUA20113 - Certificate II in Dance (over 2 years)

Cost: \$100.00

Year 12 - CUA20113 - Certificate II in Dance (over 2 years)

Cost: \$100.00

Plus cost of \$26.00 for award of Certificate

The CUA20113 - 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.

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.

DRAMA

Year 11 - CUA20215 - Certificate II in Creative Industries Live Production (Drama) (over 2 years) Cost: \$100.00

Year 12 - CUA20215 - Certificate II in Creative Industries Live Production (Drama) (over 2 years) Cost: \$100.00

Plus cost of \$26.00 for award of Certificate

The CUA20215 - Certificate II in Creative Industries Live Production (Drama) 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.

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.

ENGLISH

Course name	Entry Requirements	Code	Year 11	Year 12	List
English ATAR	'B' grade or higher 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 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 ATAR	'B' Grade or higher in Year 10 EALD. Contains more complex content and a teacher's recommendation also required (Category 3) Literacy OLNA	ELD	ATAR Units 1 & 2	ATAR Units 3 & 4	A
English General	No entry requirement (Category 2) Literacy OLNA	ENG	GEN Units 1 & 2	GEN 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

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.

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.

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.

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.

Year 12 Literature ATAR - 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.

Year 11 English as an Additional Language/Dialect ATAR - Units 1 & 2 (Category 3) Literacy OLNA

Cost \$70.00

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.

Year 12 English as an Additional Language/Dialect ATAR - Units 3 & 4 (Category 3) Literacy

Cost \$70.00

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.

Year 11 English General - Units 1 & 2 (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.

Year 12 English General - 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.

Year 11 English as an Additional Language/Dialect General - 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.

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.

HEALTH AND PHYSICAL EDUCATION

Course name	Entry Requirements	Code	Year 11	Year 12	List
Health Studies	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	HEA	ATAR Units 1 & 2	ATAR Units 3 & 4	A
Physical Education	Achieve 'B' grade or better in Year 10 Science Semester 1	PES	ATAR Units 1 & 2	ATAR Units 3 & 4	B
Health Studies	Achieve a 'C' grade or better in Health Education in Year 10 Semester 1	HEA	GEN Units 1 & 2	GEN Units 3 & 4	A
Physical Education	Achieve a 'C' grade or better in Physical Education in Year 10 Semester 1	PES	GEN Units 1 & 2	GEN Units 3 & 4	B
Outdoor Education	Achieve a 'C' grade or better in Physical and/or Outdoor Education in Year 10 Semester 1	OED	GEN Units 1 & 2	GEN Units 3 & 4	B
SIS20213 - Certificate II in Outdoor Recreation +	Achieve a 'C' grade or better in Health Education and/or Physical Education /Outdoor Education in Year 10 Semester 1	OUT	Completed over two years		VET
SIS20513 - Certificate II in Sport Coaching +	Achieve a 'C' grade or better in Health Education and Physical Education in Year 10 Semester 1	VSR	Completed over two years		VET
SIS20513 - Certificate II in Sport Coaching + (Specialised Netball Pathway only)	Required to be selected by all Specialist Netball Pathway students	NTB	Completed over two years		VET

+ Australian YMCA Institute of Education and Training - RTO Code 3979

HEALTH STUDIES

Year 11 Health Studies ATAR - Units 1 & 2

Cost: \$80.00

Prerequisite: 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.

PHYSICAL EDUCATION STUDIES

Year 11 Physical Education Studies ATAR - Units 1 & 2

Cost: \$150.00

Prerequisite: Achieve 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.

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.

HEALTH STUDIES

Year 11 Health Studies General - Units 1 & 2

Cost: \$70.00

Prerequisite: 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 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

Prerequisite: 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 Studies General - Units 1 & 2

Cost: \$220.00

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

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.

Year 11 - SIS20213 - Certificate II in Outdoor Recreation – (Conducted over two years) Cost: \$110.00

Year 12 - SIS20213 - Certificate II in Outdoor Recreation – (Conducted over two years) Cost: \$110.00

Plus cost of \$26.00 for award of Certificate

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

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, navigation and a variety of outdoor pursuits. Students are introduced to personal skills and interpersonal skills, including self-awareness, communication and leadership. Students will also plan and coordinate their own outdoor recreation activities in groups, learning about the many planning processes that go in to conducting safe group activities in the outdoors.

Over the two years students will participate in hiking, kayaking, mountain biking, snorkelling and rock climbing.

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 SIS20213 - Certificate II in Outdoor Recreation course will be directed at achieving units of competency in national training modules working toward employment in the Outdoor Recreation industry. The course will contain both practical and theoretical components.

Year 11 SIS20513 - Certificate II in Sport Coaching – (Conducted over two years) Cost: \$80.00

Year 12 SIS20513 - Certificate II in Sport Coaching – (Conducted over two years) Cost: \$80.00

Plus cost of \$26.00 for award of Certificate

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

Vocational 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 SIS20513 - Certificate II in Sports Coaching is run over two years

SIS20513 - 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 community sport coaches and to obtain work in the sport and recreation industry as well as the fitness industry. A SIS20513 - Certificate II Sports Coaching can provide a pathway into a higher level certificate course at TAFE beyond Year 12.

SPECIALIST NETBALL

SPECIALIST NETBALL: Upper School Sports Pathway

Students in the Specialist Netball Program are required to select SIS20513 - Certificate II in Sports Coaching (Netball) as a continuation of their development and as part of their five-year commitment to the program.

In addition to the Certificate course below, students may also select any other courses offered within Health & Physical Education where the prerequisites have been met.

SIS20513 - Certificate II in Sports Coaching Netball – (Conducted over two years)

Cost: \$160.00

Plus cost of \$26.00 for award of Certificate

Prerequisite: All Specialist Netball Program students are required to select this course.

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 SIS20513 - Certificate II in Sport Coaching SIS20513 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)

Course name	Entry Requirements	Code	Year 11	Year 12	List
Accounting & Finance	'C' grade or higher Semester 1 Year 10 Humanities and Social Sciences 'B' grade or higher Semester 1 Year 10 Maths	ACF	ATAR Units 1 & 2	ATAR Units 3 & 4	B
Geography	'B' grade or higher Semester 1 Year 10 Humanities and Social Sciences	GEO	ATAR Units 1 & 2	ATAR Units 3 & 4	A
Modern History	'B' grade or higher Semester 1 Year 10 Humanities and Social Sciences	HIM	ATAR Units 1 & 2	ATAR Units 3 & 4	A
Economics	'B' grade or higher Semester 1 Year 10 Humanities and Social Sciences	ECO	ATAR Units 1 & 2	ATAR Units 3 & 4	A
Politics & Law	'B' grade or higher Semester 1 Year Humanities and Social Sciences	PAL	ATAR Units 1 & 2	ATAR Units 3 & 4	A
Career and Enterprise	No prerequisite	CAE	General Units 1 & 2	General Units 3 & 4	A
BSB20115 - Certificate II in Business * over two years	No prerequisite	BUS	VET	VET	VET

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.

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ACCOUNTING & FINANCE

Year 11 Accounting & Finance ATAR - Units 1 & 2

Cost: \$50.00

The Accounting and Finance course focuses on financial literacy and provides students with knowledge and skills to make sound financial judgements. The principles are taught in a business context, but can be applied to personal finance also. The focus is on understanding the principles and processes upon which accounting and financial management are based. Students develop an understanding of financial decisions, consequences, ethics and other issues involved, enabling them to analyse their own financial information and that of businesses in order to make informed financial decisions.

Year 12 Accounting & Finance ATAR - Units 3 & 4

Cost: \$50.00

Unit 3 focuses on information for internal management of a business. Students prepare and interpret budgets, learn cost accounting principles, investment decision techniques, as well as ethical decision making. This unit explores the importance of short and long term planning for business and as for Year 11, principles can also be applied in the management of personal finances.

Unit 4 focuses on Companies and other Australian reporting entities. Students look at preparing and presenting the financial information of these entities in order to assist people to make decisions about whether or not to invest their money in a business. The unit also looks at corporate social disclosure issues and ethical behaviour within corporations.

GEOGRAPHY

Year 11 Geography ATAR - 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.

During semester 1 students will be completing depth studies on bushfires and HIV/ AIDS. During semester 2 students will be completing depth studies on Apple iPhones and the Geography of Music.

Year 11 students studying Geography in 2019 will have the opportunity to visit Canberra during Term 2.

Year 12 Geography ATAR - Units 3 & 4

Cost: \$43.00

Unit 3 focuses on the changing natural cover of the Earth's surface, the creation of anthropogenic biomes and the resulting impacts on either global climate or biodiversity. Land cover transformations have changed both global climate and biodiversity through their interaction with atmospheric and ecological systems. Conversely, climate change and loss of biodiversity are producing further transformations in land cover. Through applying the concept of sustainability, students are given the opportunity to examine and evaluate a program designed to address the negative effect of land cover change. Aspects of physical, environmental and human geography provide students with an integrated and comprehensive understanding of the processes related to land cover change, their local, regional and global environmental consequences, and possible sustainable solutions. Students will be completing depth studies on global environmental change, land cover change and climate change.

Unit 4 students investigate the challenges that exist in designing urban places to render them more productive, vibrant and sustainable. How people respond to these challenges, individually and collectively, will influence the sustainability and liveability of places into the future. While all places are subject to changes produced by economic, demographic, social, political and environmental processes, the outcomes of these processes vary depending on local responses, adaptations and planning practices.

Urban planning involves a range of stakeholders who contribute to decision making and the planning process. Students examine how governments, planners, communities, interest groups and individuals attempt to address these challenges in order to ensure that places are sustainable. They also investigate the ways in which geographical knowledge and skills can be applied to identify and address these challenges.

The present and future needs of society are addressed by the allocation and reallocation of land uses, improving infrastructure and transport systems and enhancing amenities to meet the needs of the population as perceived by the different perspectives of the various stakeholders. During semester 2 students will be focussing on

Planning Sustainable Places. We will examine the Perth metropolitan area and compare and contrast it with New York City.

MODERN HISTORY

Year 11 Modern History ATAR - 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.

In year 11 students will be studying Capitalism and the USA and Nazi Germany.

Year 11 students studying History in 2019 will have the opportunity to visit Canberra during Term 2.

Year 12 Modern History ATAR - Units 3 & 4

Cost: \$30.00

Unit three examines the characteristics of modern nations in the 20th century; the crises that confronted nations, their responses to these crises and the different paths nations have taken to fulfil their goals.

Students study the characteristics of Australia from 1918 to 1955 and how these helped Australia develop as a nation. Students investigate crises that challenged the stability of government, the path of development that was taken and the social, economic and political order that was either established or maintained. Students examine the ways in which Australia dealt with internal divisions and external threats. They emerge with a deeper understanding of the character of Australia.

Unit four examines some significant and distinctive features of the modern world, specifically Europe from 1945 to 200 in order to build students' understanding of the contemporary world – that is, why we are here at this point in time. These include changes to the nature of the world order: shifting international tensions, alliances and power blocs; the nature of various conflicts and regional and international attempts to create peace and security. Students study one of these features. As part of their study, they should follow and make relevant connections with contemporary events in Europe from World War II, the Cold War and the creation of the European Union and the impact this has had on the modern world.

ECONOMICS

Year 11 Economics ATAR - Units 1 & 2

Cost: \$60.00

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.

Unit 1 is an overview of Microeconomics and Unit 2 is an overview of Macroeconomics.

Year 11 students studying Economics in 2019 will have the opportunity to visit Canberra during Term 2.

Year 12 Economics ATAR - Units 3 & 4

Cost: \$60.00

Unit 3 in Economics explores the linkages between economies and the concepts of globalisation, trade liberalisation and protection in relation to the Australian economy. Students examine Australia's trade, the recording of international transactions and the impact of these transactions on the Australian economy. Students examine the effects of changes in Australia's economic transactions with the rest of the world using recent (the last ten years) and contemporary (the last three years) economic data, together with economic models.

Unit 4 explores how economic policies and actions, such as fiscal policy, monetary policy and microeconomic policy operate in the pursuit of the Australian Government's economic objectives. Students examine the effects of the operation of policies in Australia using economic models along with recent (the last ten years) and contemporary (the last three years) economic data. Students apply the language, theories and tools of economics to develop a critical perspective on the role of these policies in the current Australian Government policy mix.

POLITICS AND LAW

Year 11 Politics & Law ATAR - Units 1 & 2

Cost: \$40.00

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

Politics and Law is a critical study of the processes of decision-making concerning society's collective future. The study of politics examines the structures and processes through which individuals and groups with different interests, beliefs and goals, deliberate and negotiate in order to make choices, respond to changing circumstances and enact laws. The study of law examines the system of laws governing the conduct of the people of a community, society or nation, in response to the need for regularity, consistency and justice based upon collective human experience. A close relationship exists between politics and law. They relate through the judicial, executive and legislative arms of government; together they constitute how societies are governed. Laws generally embody social and political values that usually have a philosophical foundation. This ATAR course can be a valuable background to careers such as law, political advocacy, foreign affairs, public administration, community development, international relations, teaching, journalism, human resource management, commerce and government.

The Politics and Law course aims to develop knowledge and understanding of the key principles, structures, institutions, and processes of political and legal systems, specifically focusing on Australia as well as other systems and/or countries. The course challenges students to critically examine the effectiveness of political and legal systems using criteria such as openness and accountability of those systems.

Unit 1: Democracy and the Rule of Law examines the principles of a liberal democracy (the foundations of the Australian political and legal system); the three arms of government - legislature, executive and judiciary (their structures and processes); the functioning of a non-democratic system; and the processes of a non-common law system (France) in comparison with the West Australian civil and criminal trial system.

Unit 2: Representation and Justice examines the principles of fair elections; by studying the most recent State and/or Federal election students will gain a clear understanding of Australia's electoral and voting systems since Federation; the electoral system of another country (USA); a critical analysis of the civil and criminal law processes in West Australia comparative to those of a non-common law system (France). An appreciation of issues in the civil and criminal trial system will include the evaluation of cases involving Wrongful Convictions; Mandatory Sentencing; and One Punch legislation.

Year 12 Politics & Law ATAR - Units 3 & 4

Cost: \$40.00

Unit 3: Political and Legal Power examines the 'who' and 'what' that have the power in the political and legal system established by the Commonwealth Constitution (Australia) including the roles and powers of the legislative, executive and judicial branches of government, with a comparison to a non-Westminster system (USA); the influence of individuals, political parties and pressure groups on the law-making process of parliament and the courts (High Court judgments including Mabo and Work Choices); and the operation of federalism and the balance of power between the Commonwealth and the states of Australia.

Unit 4: Accountability and Rights examines the structures, processes and procedures that hold the Australian government to account in relation to the legislature, executive and judiciary; how rights are protected and democratic principles can be upheld and/or undermined, in Australia and one other country (USA); and the experience of a particular group (Indigenous/Asylum seekers/other) with respect to their political and legal rights in Australia.

CAREER AND ENTERPRISE

Year 11 Career and Enterprise General - Units 1 & 2

Cost: \$28.00

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.

Year 12 Career and Enterprise General - Units 3 & 4**Cost: \$28.00**

Unit 3 of General Career and Enterprise focuses on adopting a proactive approach to securing and maintaining work. It involves self-management, using work search tools and techniques, developing career competencies, and accessing learning opportunities which are essential for career building. An assessment is made of the multidimensional operation and organisation of workplaces. The legal, ethical and financial considerations underpinning corporate and individual rights and responsibilities and the resolution of conflict are examined.

An exploration is made of the implications of organisational reviews due to influences and trends, and how they impact on individual opportunities to secure and maintain work.

Opportunities are provided for students to further develop the repertoire of career competencies and work search techniques that are directly applicable to securing and maintaining work. Career portfolios are presented in a professional manner and reflect organisation of detailed records of work, training and learning experiences, especially those related to securing and maintaining work.

Unit 4 explores issues associated with career management, workplaces and influences and trends in times of change. Change can be analysed and the information used to inform strategies associated with self-management, career building and personal and professional learning experiences. This unit investigates the dynamic nature of the interrelationships between these strategies. An examination of the complexity of workplace operations and management of resources is used to understand productivity, achievement of industry standards and compliance with legal, ethical and financial considerations.

Exposure to changing scenarios for career development provides opportunities to further develop career competencies and work search techniques, in particular those associated with planning and organisation, making decisions, identifying and solving problems and creativity and innovation.

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

BSB20115 - Certificate II in Business**Year 11 (completed over 2 years)****Cost: \$35.00****Year 12 (completed over 2 years)****Cost: \$35.00**

Plus cost of \$26.00 for award of Certificate

No prerequisites

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

Course name	Entry Requirements	Code	Year 11	Year 12	List
Chinese (Mandarin) First Language	Advanced Chinese language skills. Enrolment based on consultation with Chinese Language Teacher.	CFL	ATAR Units 1 & 2	ATAR Units 3 & 4	A
Chinese (Mandarin) Second Language	Intermediate Chinese language skills. Enrolment based on consultation with Chinese Language Teacher.	CSL	ATAR Units 1 & 2	ATAR Units 3 & 4	A
Chinese (Mandarin) Background Language	Intermediate Chinese language skills and background knowledge. Enrolment based on consultation with Chinese Language Teacher	CBL	ATAR Units 1 & 2	ATAR Units 3 & 4	A
Italian Second Language (ATAR)	Intermediate Italian language skills. Enrolment based on consultation with Italian Language Teacher.	ISL	ATAR Units 1 & 2	ATAR Units 3 & 4	A

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 learning for both Chinese and Italian is offered for those students who do not have any background in that particular language. General language courses for both languages are available for students who wish to still immerse and learn in a language without the academic rigour associated with the ATAR pathway. Thus there is always an opportunity to learn a language at ones own pace.

Participation in all these courses provides opportunities for TAFE 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 or a language teacher. These will need to be completed and submitted by a deadline.

CHINESE (MANDARIN)

Year 11 Chinese First Language ATAR - Units 1 & 2

Cost \$35.00 per unit

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.

Year 12 Chinese First Language ATAR - Units 3 & 4

Cost \$35.00 per unit

The Chinese: First Language ATAR course is designed for students with a cultural and linguistic background in Chinese. Students are required to analyse and evaluate texts from linguistic perspectives (language forms, features and structure), and cultural perspectives (thematic, contextual, social and political), and consider the relationships between linguistic and cultural perspectives. Students examine the ways different text types use different devices to convey meaning. They also further develop their skills in critical literacy by reflecting on their own and other cultures, and by making connections between Chinese and English and/or other languages. Students are expected to become familiar with the general shape and structure of a range of text types.

Year 11 Chinese Second Language ATAR - Units 1 & 2

Cost \$35.00 per unit

Chinese language programs in Australian schools are offered to a range of learners. Many are monolingual English speakers, for whom this represents a first experience of learning a second language. 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.

Year 12 Chinese Second Language ATAR - Units 3 & 4

Cost \$35.00 per unit

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.

Year 11 Chinese Background Language ATAR – Units 1 & 2

Cost \$35.00 per unit

This course is aimed at students who have typically been brought up in a home where Chinese is used, and they have a connection to that culture. These students have some degree of understanding and knowledge of Chinese. They have received all or most of their formal education in schools where English, or a language other than Chinese, is the medium of instruction.

The course is adapted from the BOSTES NSW course for Heritage Chinese. This course focuses on building on and further developing a student's language capability through engagement with Chinese speaking communities, locally and overseas, and through the study of contemporary texts, topics and issues. It enables students to strengthen their personal connections to the Chinese culture and language, and enhances the development of their bilingual competence and bicultural identity.

Year 12 Chinese Background Language ATAR – Units 3 & 4

Cost \$35.00 per unit

The course is adapted from the BOSTES NSW course for Heritage Chinese. It is designed to facilitate achievement of the following outcomes: 1) to interact with others to exchange meaning in spoken Chinese; 2) to create texts to express meaning in written Chinese; 3) to analyse spoken and written texts to interpret meaning, to exam and reflect on relationships between language, culture and identity. demonstrating knowledge and understanding of the relationships between language, culture and identity.

ITALIAN

Year 11 Italian Second Language ATAR - Units 1 & 2

Cost \$35.00 per unit

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.

Year 12 Italian Second Language ATAR - Units 3 & 4

Cost \$35.00 per unit

Unit 3

This unit focuses on **Grazie Italia (Thank you Italy)**. Through the three topics: *Cose italiane* (All things Italian), *La vita italiana* (Italian lifestyle), and *Il Made in Italy nel mondo* (*Il Made in Italy* around the world), students extend and refine their communication skills in Italian and gain a broader and deeper understanding of the language and culture.

Unit 4

This unit focuses on **Ieri, oggi e domani (Yesterday, today and tomorrow)**. Through the three topics: *Riflettiamo sulla vita e pensiamo al futuro* (Reflecting on my life and planning my future), *I problemi dei giovani oggi* (Youth issues), and *I problemi ambientali* (Environmental issues), students extend and refine their communication skills in Italian and gain a broader and deeper understanding of 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, transcriptionist, translator, news reader and broadcaster as well as careers in hospitality, tourism and the sporting field.

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 foreign 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

Course name	Entry Requirements	Code	Year 11	Year 12	List
Mathematics Methods	'A' grade (and teacher approval) in Semester 1 Year 10 Mathematics Pathway 1. Category 3 Numeracy (OLNA)	MAM	ATAR Units 1 & 2	ATAR Units 3 & 4	B
Mathematics Specialist	'A' grade (and teacher approval) in Semester 1 Year 10 Mathematics Pathway 1. Category 3 Numeracy (OLNA)	MAS	ATAR Units 1 & 2	ATAR Units 3 & 4	B
Mathematics Applications	'B' grade or higher in Semester 1 Year 10 Mathematics Pathway 2. Category 3 Numeracy (OLNA)	MAA	ATAR Units 1 & 2	ATAR Units 3 & 4	B
Mathematics Essential	'C' grade or higher in Semester 1 Year 10 Mathematics Category 2 Numeracy (OLNA)	MAE	GEN Units 1 & 2	GEN Units 3 & 4	B

NOTE: Students studying Mathematics Specialist must also study Methods Units 1 & 2 (Year 11) and Methods 3 & 4 (Year 12)

Mathematics Applications ATAR and Mathematics Methods ATAR Mathematics Applications and Mathematics Specialist ATAR

Only one scaled score from the unacceptable combination can be used in the calculations of the ATAR

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 & Unit 2 being taken in Year 11 and Unit 3 & 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 & 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.

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 modeling 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
- Counting and probability
- Trigonometric functions

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
- Introduction to differential calculus
- Arithmetic and geometric sequences and series

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.

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.

Mathematics Applications ATAR - Units 1 & 2 - Category 3 Numeracy (OLNA) Cost \$20.00

This course focuses on the use of mathematics to solve problems in contexts that involve financial modeling, geometric and trigonometric analysis, graphical and network analysis, and growth and decay in sequences. It also provides opportunities for students to develop systematic strategies based on the statistical investigation process for answering 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 TAFE.

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 spread sheets. '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' develop 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 Essential General - 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
- Measurement
- Using formulas for practical purposes
- Graphs

Unit 2

This unit includes the following four topics:

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

MATHEMATICS YEAR 12

Mathematics Methods ATAR - Units 3 & 4 - Category 3 Numeracy (OLNA)

Cost \$20.00

Unit 3

Contains the three topics:

- Further differentiation and applications
- Discrete random variables
- Integrals

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
- Interval estimates for proportions
- Continuous random variables and the normal distribution

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 - Units 3 & 4 - Category 3 Numeracy (OLNA)

Cost \$20.00

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.

Mathematics Applications ATAR - Units 3 & 4 - Category 3 Numeracy (OLNA) Cost \$20.00

Unit 3

Contains the three topics:

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

'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
- Networks and decision mathematics.
- Loans, investments and annuities

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.

Unit 3

This unit includes the following four topics:

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

Unit 4

This unit includes the following three topics:

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

SCIENCE

Course name	Entry Requirements	Code	Year 11	Year 12	List
Aviation	Completion of Year 10 Aviation or Interview for students who are new to Aviation	AVN	ATAR Units 1 & 2	General 2019 ATAR 2020 Units 3 & 4	B
Biology	A grade in Year 10 Science or B grade with teacher recommendation	BLY	ATAR Units 1 & 2	ATAR Units 3 & 4	B
Chemistry	A grade in Year 10 Chemical Science	CHE	ATAR Units 1 & 2	ATAR Units 3 & 4	B
Human Biology	A grade in Year 10 Science or B grade with teacher recommendation	HBY	ATAR Units 1 & 2	ATAR Units 3 & 4	B
Physics	A grade in Year 10 Physical Sciences	PHY	ATAR Units 1 & 2	ATAR Units 3 & 4	B
Integrated Science	C in Year 10 Science	ISC	General Units 1 & 2	General Units 3 & 4	B

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.

SCIENCE YEAR 11**Year 11 Aviation ATAR - Units 1 & 2****Cost: \$144.00****Unit 1**

The focus for this unit is aviation concepts in contexts relating to general aviation. Students investigate the aerodynamic principles associated with lift and drag, and the various types of aircraft stability. Students investigate aircraft controls and identify the six primary flight instruments, examining their purpose, operation and limitations. Students learn the basic principles of meteorology, navigation, maps and time. They are introduced to some human physiology pertinent to aviation. In terms of aviation development, students study the development of the various facets of aviation since the first flight, including the factors driving the developments and their impact on society.

Unit 2

The focus for this unit is on aviation concepts in contexts related to flying training: general aviation. Students explore the development and principles of the internal combustion aircraft engine, its use, instrumentation and limitations. They investigate fixed pitch propellers and various aircraft systems commonly found on light aircraft, the disposition of forces in specific flight manoeuvres. Students can use take-off and landing performance charts, and weight and balance charts, for a simple light aircraft (Cessna 172). Students understand aviation communications, including radios and radio wave propagation, light signals and ground symbols. They learn about flight rules and airspace classification. Students understand the purpose and necessity of civil aviation publications, and identify specific rules and regulations governing flight in and around controlled and uncontrolled aerodromes. In aviation development, students study the structure of aviation in Australia today and the services provided. They also gain an understanding of the regulatory and support organisations servicing the aviation industry.

Year 11 Biology ATAR - 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.

Year 11 Chemistry ATAR - 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.

Year 11 Human Biology ATAR - Units 1 & 2**Cost: \$96.00**

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

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

Year 11 Physics ATAR - 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.

Year 11 Integrated Science General - 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

SCIENCE YEAR 12**Year 12 Aviation ATAR - Units 3 & 4****Cost: \$144.00****Unit 3**

Students develop their understanding of aerodynamics and examine rotary wing, advanced aerodynamic features and high-speed aerodynamics. They apply the terminology and principles of navigation to learn how to prepare aeronautical maps for visual navigation and learn to complete flight plans. Students explore the formation and interaction of weather on aviation operations and the rules for visual flight.

Students understand the principles, purpose and need for safety management in aviation, including communication, leadership, assertiveness, judgement and decision making. They understand issues associated with flight crew resource management and the development of threat and error management (TEM). In considering the development of aviation, students 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 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, examine various aircraft navigation and electronic aids, and gain an understanding of how these are used in flight operations.

Students examine human physiology pertinent to flight, and the cause and effects of inappropriate consumption of drugs and alcohol. They consider the effects of toxic substances and acceleration forces on flight crew. Visual and physiological deficiencies and their implications for flight are also explored. In considering the development of aviation, students study a selection of current issues facing the aviation industry and consider their likely impact on aviation and the community.

Year 12 Biology ATAR - 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.

Year 12 Chemistry ATAR - 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.

Year 12 Human Biology ATAR - 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.

Year 12 Physics ATAR - 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.

Year 12 Integrated Science General - 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.

TECHNOLOGIES

Course name	Entry Requirements	Code	Year 11	Year 12	List
Applied Information Technology ATAR	C grade or higher in Year 10 English	AIT	ATAR Units 1 & 2	ATAR Units 3 & 4	B
Applied Information Technology General	No prerequisite	AIT	General Units 1 & 2	General Units 3 & 4	B
Food Science & Technology General	No Prerequisite	FST	General Units 1 & 2	General Units 3 & 4	B
Children Family & the Community General	No Prerequisite	CFC	General Units 1 & 2	General Units 3 & 4	A
Design (Technical Graphics) General	No Prerequisite (CAD experience desirable)	DES	General Units 1 & 2	General Units 3 & 4	B
Building Construction General	No Prerequisite	BCN	General Units 1 & 2	General Units 3 & 4	B
Materials Design & Technology – WOOD General	No Prerequisite	MDTW	General Units 1 & 2	General Units 3 & 4	B
MEM20413 - Certificate II in Engineering Pathways * (VET)	No Prerequisite	MDTM	Completed over 2 years		VET

For all Technologies courses it is preferable to have a 'C' grade or higher in Year 10 English Semester 1

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APPLIED INFORMATION TECHNOLOGY (ATAR)

Applied Information Technology Year 11 ATAR - Units 1 & 2

Cost: \$120.00

Applied Information Technology Year 12 ATAR - Units 3 & 4

Cost: \$120.00

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.

APPLIED INFORMATION TECHNOLOGY (General)

Applied Information Technology Year 11 General – Units 1 & 2

Cost: \$120.00

Applied Information Technology Year 11 General – Units 3 & 4

Cost: \$120.00

The 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.

CHILDREN, FAMILY AND THE COMMUNITY

Children, Family and the Community Year 11 - General - Units 1 & 2

Cost: \$120.00

Children, Family and the Community Year 12 - 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 state and national level are examined.

The learning context is caring for others – this is a 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.

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

FOOD SCIENCE AND TECHNOLOGY

Food Science and Technology Year 11 – General - Units 1 & 2

Cost: \$220.00

Food Science and Technology Year 12 – General - Units 3 & 4

Cost: \$220.00

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:

- Producing food products that provide a healthy and balanced diet
- Sensory characteristics of food
- Impact of food preferences and choices on lifestyle
- 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 individuals
- Impact on health of dietary decisions

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

DESIGN – TECHNICAL GRAPHICS

Technical Graphics Year 11 – General – Units 1 & 2

Cost: \$100.00

Technical Graphics Year 12 – General – Units 3 & 4

Cost: \$100.00

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

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, architectural and environmental design at TAFE.

BUILDING AND CONSTRUCTION

Building Construction Year 11 – General – Units 1 & 2

Cost: \$150.00

Building Construction Year 12 – General – Units 3 & 4

Cost: \$150.00

The 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. Students will further broaden their employability skills. 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/power tools & 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

MATERIALS DESIGN & TECHNOLOGY (WOOD)

General – Year 11 – Units 1 & 2

Cost: \$150.00

General – Year 12 – Units 3 & 4

Cost: \$150.00

The Materials Design and Technology General course is a practical course that explores and uses a wood materials learning context: with the design and manufacture of products as the major focus.

Students examine social and cultural values and the short-term and long-term impacts of the use and misuse of materials and associated technologies. Through this inquiry, experimentation and research, students develop their creativity and understanding of the society in which they live.

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

Assessment in this course is derived mainly from practical production tasks and requires students to demonstrate the application of target processes and skills in prescribed contexts. Students, in consultation with teachers, select projects of interest and then design and make products suitable for a specific market.

MEM20413 - CERTIFICATE II IN ENGINEERING PATHWAYS

Year 11 - MEM20413 - Certificate II in Engineering Pathways (completed over two years)

Cost: \$150.00

Year 12 - MEM20413 - Certificate II in Engineering Pathways (completed over two years)

Cost: \$150.00

plus cost of \$26.00 for award of Certificate

Students will achieve MEM20413 - Certificate II in Engineering Pathways 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.

MELVILLE LEARNING PROGRAM (MLP)

Melville Learning Program (MLP) is a school focus program of Melville Senior High School that meets the specific needs of some students. The program caters for students from Years 7 to 12. Most MLP students meet the eligibility criteria for Department of Education, School Resourcing: Disability Funding.

The MLP is an environment that is highly supported and individualized, with a bespoke curriculum that is suited to students' needs and abilities. Class sizes in MLP, are usually no larger than 10 students, with additional Educational Assistant support in all classes and as such students become very familiar with one another spending much of their time in and around the MLP. There is also an adjoining area for recess and lunch.

The program also focuses on developing students' skills to make safe and sensible decisions for themselves at school, at home and in the community. The MLP focus is to help individuals reach their potential and live productively by minimising dependence and maximising independence. Eliminating isolation and increasing social, educational and employment opportunities through integration into all aspects of community life underscores the MLP ethos.

The MLP Senior School Pathway includes experience in vocational education and training including: Workplace Learning Placements, TAFE and hands on learning activities in order to improve students' readiness to engage in work and the community as young adults. We offer courses geared to industry needs and work choices which prepares students for Post School Options including: entry into further study, entry to the workforce and transitioning to an independent and prosperous life after school.

MLP Year 11 & 12 – 'Community Engagement Program'

Course Cost: \$235.00 + Endorsed Program Costs (see next page)

3 x days Melville Learning Program (School Contact) 2 x days Community Engagement
(Community Engagement = TAFE &/or other Outside School VET Studies &/or Workplace Learning)

In Melville Learning Program's – 'Community Engagement Program' students are working towards achieving a 'Western Australian Statement of Student Achievement' (WASSA) with as much depth and breadth as achievable for each individual student. To meet the individual learning needs of the students who attend the Melville Learning Program, we offer a combination of Preliminary Courses, Vocational Education and Training (VET) Qualifications and Endorsed Programs.

Preliminary Courses

Preliminary Courses delivered depend on the learning needs of each individual student. The Preliminary English Course focuses on the fundamental skills that support language use. The course recognises the diversity of the student population and builds on students' knowledge of how language works and how to use language in a variety of forms and situations. An understanding of how to use language empowers students: it gives them access to knowledge, enables them to play an active part in society and contributes to their personal growth. The Preliminary Maths Course focuses on the practical application of knowledge, skills and understandings to a range of environments that will be accessed by students with special educational needs. Other Preliminary Courses are undertaken where seen appropriate.

Melville Learning Program Vocational Education and Training Courses:

MLP VET Courses are delivered through TAFE opportunities. Students are encouraged to choose a TAFE Course in Year 11 and 12 from the VETiS Education Support Program. Courses range from Automotive Skills set, Hospitality Skills set, Horticulture Skills set and Painting and Decorating Skills set. These courses provide learning environments that welcome students of all abilities and promote inclusiveness.

Endorsed Programs

Endorsed programs are structured learning programs that result in the attainment of a quality-assured certificate or award. Each endorsed program consists of a series of lessons, classes and/or activities designed to lead to the achievement of a common goal or set of learning outcomes. Endorsed programs offer students the opportunity to use workplace learning, community organisation and personal development programs to further develop the

depth and breadth of their senior school studies. Programs may develop skills, knowledge and attitudes for the achievement of personal goals, civic responsibilities and/or improved health and fitness.

Melville Learning Program students may study:

- ASDAN Workright & Workplace Learning (ADWPL)
- ASDAN Short Courses
- Right Track, Public Transport Authority & Keys for Life, Pre-Driver Education Course
- Recreational Pursuits (Community Access) \$100.00
- Off-campus Enrichment Program (Camps) \$300.00
- Transport Training (Student without a Companion Card) \$100.00

Community Access, Camps and Transport Training form an important part of the Melville Learning Program. It is therefore essential for students enrolled in the Melville Learning Program to participate in these programs when they are offered.

MLP Year 11 & 12 “Mainstream Support Program”

Course Fee: \$40.00 x grid line study class (1 x Grid Line = 4 study sessions per week)

In Melville Learning Program’s – “Mainstream Support Program” a student is aiming for achievement of their ‘Western Australian Statement of Student Achievement’ (WASSA). Enrolment, participation and successful completion of mainstream courses of study is essential. Students must be able to be independent in their studies requiring only additional support to assist with study e.g. homework and assignments. Note: Limited Education Assistant support is provided during class time.

For further information on the Melville Learning Program contact:

Miss Marina Gaskell
Teacher-in-Charge (TIC), Melville Learning Program
6274 1316

SECTION 5

GENERAL (NON- ATAR) PATHWAYS

SPORTS SCIENCE GENERAL PATHWAY

	Year 11	Year 12
Sports Science	English or English as a Second Language General (Units 1 & 2)	English or English as a Second Language (Units 3 & 4)
	Health Studies General (Units 1 & 2)	Health Studies General (Units 3 & 4)
	Integrated Science General (Units 1 & 2)	Integrated Science General (Units 3 & 4)
	SIS20513 - Certificate II in Sports Coaching (over 2 years Year 11 and Year 12)	SIS20513 - Certificate II in Sports Coaching (over 2 years Year 11 and Year 12)
	Physical Education Studies General (Units 1 & 2)	Physical Education Studies General (Units 3 & 4)
	Mathematics Essential - General (Units 1 & 2)	Mathematics Essential - General (Units 3 & 4)
Reserve	BSB20115 - Certificate II in Business	BSB20115 - Certificate II in Business
	CUA20113 - Certificate II in Dance	CUA20113 - Certificate II in Dance
	CUA20215 - Certificate II in Creative Industries Live Production (Drama)	CUA20215 - Certificate II in Creative Industries Live Production (Drama)
	SIS20213 - Certificate II in Outdoor Recreation	SIS20213 - Certificate II in Outdoor Recreation

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: SIS20213 - Certificate II Outdoor Recreation

Outdoor Recreation aims to develop in students the necessary skills and attributes required to lead others successfully in a range of different the outdoor environments including kayaking, snorkeling, rock climbing and mountain bike riding.

HEALTH AND COMMUNITY SERVICES GENERAL PATHWAY

	Year 11	Year 12
Health & Community Services	English or English as a Second Language General (Units 1 & 2)	English or English as a Second Language General (Units 3 & 4)
	Health Studies General (Units 1 & 2)	Health Studies General (Units 3 & 4)
	Food Science and Technology General (Hospitality) (Units 1 & 2)	Food Science and Technology General (Hospitality) (Units 3 & 4)
	Career and Enterprise (Units 1 & 2) or BSB20115 - Certificate II in Business	Career and Enterprise (Units 3 & 4) or BSB20115 - Certificate II in Business
	Children and Family Services General (Unit 1 & 2)	Children and Family Services General (Units 3 & 4)
	Mathematics Essential General (Units 1 & 2)	Mathematics Essential General (Units 3 & 4)
Reserve	BSB20115 - Certificate II in Business	BSB20115 - Certificate II in Business
	CUA20113 - Certificate II in Dance	CUA20113 - Certificate II in Dance
	CUA20215 - Certificate II in Creative Industries Live Production (Drama)	CUA20215 - Certificate II in Creative Industries Live Production (Drama)

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

	Year 11	Year 12
Outdoor Adventure Studies	English or English as a Second Language	English or English as a Second Language
	Outdoor Education General (Units 1 & 2)	Outdoor Education General (Units 3 & 4)
	SIS20213 - Certificate II in Outdoor Recreation	SIS20213 - Certificate II in Outdoor Recreation
	Integrated Science General (Units 1 & 2)	Integrated Science General (Units 3 & 4)
	CUA31015 - Certificate III Screen and Media	CUA31015 - Certificate III Screen and Media
	Mathematics Essential General (Units 1 & 2)	Mathematics Essential General (Units 3 & 4)
Reserve	BSB20115 - Certificate II in Business	BSB20115 - Certificate II in Business
	CUA20113 - Certificate II in Dance	CUA20113 - Certificate II in Dance
	CUA20215 - Certificate II in Creative Industries Live Production (Drama)	CUA20215 - Certificate II in Creative Industries Live Production (Drama)
	Physical Education Studies General (Units 1 & 2)	Physical Education Studies General (Units 3 & 4)

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.

Physical Education	Health Education	Outdoor Education	Sport and Recreation
<ul style="list-style-type: none"> • PE Teacher • Sport and Exercise Scientist • Sports Physiology • Sports Psychology • Physiotherapist • Sports Administrator • Sport Development Officer • Sports Marketing Officer/Manager • Personal Trainer • Gym/Fitness Instructor • Aerobic/ Aquatic Instructor • Junior Sports Coach • Sport Retail 	<ul style="list-style-type: none"> • Health Teacher • Nursing • Occupational Health • Health and Safety Officer • School Health officer • Health Promotions Officer • Community Health Officer • Health Consultant • Health Public Relations Officer • Aged Care • Primary Products Inspector ○ Naturopathy ○ Homeopathy ○ Massage 	<ul style="list-style-type: none"> • Outdoor Education • Teacher • Outdoor Adventure/ Activity Leader • Outdoor Recreation Officer • Team Development Leader • Recognised Training Operator/Assessor • Outdoor Program Developer • Outdoor Adventure Facilities Manager • Park Ranger • Campsite Manager • Eco – Tourism Manager 	<ul style="list-style-type: none"> • Department of Sport and Recreation • Instructor • Community Events Coordinator • Senior Programs Officer • Youth Programs Officer • School holiday activities coordinator • Aquatic/Leisure Facilities Manger • Program Coordinator • Community Recreation Officer • Youth worker • Inclusion Officer • Lifeguard • Campsite Manager • Sports Retail • Swimming Instructor

EXPRESSIVE ARTS GENERAL PATHWAY

	Year 11	Year 12
Expressive Arts	English or English as a Second Language	English or English as a Second Language
	Visual Arts General (Units 1 & 2) and CUA20715 - Certificate II Visual Arts	Visual Arts General (Units 3 & 4) and CUA20715 - Certificate II Visual Arts
	Design (Technical Graphics) General (Units 1 & 2)	Design (Technical Graphics) General (Units 3 & 4)
	Applied Information Technology General (Units 1 & 2)	Applied Information Technology General (Units 3 & 4)
	CUA31015 - Certificate III Screen and Media	CUA31015 - Certificate III Screen and Media
	Mathematics Essential (Units 1 & 2)	Mathematics Essential (Units 3 & 4)
Reserve	BSB20115 - Certificate II in Business	BSB20115 - Certificate II in Business
	CUA20113 - Certificate II in Dance	CUA20113 - Certificate II in Dance
	CUA20215 - Certificate II in Creative Industries Live Production (Drama)	CUA20215 - Certificate II in Creative Industries Live Production (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 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:

- | | | |
|-----------------------------------|-----------------------------------|---------------------------------|
| <input type="radio"/> Advertising | <input type="radio"/> Art | <input type="radio"/> Theatre |
| <input type="radio"/> Film | <input type="radio"/> Photography | <input type="radio"/> Retail |
| <input type="radio"/> Music | <input type="radio"/> Radio | <input type="radio"/> Education |
| <input type="radio"/> Staging | <input type="radio"/> Television | |

Employment Opportunities

These are some of the occupations you could aim for:

- | | | |
|--|--|--|
| <ul style="list-style-type: none"> • Actor • Animator • Announcer • Arts Administrator • Artist • Audio Visual Technician • Boom Operator • Copy Writer • Crafts Person • Disc Jockey • Entertainer • Focus Puller | <ul style="list-style-type: none"> • Make Up Artist • Model • Musician • PA Operator • Photographer • Art Teacher • Piano Tuner • Projectionist • Properties Person • Record Librarian • Retailer • Sculptor | <ul style="list-style-type: none"> • Set Designer • Stage Designer • Stage Manager • Studio Stage Hand • Theatre Machinist • Usher • Wardrobe Supervisor • Window Dresser • Visual Merchandiser • Film & Television Camera Operator • Film & Television Lighting Operator |
|--|--|--|

HOSPITALITY GENERAL PATHWAY

	Year 11	Year 12
Hospitality	English or English as a Second Language	English or English as a Second Language
	Food Science and Technology (Hospitality) General (Units 1 & 2)	Food Science and Technology (Hospitality) General (Units 3 & 4)
	Applied Information Technology General (Units 1 & 2)	Applied Information Technology General (Units 3 & 4)
	BSB20115 - Certificate II in Business	BSB20115 - Certificate II in Business
	Career and Enterprise General (Units 1 & 2)	Career and Enterprise General (Units 3 & 4)
	Mathematics Essential (Units 1 & 2)	Mathematics Essential (Units 3 & 4)
Reserve	BSB20115 - Certificate II in Business	BSB20115 - Certificate II in Business
	CUA20113 - Certificate II in Dance	CUA20113 - Certificate II in Dance
	CUA20215 - Certificate II in Creative Industries Live Production (Drama)	CUA20215 - Certificate II in Creative Industries Live Production (Drama)

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.

Related Fields of Employment

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

- | | | |
|--|---|-------------------------------------|
| <input type="radio"/> Local Government | <input type="radio"/> Childcare | <input type="radio"/> Food Services |
| <input type="radio"/> State Government | <input type="radio"/> Community Development | <input type="radio"/> Catering |
| <input type="radio"/> Community Services | <input type="radio"/> Small Business Operations | <input type="radio"/> Hospitality |

Employment Opportunities

- | | | |
|--|--|--|
| <ul style="list-style-type: none"> • Chef • Restaurateur • Hotel Manager • Catering Manager • Hotel Reception | <ul style="list-style-type: none"> • Hotel Personnel • Waiter • Waitress • Bar Attendant • Home Economist | <ul style="list-style-type: none"> • Sales Representative • Kitchen Hand • Meat Inspector • Pastry Cook • Banquet Assistant |
|--|--|--|

INDUSTRIAL STUDIES GENERAL PATHWAY

	Year 11	Year 12
Industrial Studies	English or English as a Second Language	English or English as a Second Language
	Building Construction General (Units 1 & 2)	Building Construction General (Units 3 & 4)
	MEM20413 - Certificate II Engineering Pathways	MEM20413 - Certificate II Engineering Pathways
	Design Technical Graphics General (Units 1 & 2)	Design Technical Graphics General (Units 3 & 4)
	Material Design & Technology (Wood) Unit 1 & 2	Material Design & Technology (Wood) (Units 3 & 4)
	Mathematics Essential (Units 1 & 2)	Mathematics Essential (Units 3 & 4)
Reserve	BSB20115 - Certificate II in Business	BSB20115 - Certificate II in Business
	CUA20113 - Certificate II in Dance	CUA20113 - Certificate II in Dance
	CUA20215 - Certificate II in Creative Industries Live Production (Drama)	CUA20215 - Certificate II in Creative Industries Live Production (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

- | | | |
|---|--|--|
| <ul style="list-style-type: none"> ● Draftsperson ● Excavator Operator ● Graphic Designer ● Electrician ● Boilermaker ● Carpenter | <ul style="list-style-type: none"> ● Mechanic ● Machinist ● Electrical Fitter ● Electrical Installer ● Jeweller | <ul style="list-style-type: none"> ● Painter ● Panel Beater ● Plumber ● Gas Fitter ● Refrigeration Fitter |
|---|--|--|

GENERAL STUDIES GENERAL PATHWAY

	Year 11	Year 12
General Studies	English or English as a Second Language	English or English as a Second Language
	Career and Enterprise General (Units 1 & 2) or BSB20115 - Certificate II in Business	Career and Enterprise General (Units 3 & 4) or BSB20115 - Certificate II in Business
	Applied Information Technology General (Units 1 & 2)	Applied Information Technology General (Units 3 & 4)
	Visual Arts General (Units 1 & 2) and CUA20715 - Certificate II Visual Arts	Visual Arts General (Units 3 & 4) and CUA20715 - Certificate II Visual Arts
	Design (Technical Graphics) General (Units 1 & 2) or CUA31015 - Certificate III in Screen and Media	Design (Technical Graphics) General (Units 3 & 4) or CUA31015 - Certificate III in Screen and Media
	Mathematics Essential (Units 1 & 2)	Mathematics Essential (Units 3 & 4)
Reserve	BSB20115 - Certificate II in Business	BSB20115 - Certificate II in Business
	CUA20113 - Certificate II in Dance	CUA20113 - Certificate II in Dance
	CUA20215 - Certificate II in Creative Industries Live Production (Drama)	CUA20215 - Certificate II in Creative Industries Live Production (Drama)

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

- | | | |
|---|--|--|
| <ul style="list-style-type: none"> ● Automotive Electrician ● Building Surveyor ● Navy Officer/Sailor ● Architectural Drafter ● Builder ● Cabinet Maker | <ul style="list-style-type: none"> ● Carpenter ● Chef ● Electrician ● Hairdresser ● Painter & Decorator ● Panel Beater | <ul style="list-style-type: none"> ● Plumber ● Police Officer ● Customs Officer ● Miner ● Nurse (enrolled) ● Park Ranger |
|---|--|--|

VOCATIONAL PATHWAY PROGRAM (VPP)

Vocational Pathway Program	Year 11	Year 12
	English General (Units 1 & 2)	English General (Units 3 & 4)
	Mathematics Essentials (Units 1 & 2)	Mathematics Essentials (Units 3 & 4)
	Career and Enterprise (Units 1 & 2)	Career and Enterprise (Unit 3 & 4)
	Workplace Learning ADWPL	Workplace Learning ADWPL
	BSB20115 - Certificate II in Business	BSB20115 - Certificate II in Business

The Vocational Pathway Program (VPP) at Melville SHS supports students who wish to undertake a Vocational Pathway and gives them access to Certificate courses at TAFE and Workplace Learning, whilst working towards achieving their WACE. The VPP program gives students the opportunity to study in a flexible learning program which involves attending three days of school (Monday to Wednesday) and two days studying at a TAFE campus and/or Work Placement in their chosen field or course.

Classwork and tasks aim to develop students' work habits for 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 encourages all students to engage and achieve their individual goals.

The aims of the Vocational Pathways 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.

The VPP is designed for students who are considering making the transition into the workplace and/or TAFE when they leave school. 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 Career and Enterprise courses see students explore the world of work. Through an examination of economic, political and social influences upon the workforce, students come to understand the opportunities and challenges that await them after graduation. The course explores current and predicted trends in the workforce and provides opportunities for students to establish and consolidate work readiness skills in the areas of;

- Job seeking
- Resume writing
- Application writing and addressing Selection Criteria
- Interview experience
- Employability skills

Students will deepen their self-understanding and explore potential career opportunities and post school options. VPP caters for each student's individual needs which provide a broad and engaging base for further studies/employment.

All of the programs delivered in the Vocational Pathway Program help students develop a realistic understanding of the working world, including learning about employer expectations, developing employability skills, exploring career options and taking part in activities to increase self-understanding, maturity, independence and confidence.

Students can apply to TAFE based upon their vocational interest. Students will be selected based upon their academic merit and the goal statement. A goal statement written by the student detailing why they want to do the course and what experience they have that will help them stand out as an applicant is a very important part of the TAFE application process. A resume and references are desirable additions to support the application.

The selection process for TAFE courses on offer is highly competitive. Good grades (C and above) and regular attendance at school is often required to be successful in securing a place.

The Courses offered by the TAFE's changes each year. Some of the courses offered in 2018 were:

- SHB20116 - Certificate II in Retail Cosmetics
- SHB20116 - Certificate II in Salon Assistant
- SIT20316 - Certificate II in Hospitality
- SIT20416 - Certificate II in Kitchen Operations (Commercial Cookery/Patisserie PreApp)
- AUR20716 - Certificate II in Automotive Vocational Preparation – Heavy Focus
- AUR20716 - Certificate II in Automotive Vocational Preparation – Light Focus
- AUR20716 - Certificate II in Automotive Vocational Preparation – Light, Heavy & Auto focus (rotational)
- ACM20117 - Certificate II in Animal Studies
- FDF20510 - Certificate II in Retail Baking Assistance PreApp
- CHC22015 - Certificate II in Community Services – Early Childhood
- BSB31115 - Certificate III in Business (Medical)
- SIT30115 - Certificate III in Tourism
- SFL20115 - Certificate II in Floristry (Assistant)
- UEE21911 - Certificate II in Electronics
- UEE20511 - Certificate II in Computer Assembly and Repair
- MEM20105 - Certificate II in Engineering (Mechanical Fitter & Machinist PreApp)
- MEM20413 - Certificate II in Engineering Pathways (Machinery & Fabrication)
- MEM30505 - Certificate III in Engineering Technical
- 52824WA - Certificate II in Building Construction (Pathway Trades)
- 52700WA - Certificate II in Plumbing PreApp
- MEA20415 - Certificate II in Aeroskills (Mechanical PreApp)
- 52821WA - Certificate III in Aviation (Support Services and Operations)
- ICT30115 - Certificate III in Informational Digital Media and Technology (Cyber Security)
- ICT30115 - Certificate III in Informational Digital Media and Technology (Networking)

The South Metro TAFE RTO Code 52787 campuses include locations in Jandakot, Armadale, Bentley, Carlisle, Fremantle, Henderson, Kwinana, Mandurah, Munster, Murdoch, Rockingham and Thornlie

The North Metro TAFE RTO Code 52786 campus include locations in Balga, Clarkson, East Perth, Joondalup, Leederville, Midland, Mt Lawley, Nedlands and Northbridge

An up to date course offering list, along with the campus information, will be published to all Year 10 students as soon as the TAFE's notify the school of the courses they are offering for the following year.

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 VPP 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. Completion of the Workplace Learning Log Book and Skills Journal is an important requirement of the WPL program. Without them, their work hours won't count towards their WACE and graduation.
- Regular communication with staff including the WPL coordinator will enhance students' workplace experience.

For questions regarding TAFE courses and applications please contact the VET and Transitions Manager, Mr George Tills by email at george.tills@education.wa.edu.au

REGISTERED TRAINING ORGANISATIONS AND QUALIFICATIONS OFFERED AT MELVILLE SHS

The qualifications listed in this booklet are provided by the school in partnership with Registered Training Organisations (RTO's).

Melville Senior High School utilises the skills and services of *VETiS Consulting Services Pty Ltd RTO Code 52499*, *Australian YMCA Institute of Education and Training RTO Code 3979* and the *College of Sound and Music Production RTO Code 41549*. The RTO's are licensed under ASQA to deliver and assess these qualifications. A full list of approved qualifications that the RTO's are licensed for can be found at <https://training.gov.au/Organisation>

The school will enrol the students who have selected these courses by advising the RTO in February each year after the subject selection process has been completed and parents have provided their approval for enrolment.

Upon successful completion of all course requirements, the RTOs will issue the certificate or statement of attainment. This will be delivered to the school and will be posted to the student at the address registered with the school.

The nationally recognised qualifications that we offer in partnership with the RTO's, are listed below.

VETiS Consulting Services Pty Ltd RTO Code 52499

BSB20115 - Certificate II in Business
CUA20215 - Certificate II in Creative Industries Live Production
CUA20113 - Certificate II in Dance
MEM20413 - Certificate II in Engineering Pathways
CUV20715 - Certificate II in Visual Arts
BSB30115 - Certificate III in Business
CUA31015 - Certificate III in Screen and Media

The student's enrolment with **VETiS Consulting Services Pty Ltd RTO Code 52499** is confirmed when they complete the student induction program using VLearn.

For more information on each qualification go to www.training.gov.au or visit the RTO's website at: www.vetis.net.au

Australian YMCA Institute of Education and Training RTO Code 3979

SIS20213 - Certificate II in Outdoor Recreation
SIS20513 - Certificate II in Sports Coaching

The student's enrolment with **Australian YMCA Institute of Education and Training RTO Code 3979** is confirmed when a return email is sent by the respective RTO acknowledging student enrolments.

For more information on each qualification go to www.training.gov.au or visit the RTO's website at: www.ymca.org.au

College of Sound and Music Production RTO Code 41549

CUA30915 - Certificate III in Music Industry

The student's enrolment with the **College of Sound and Music Production RTO Code 41549** is confirmed when they complete an online enrolment form via the RTO's portal.

For more information on each qualification go to www.training.gov.au or visit the RTO's website at: www.cosamp.com.au

UNIQUE STUDENT IDENTIFIER (USI)

Melville Senior High School provides Year 11 and 12 students with the opportunity study a number of Certificates (nationally recognised qualifications).

It is now a requirement that all students enrolling in a Certificate Course have a Unique Student Identifier (USI) to complete the enrolment and certification process

Please work with your child to ensure they gain their USI by going to www.usi.gov.au

Then go to 'Create my USI' under the student tab and follow the prompts.

Students will need to have a form of identification, such as family Medicare Card, Learners' Permit (or one of others listed on the website) to complete the USI process.

Some points to note when undertaking this process are:

- In the personal details section; write the student's name as it is used at school – usually first and legal surname only.
- In the contact details section; choose the preferred contact method (email, telephone or postal address) that is likely to be used in the long term future.
- In the identification details section; write the student's name as it appears on the chosen form of identification (i.e. with initial etc.)

If your son/daughter is unable to access the USI website and complete the application process, please allow them to bring a colour copy or photograph (on their phone) of the identification to school. They need to see Mr George Tills in G22 and he will assist them with the application at school.

The USI will be used by registered training organisations (RTO) to add training records and results when a unit of competency and course is completed. It facilitates the maintenance of training records and results in an online account that can be accessed by individuals to gain information useful for future employment and study requirements.

It is important that individuals make a note of their USI and record it in several different places for future access. **Please note** that the school is not responsible for keeping a record of an individual's USI.

Please write the USI clearly. Make sure you can determine if the digit is a number 2 or the letter Z for example.

NOTE: If your child misplaces or loses their USI, they can request an email or text to reconfirm their USI by going to the www.usi.gov.au and clicking on 'Not sure if I have a USI/find my USI'. This will take your child through some prompts to retrieve their USI. They must use the email address or mobile number they used to initially register for the USI. They will then be resent an email or text advising of their USI.

After obtaining his/her USI please ask your child to email it to melville.shs@education.wa.edu.au or bring it to Mr George Tills at school.

USI Help Line Contact Number is 1300 857 536



Melville Senior High School

COURSE SELECTION FORM – YEAR 11 – 2019

STUDENT NAME: _____

Step 1

Post school destination & School Pathway 2019

- ▶ TAFE (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

Courses selected	Prerequisite grade for the course you wish to select as per Year 11 and 12 Course Information Handbook	Year 10 Semester 1 grades 2018	Did I Achieve the Prerequisite Grade for that course? Yes / No
1. ENGLISH / EALD / Literature (circle your choice)			
2.			
3.			
4.			
5.			
6.			
Reserve 1.			
Reserve 2.			

Step 3 Subject Recommendations for Year 11 2019 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 2019 studies.

Teacher Endorsements

COURSE	YES/NO & Signature	COURSE	YES/NO & Signature
English ATAR		Health Studies ATAR	
English as an Additional Dialect ATAR		Human Biology ATAR	
Literature ATAR		Italian 2 nd Language ATAR	
Accounting & Finance ATAR		Mathematics: Applications ATAR	
Applied Information Technology ATAR		Mathematics: Methods ATAR	
Biology ATAR		Mathematics: Specialist ATAR	
Chemistry ATAR		* Media Production and Analysis ATAR	
Chinese: Background Language (Mandarin) ATAR		Modern History ATAR	
Chinese: First Language (Mandarin) ATAR		Music ATAR	
Chinese: Second Language (Mandarin) ATAR		Physical Education ATAR	
Economics ATAR		Physics ATAR	
Geography ATAR		Politics & Law ATAR	
* Design (Graphic Design) ATAR		Visual Arts ATAR	
Aviation ATAR			
* Courses may not have Year 10 Subject teacher			

Step 4

Career Pathway →	Courses must be listed in order of preference. An English course is always 1 in the order			
	Students must select at least one subject from List A and at least one from List B Refer to Page 8 of the Handbook			
	Completed during counselling			
Order of preference	Course	List A	List B	Meets pre requisites or has teacher signature (Yes / No)
1. An English course	1. English or EALD or Literature (choose one)	A		
	2.			
	3.			
	4.			
	5.			
	6.			
Reserve Choice				
Reserve Choice				

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 or course you are applying for. PLEASE NOTE; IF YOUR TAFE APPLICATION IS NOT SUCCESSFUL, YOU MAY BE REQUIRED TO SELECT GENERAL SUBJECT AND PARTICIPATE IN MAINSTREAM CLASSES

<input type="checkbox"/> Vocational Pathway Program (VPP) 3 Days School, TAFE and/or Work Placement	Please indicate TAFE/Workplace interest e.g. (Hairdressing/Childcare/Automotive/Building) _____
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