



MELVILLE
SENIOR HIGH SCHOOL

Year 11-12
SUBJECT HANDBOOK 2024



CONTENTS

Introduction	3	Courses on Offer at Melville SHS	26
Unique Student Identifier (USI)	4	The Arts	28
Courses and Program Options	5	Design ATAR	29
Course Selection Advice	6	Media Production and Analysis ATAR	30
Prerequisites for Year 11 Courses	6	Music ATAR	31
Course Availability	6	Visual Arts ATAR	32
Course Costs	6	Design General	33
Recommended Course Progressions	7	Media Production and Analysis General	34
Western Australian Certificate of Education (WACE)	9	Visual Arts General	35
Timeline and Steps for Course Selection Process	9	Media (VET)	36
Examples of Year 11-12 Pathways	10	Music (VET)	37
List A and List B Courses Offered for Year 11	11	Dance (VET)	38
WACE Requirements	12	Drama (VET)	39
The Western Australian Statement of Student Achievement (WASSA)	13	English	40
Literacy and Numeracy Requirements	13	Health and Physical Education	45
Externally Set Tasks (EST)	13	Humanities and Social Sciences (HASS)	51
ATAR Examinations	13	Languages	58
Course Changes	14	Mathematics	62
Senior School Programs and Courses	14	Science	68
Post-School Destination	16	Technologies	71
TAFE Entrance Requirements & Selection Criteria	16	General (Non- ATAR) Pathways	76
University	17	Sports Science General Pathway	76
University Application Procedures	18	Health and Community Services General Pathway	76
TEA to ATAR	20	Outdoor Adventure Studies General Pathway	77
Unacceptable ATAR Course Combinations	21	Expressive Arts General Pathway	78
More About University Entrance	21	Hospitality General Pathway	79
Sources of Career Information	22	Industrial Studies General Pathway	80
Sources of Career Information	22	General Studies General Pathway	81
Identifying and Selecting Pathways	24	Vocational Pathway Program (VPP)	82
Year 11 Pathways and Course Selections	24	Registered Training Organisations and Qualifications	84
Year 10 Prerequisite Grades for ATAR Courses	25	Unique Student Identifier (USI)	85
		Course Selection Form Year 11	86

Melville Senior High School acknowledges the Noongar people as the Traditional Owners of the land on which the school stands today and pays its respects to the Whadjuk people, and Elders past, present and emerging.

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Resilient **Innovative** Successful

Section 1 Introduction

To students and parents/guardians of Melville Senior High School, this Handbook provides 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 Years 11 and 12 at Melville SHS and refer to it for clarification and assistance.

Should you have questions at any time, please contact:

- Deputy Principal Senior School
- VET and Transition Manager
- Student Services Coordinator
- The Heads of Learning Areas

The progression into Year 11 involves several significant changes for parents and students.

Information Sessions

These provide families with relevant information and facilitate the course selection process. Participation in the events listed below is essential.

Wednesday 14 June, Parent Information Session

6:00 pm – 7:30 pm (Week 8, Term 2)

For all parents of Year 10 students in the PAC.

This session 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 to have your questions answered.

Tuesday 18 July (8:00 am) – Friday 4 August (4:00 pm), Online Subject Selections open.

Students will make their selections.

Tuesday 18 July – Friday 4 August, Counselling for Subject Selection available.

(Week 1 to 3 of Term 3)

Parents and students can book an interview time to discuss course selections. These interviews are optional and are mainly for students needing help with their course selections.

To book an interview with the VET and Transition Manager, telephone the School Administration Office to schedule a counselling session on 6274 1300

Enrolling in Year 11

Students wishing to enrol at Melville SHS must be enrolled in and studying six courses, or the equivalent, each semester.

All Year 11 and 12 students must choose a pathway:

ATAR pathway (Australian Tertiary Admission Rank) **OR** **General (non-ATAR) pathway** - It is possible to do courses from each pathway **OR** a **Vocational Pathways Program**

All Year 11 and 12 students must:

- Study six courses
- Select either English and/or English Literature, English as an Additional Language Dialect ATAR or General
- Include at least one List A and one List B course in Year 12 (see page 11.)
- Generally, study the same course in Year 11 and Year 12

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 at least four ATAR courses in which they intend to sit the external assessment/exam at the end of 2025. The school recommends that students select a minimum of five ATAR courses.

Whether they are studying an ATAR/General or Vocational Pathway, all students are strongly encouraged to select at least one Certificate II or higher in the suite of subjects in Year 11.

ATAR Pathway

ATAR course units are for students aiming to enrol in a university course directly from the school. These courses will be examined by the School Curriculum and Standards Authority (SCSA) and contribute to achieving an Australian Tertiary Admission Rank (ATAR).

If you plan to head to university after finishing Year 12, you should enrol in at least four ATAR courses. Universities use this as a selection mechanism. More information about the ATAR is available at:

<https://tisc.edu.au/static/home.tisc>

General Pathway

General course units are for students aiming to enter further training or the workforce directly from school. The Authority will not examine these courses. However, students will complete Externally Set Tasks (EST). See page 13 for more information about ESTs. General Course Pathways offered at Melville SHS are detailed on page 76. Students can only enrol in a pathway at Melville SHS, which is less or more than six courses if there are exceptional circumstances.

To study most courses in Year 12, completing the same Year 11 course is expected.

Vocational Pathways

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 ranges of equivalents for achieving a WACE. These qualifications contribute to the WACE as unit equivalents.

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 delivered in various settings by schools, workplaces, universities and community organisations.

Endorsed programs that **may** be offered at Melville SHS include Cadets, Workplace Learning, World Challenge, Mock Trials and/or school trips to overseas and/or interstate destinations.

****Very Important****

Unique Student Identifier (USI)

All students enrolling in a certificate course must have a Unique Student Identifier (USI) to complete the enrolment process.

Registered Training Organisations (RTO) use the USI to add training records and results for completed units of competency and qualification.

To obtain a USI, refer to page 85 of this booklet.

Courses and Program Options for Years 11 and 12 Students

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

ATAR Pathway

ATAR Courses have an academic focus. They are usually undertaken to access university status and excellent preparation for post-school pathways, including Vocational Training.

- Year 11s study ATAR Course Units 1&2
Year 12s study ATAR Course Units 3&4
- Courses are content-based
- Year 12s sit external exams (WACE exams) at the end of the year
- ATAR scores are based on 50% school assessment and 50% external exams
- Students gain an ATAR score based on their best four courses
- A minimum of four ATAR subjects are required, but 5 or 6 are recommended

Non-ATAR Pathway

These courses are primarily intended for students typically aiming to enter Vocational Training or the workforce after they leave school. General Courses don't have externally set examinations like ATAR courses. However, they have a compulsory set task in Year 12 worth 15% of a student's overall assessment. Students may be able to use some General Courses as part of an alternative entry to some university courses.

- Year 11s study General Course Units 1&2
- Year 12s study General Course Units 3&4
- Courses are practically based
- There are no external exams (but there are ESTs in Year 12). See page 13
- High grades are important
- 100% school assessed

VET Qualifications

Students complete a nationally recognised Vocational Education and Training (VET) qualification. VET builds skills and knowledge in and for the workplace. Students may use VET qualifications to count toward the Western Australian Certificate of Education (WACE).

Endorsed Programs

Endorsed Programs offer learning through activities not covered by WACE courses or VET programs. They are for students wanting to participate in programs delivered in various settings by schools, workplaces, universities, and community organisations.

Endorsed programs can be delivered as part of the school curriculum (Workplace Learning) or as extra-curricula activities that may count towards WACE.

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 academic success and cope with the particular subject's demands. Students need to make realistic choices that are suitable for their academic ability
- Selecting courses of interest to students is more likely to lead to success and enjoyment in their studies and possible future careers. If future goals are uncertain, it is best to maintain a broad course to enable entry to various post-school destinations
- Passion for a type and context of learning: The two available pathways cater to different kinds of knowledge, 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 the commencement of Year 11 are disruptive to students' progress and necessitate considerable catch-up work for students.**

After the commencement of Year 11, students can only make course changes with the agreement of the specific course teachers, Deputy Principal and VET and the Transition Manager. It will depend on the student showing a sufficient reason for the change and the size of existing classes. Under normal circumstances, students can only transfer to a new course up to the end of Week 6 of Term 1 in Year 11. With the ongoing nature of assessment tasks, a student's progress is best served by making realistic course selection choices before starting Year 11. For these reasons, we strongly urge students and parents to read and discuss the information provided in this booklet. In particular, students must take note of the minimum Year 10 prerequisites for Year 11 courses. These reflect the difficulty and rigour of Year 11 and guide students to selections that are more likely to succeed.

Prerequisites For Year 11 Courses

If in Semester 1 of Year 10, a student still needs to meet the prerequisites for a Year 11 course, they will not be permitted to select it. (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 these requirements.

An interview can be arranged in Term 4 following significant academic improvement in Semester 2 with the Deputy Principal, Senior School or the VET and Transition Manager if Year 11-course prerequisites are then met. **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. Students wishing to select an ATAR course that does not meet the required prerequisite must complete an inappropriate section form, which both the student and parent must sign. In these situations, an interview must occur with parents and the Deputy Principal or VET and Transition Manager.

Course Availability

The school reserves the right to withdraw from any course. Available resources limit the number of classes that can be timetabled. Places will be allocated first to students who have met the prerequisites, alternatively if a sufficient number of students select a particular course. Students who submit a subject selection after the due date risk being given only some of their preferences.

Course Costs

Course costs are based upon the previous year and are subject to review and may change. The specific cost for each course is listed in this handbook with a description of each.

Recommended Course Progressions

Please note that entry to Year 11/12 subjects is based on past achievement, including Year 9 and 10 achievements and NAPLAN/OLNA results. Prerequisite marks (*) exist to indicate the minimum requirements to study an ATAR course. Prerequisites have different achievement requirements for Year 10 and are listed on page 30. More information is given in individual course details.

Learning Area	Year 9	Year 10	Year 11/12	
Arts	Music in Focus	Music in Focus	Music ATAR*	Open to all students
	Music Appreciation	Cert II in Music	Certificate III in Music	
	Dance	Dance	Certificate II in Dance	
	Drama	Drama	Cert II in Creative Industries (Live Production)	
	Visual Arts	Visual Arts	Visual Art ATAR*/General	
	GDM (Specialist)	GDM (Specialist)	Design ATAR*/General (Graphic)	
	Design (General)	Design (General)	Media Production & Analysis ATAR*/General	
Media Arts	Media Arts	Certificate III in Screen & Media		
English	English	Pathway 1	Literature ATAR*	
		Pathway 2	English ATAR*/General	
	English Second Language	English Second Language	English as an Additional Language ATAR*/General	
HASS	HASS	HASS	Economics ATAR* Geography ATAR* Modern History ATAR* Psychology ATAR* Psychology General Accounting & Finance ATAR* Certificate II in Workplace Skills Careers & Enterprise General	Open to all students
HPE	Netball Specialist	Netball Specialist	Certificate II in Sport Coaching (Netball)	Open to all students
	Physical Education	Physical Education	Physical Education Studies ATAR*/General	
		Outdoor Education	Outdoor Education General	
	Health Education	Health Education	Health Studies ATAR*/General	

*See page 25 for Prerequisite Grades for ATAR Courses in Year 11

Continued

Learning Area	Year 9	Year 10	Year 11/12
Languages	Italian	Italian	Italian ATAR*/General*
	Chinese	Chinese	Chinese (First Language) ATAR* Chinese (Second Language) ATAR*
	Chinese	Chinese	Chinese Background ATAR*
Mathematics	Pathway 1	Pathway 1	Maths Specialist ATAR* Mathematics Methods ATAR* Mathematics Applications ATAR*
	Pathway 2	Pathway 2	Mathematics Applications ATAR* Mathematics Essentials General
	Pathway 3	Pathway 3	Mathematics Essentials General
Science	Science	Pathway 1	Chemistry ATAR* Physics ATAR* Human Biology ATAR* Biology ATAR*
		Pathway 2	Human Biology General
Technologies	Aviation Specialist	Aviation Specialist	Aviation General
	Materials Design	Materials Design	Materials Design Technology Wood Materials Design Technology Metal Building & Construction General
	Materials Engineering	Materials Engineering	
	Food for Health	Food Technology	Food Science & Technology General
	Fashion & Textile Design	Clothing & Textile Design	Children, Family & Community General
		Childcare Essentials	
	Engineering with CAD	Automata Engineering	Certificate II in Engineering
Creative Digital Design	Advanced Digital Design	Applied Information Technology ATAR* Applied Information Technology General	

Open to all students

*See page 25 for Prerequisite Grades for ATAR Courses in Year 11

Western Australian Certificate of Education (WACE)

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

The WACE Requirements

Achievement of your WACE acknowledges that you have achieved or exceeded the required minimum standards in an educational program with suitable breadth and depth at the end of your compulsory schooling. To achieve a WACE, a student must satisfy the following:

General requirements:

- Demonstrate a minimum standard of literacy and a minimum standard of numeracy
- Complete a minimum of 20 units or equivalents as described below
- Complete at least four Year 12 ATAR courses (excluding unacceptable combinations) OR at least five Year 12 General courses and/or ATAR courses or equivalent OR
- a Certificate II or higher VET qualification in combination with ATAR or General courses
- Partly completing a Certificate III or higher VET qualification may meet this requirement according to predetermined criteria
- Students must achieve 14 C grades (or equivalents) in Years 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 11

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		
	Tuesday 6 - Friday 9 June	Year 10 examinations
	Wednesday 14 June	Year 10 Parent Information Night 6:00 pm – 7:30 pm
	Tuesday 27 June	Reports posted on Connect
Term 3		
	Tuesday 18 July	Online course selections open
	Friday 4 August	Online course selections close
	Tuesday 18 July - Friday 4 August Weeks 1 to 3	Students and parents can make an appointment and meet with VET and Transitions Manager to discuss subject selections. <u>Note: Interviews are prioritised for students experiencing difficulty with their course selections.</u>
Term 4		
		Confirmation of courses selected for Year 11 issued

Examples of Year 11 – 12 Pathways

Below are three examples of a student’s course selection within a chosen pathway:

Student Selection Sample 1: ATAR Pathway

	Course 1	Course 2	Course 3	Course 4	Course 5	Course 6
Year 11	BSB20120 - Certificate II in Workplace Skills	English (ATAR 1&2)	Human Biology (ATAR 1&2)	Mathematics Methods (ATAR 1&2)	Geography (ATAR 1&2)	Design (ATAR 1&2)
Year 12	BSB20120 - Certificate II in Workplace Skills	English (ATAR 3&4)	Human Biology (ATAR 3&4)	Mathematics Methods (ATAR 3&4)	Geography (ATAR 3&4)	Design (ATAR 3&4)

Sample 1 is an example of selections for a student whose intentions and academic performance in Year 10 are positioned 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 BSB20120 - Certificate II in Workplace Skills is being studied in Years 11 & 12, this cannot contribute to an ATAR score but counts towards WACE achievement and graduation.

Student Selection Sample 2: ATAR Pathway

	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)	CUA31020 - Certificate III Screen & Media	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)	CUA31020- Certificate III Screen & Media	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 CUA31020 - Certificate III in Screen and Media, which will count towards WACE achievement. Their ATAR score will be based on the four ATAR courses.

Student Selection Sample 3: Non-ATAR Pathway

	Course 1	Course 2	Course 3	Course 4	Course 5	Course 6
Year 11	Career & Enterprise (General 1&2)	English (General 1&2)	MEM20413 Certificate II Engineering Pathways	Mathematics Applications (ATAR 1&2)	Health Studies (General 1&2)	Human Biology (General 1&2)
Year 12	Career & Enterprise (General 3&4)	English (General 3&4)	MEM20413 Certificate II Engineering Pathways	Mathematics Applications (ATAR 3&4)	Health Studies (General 3&4)	Human Biology (General 3&4)

Sample 3 reflects a student best suited to the Vocational Pathway learning. This student aims for TAFE entry as an initial post-school learning destination, studying more practical courses. The student has met the prerequisite for Mathematics Application (ATAR) and selected this in their suite of subjects in both Years 11 and 12.

This student must study English, General Units 1&2 or EALD General Units 1&2 in Year 11 and English, General Units 3&4 or EALD 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 13.

List A and List B Courses Offered for Year 11

WACE courses are grouped into List A (arts/languages/social sciences) and List B (mathematics/science/technology). Students studying for WACE must 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)	List B (Mathematics/Science/Technology)
Career and Enterprise	Accounting and Finance
Children, Family and Community	Applied Information Technology
Chinese: Background Speakers	Aviation
Chinese: Second Language	Biological Sciences
Dance	Building and Construction
Drama	Chemistry
Economics	Design (Graphic Design)
English	Engineering Studies
English as an Additional Dialect	Food Science and Technology
Geography	Human Biological Science
Health Studies	Integrated Science
Italian	Materials, Design and Technology
Literature	Mathematics
Media Production and Analysis	Mathematics Specialist
Modern History	Outdoor Education
Music	Physical Education Studies
Visual Arts	Physics
	Psychology

The availability of these courses is subject to resources and the number of students who have met the prerequisites (see Section 3 - Identifying and Selecting Pathways).

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 – four Year 11 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 (two Year 11 units and two Year 12 units)

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)

WACE Requirements

1

General requirements

You must:

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

2

Literacy and numeracy standard

For the WACE literacy and numeracy standard you may:

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

3

Breadth and depth

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

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

4

Achievement standard

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

5

Unit equivalents

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

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 contributing to a WACE. It lists all courses and programs students have completed in Years 11 and 12.

Literacy & Numeracy Requirements

There are two parts to demonstrating competence in literacy and numeracy:

- 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
- Students must demonstrate that they have met the minimum standard for literacy and numeracy 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 a student demonstrates Band 8 or higher in their Year 9 NAPLAN, Reading, Writing and Numeracy tests

The OLNA is compulsory for those students who have yet to pre-qualify 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 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 Secondary Education Authority (SCSA) 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 registered 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 in their final year of secondary schooling 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.

Students applying for university admission should check that their course selections meet the entry requirements. University admission information is available on the TISC website:

<http://tisc.edu.au/static/home.tisc>

Special Examination Arrangements

Special arrangements may be made if a student has permanent or temporary disabilities that may disadvantage them in an examination. If their disability prevents them from having reasonable access to an examination, Melville SHS must apply 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 can 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 the 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 course, they must see a Deputy Principal or the VET & Transition Manager.

No changes will be made to students' course selection without a parent and teacher's 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 the content of previous courses
- Ensure that Western Australian students can 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 structured units. 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 SHS due to a lack of student demand.

Students can undertake a combination of the following in their Senior School Program depending on 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.

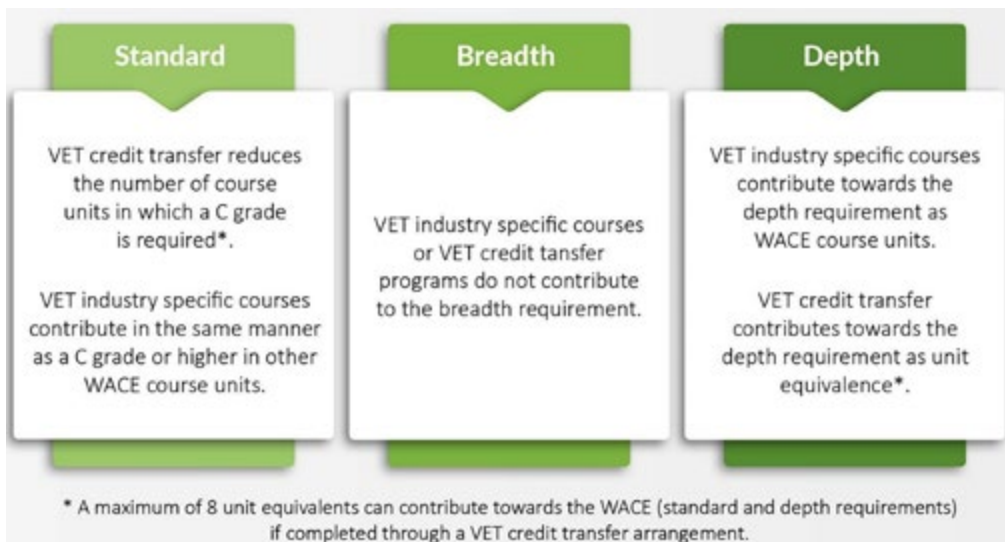
Endorsed Programs

Endorsed programs address areas of learning not covered by WACE courses. Community organisations, universities, training organisations and workplaces can deliver these programs in various settings. 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). Business increasingly values VET certificates and competencies undertaken under these certificates. Students are recognised if they undertake any certificates in addition to study. Students are recognised if they undertake any certificates in addition to study.

How VET contributes towards the WACE:



Traineeships

During their traineeships, students work and attain a Certificate II qualification or higher 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. SIDE 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. Other courses have some National Training Competencies embedded in them, giving students an advantage when applying for TAFE admission. For further information, visit: www.dtwd.wa.gov.au/employeesandstudents/training/

TAFE Entrance Requirements and Selection Criteria

All TAFE courses have published entry requirements. Complete a course search to determine the required skill level for each course.

Telephone TAFE Admissions on 6212 9888 or visit fulltimecourses.tafe.wa.edu.au

- All applications must meet entry requirements
- Applicants demonstrating 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 in Competitive Courses

Comparative Point Scores for Selection Criterion 'Academic Achievement' (Generated from the three completed full-year courses that award the highest points)					
	WACE Stream 1 (ATAR)		WACE Stream 2 (VET qual)	WACE Stream 3 (General)	
Entry to Cert III	3 x A Grade	60 Points	Cert II 30 Points Cert III 45 points	3 x A Grade	48 Points
	3 x B Grade	60 Points		3 x B Grade	45 Points
	3 x C Grade	54 Points		3 x C Grade	42 Points
For more information on the TAFE selection criteria see VET and 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 more people are applying than places available. In these instances, people with the highest score against the selection criteria are offered the available places.

The TAFEs require a minimum English and Mathematics grade of 'C' in Year 10.

Note: Some courses, such as Electrical, require higher grades.

Due to the automotive industry's technical nature, students must 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 that take three or more years and typically 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 March 2023

Up-to-date information will be published on the TISC website <https://tisc.edu.au/static/home.tisc>

In all instances please contact the universities directly to seek clarification regarding entry requirements and/or to organise a visit and campus tour. Below are the relevant university websites and the links for admission pathways both ATAR and General.

Contacts

University of Western Australia

uwa.edu.au

6488 3939

How to Apply

ATAR Pathway [HERE](#)

General Pathway [HERE](#)

Murdoch University

murdoch.edu.au

1300 687 3624

ATAR Pathway [HERE](#)

General Pathway [HERE](#)

Curtin University

curtin.edu.au

9266 1000

ATAR Pathway [HERE](#)

General Pathway [HERE](#)

Edith Cowan University

ecu.edu.au

134 328

ATAR Pathway [HERE](#)

General Pathway [HERE](#)

University of Notre Dame 9433 0533

notredame.edu.au

9433 0533

ATAR Pathway [HERE](#)

General Pathway [HERE](#)

University of Notre Dame UniPath Program

Students who are in their final year of study are able to undertake a Notre Dame UniPath program. UniPath is a 12 week pathway program that can be undertaken in Semester 1 or Semester 2. Upon successful completion students are guaranteed direct entry into selected undergraduate degree programs* at the University of Notre Dame. The UniPath program allows students to be a university student while still undertaking their Year 12 studies and achieving their WACE certificate. (Note this pathway does not contribute to WACE). Students study on campus one day a week, attend tutorials with other university students and enhance their study skills and academic writing in preparation for their university degree.

Students will be required to study five subjects which must include either ATAR English/EALD or General English. The pathway program is open to students undertaking either an ATAR or General pathway however, students are strongly advised to undertake a General pathway as UniPath will require students to attend one day each week which may adversely affect students undertaking an ATAR score/pathway.

*Arts and Sciences (excluding Bachelor of Architecture and Psychology), Counselling, Behavioural Science, Communication and Media, Politics and International Relations, Business, Education (Primary and Early Childhood and Care), Health Sciences and Philosophy and Theology.

Tertiary Entrance Requirements

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

1. Meet the requirements for the Western Australian Certificate of Education (WACE) as prescribed by the School Curriculum and Standards Authority (SCSA)
2. Achieve competence in English as defined by the individual universities
3. Obtain a sufficiently high Australian Tertiary Admission Rank (ATAR) for entry to a particular course
4. Satisfy any prerequisites or special requirements for entry to particular courses

University Application Procedures

Information about applying to the universities and admission to undergraduate courses will be sent to Year 12 students in August. Applications will be via TISC's website.

The closing date for applications without incurring a late fee is usually the end of September. The universities make offers of admission in the second half of January and in early February.

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

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 it takes into account the number of students with a Tertiary Entrance Aggregate (TEA) and 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. The Average Marks Scaling process scales 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 that can be used in the ATAR are listed on page 20
- You may accumulate scaled scores for all universities contributing 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 at: www.tisc.edu.au)
- Scaled scores from the 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 430

Courses Studied on a Private Basis

Students may use results in courses sat privately to calculate their ATAR. Students' scaled scores in courses sat privately will only be based on their examination marks.

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

You cannot use results from courses sat privately to meet the WACE requirement.

School Curriculum and Standards Authority

The Authority has launched a Student Information website that can be accessed via the Authority website home page and at scsa.wa.edu.au. The student website provides students with easy access to information under the headings:

- Student Portal
- Examinations and Testing
- Getting Organised
- Certification and Post-School
- Curriculum
- Frequently Asked Questions (FAQs)

The student website currently focuses on Year 12s and links closely to the Year 12 Information.

Telephone: +61 8 9273 6300

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

Prerequisites

Students must ensure they satisfy the prerequisites for admission to the university course of their choice. Prerequisites are courses or special requirements that must be completed to enter 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 particular areas in which they may need to improve.

For some university courses, the special requirements may include bridging/special course units, interviews, UCAT, auditions, folio presentations, manual dexterity tests, aptitude tests, fitness requirements, etc. Detailed information is available from the individual universities.

TEA to ATAR

TISC will construct a table to convert your TEA to an ATAR. The table considers the number of students with a TEA and the number of Year 12 school-leaving-age people in the state. This table is constructed annually.

The following table lists courses that are used to form the ATAR.

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

**Indicates a LOTE class*

NOTE: There may be some additional interstate language courses and examinations available in WA that 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 only one result may be used to calculate your ATAR.

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

More About University Entrance

- See TISC University Admissions at: <http://www.tisc.edu.au/static/guide/university-admissions.tisc>
- See each universities website (listed on page 17)
- 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 of 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 requires careful consideration. Planning and deciding which jobs best suit your interests and abilities will increase your chances of success. Be positive and proactive - seek information from these and other sources.

Senior School Team

- Deputy Principal Senior School
- Manager Student Services - Senior School
- Year Coordinators
- Manager VET and Transitions
- School Psychologists

Interviews can be arranged for students and parents, allowing you to discuss your plans and suitability in coping with particular courses. Please ensure 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 VET and Transition Manager is available to assist you in researching the world of work.

Relatives and Acquaintances

People currently working a particular job are best positioned 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 the following:

- Various careers/training
- TAFE
- Universities
- Armed forces

Please ask the Library Resource Centre staff for any assistance.

WEBSITES AND RESOURCES

	<p>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.</p>
	<p>https://www.dtwd.wa.gov.au/career-development 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</p>
 <p>Australian Government Department of Education and Training</p>	<p>https://www.dese.gov.au/skills-and-training/job-training-school-leavers The Job Guide provides an in-depth look at various occupations and their education and training pathways. It also gives valuable information about 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.</p>
	<p>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.</p>
	<p>Fremantle Group Training Fremantle Group Training draws on nearly 40 years of experience in delivering vocational and education programs</p> <p>As part of the State’s largest community-based not-for-profit charities, Fremantle Group Training seeks to create opportunities and improved access to school-to-work transition programs, quality employment and training services, and a range of support mechanisms that meet each trainee’s personal needs.</p> <p>https://www.fremantlegroup.com.au 46 Mews Rd, Fremantle</p>
	<p>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.</p>

   	<p>TAFE You may contact the counsellor at any TAFE Colleges to obtain information on all of the courses available, including pre-apprenticeship courses.</p> <p>www.southmetrotafe.wa.edu.au Phone: 1800 001 001 Monday to Friday between 8:00 am – 4:30 pm info@smtafe.wa.edu.au</p> <p>www.northmetrotafe.wa.edu.au Phone: 1300 300 822 Monday to Friday between 8:00 am – 4:30 pm enquiry@nmtafe.wa.edu.au</p>
 <p>DEFENCE FORCE RECRUITING</p>	<p>Defence Force Careers Recruitment Centre www.defencejobs.gov.au 7/66 St Georges Terrace, PERTH Phone: 131 901 Monday to Thursday between 7:45 am – 4:30 pm Friday 7:45 am – 4:00 pm</p>

SECTION 3 Identifying And Selecting Pathways

Year 11 Pathways and Course Selections

ATAR and University Entry

These courses are aimed at students looking to 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 choose 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 entry to a university must:

Select ATAR units 3&4 (in Year 12) from:

- English
- EALD or
- Literature

Select five other **pairs** of units:

- A minimum of four 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 **five ATAR, Units 3&4**.

Year 10 Prerequisite Grades for ATAR Courses in Year 11

The Arts		
Design	ATAR	C grade or higher in Year 10 English
Media Production and Analysis	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	>65% in Year 10 English. Category 3 OLN Literacy
Literature	ATAR	>65% and excellent exam results in Year 10 English or teacher recommendation. Category 3 OLN Literacy
English as an Additional Language/Dialect (EALD)	ATAR	B grade or higher in Year 10 EALD English & teacher recommendation. Category 3 OLN 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 (Mandarin) First Language	ATAR	Advanced Chinese language skills & teacher recommendation
Chinese (Mandarin) Second Language	ATAR	Intermediate Chinese language skills & teacher recommendation
Chinese Background	ATAR	Advanced Chinese language skills & teacher recommendation
Italian	ATAR	Intermediate Italian language skills & teacher recommendation
Mathematics		
Mathematics Applications	ATAR	B grade or higher in Year 10 Mathematics. Pathway 2. Category 3 OLN for Numeracy
Mathematics Methods	ATAR	A grade in Year 10 Mathematics. Pathway 1 and teacher recommendation. Category 3 OLN for Numeracy
Mathematics Specialist	ATAR	A grade in Year 10 Mathematics. Pathway 1 and teacher recommendation. Category 3 OLN for Numeracy
Science		
Biology	ATAR	High B grade and teacher recommendation
Chemistry	ATAR	A grade in Year 10 Chemical Science & teacher recommendation
Human Biology	ATAR	High B Grade and teacher recommendation
Physics	ATAR	High B grade in Year 10 Physical Sciences and teacher recommendation
Humanities and Social Sciences		
Geography	ATAR	B grade or higher in Year 10 Semester 1 HASS
History	ATAR	B grade or higher in Year 10 Semester 1 HASS
Economics	ATAR	B grade or higher in Year 10 Semester 1 HASS
Psychology	ATAR	B grade or higher in Year 10 Semester 1 HASS
Accounting and Finance	ATAR	C grade or higher in Year 10 Semester 1 HASS 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 the prerequisites Year 10's must achieve for consideration to study Year 11 ATAR courses. These prerequisites are adhered to and indicate the achievement required by the end of Semester 1, Year 10.

SECTION 4

Courses On Offer At Melville SHS

The Arts

VAR	Visual Arts	ATAR	List A
DES	Design	ATAR	List B
MPA	Media Production & Analysis	ATAR	List A
MUS	Music	ATAR	List A
DES	Design (Graphics)	GEN	List B
MPA	Media Production & Analysis	GEN	List A
VAR	Visual Arts	GEN	List A
MPAV3	** CUA31020 - Certificate III in Screen and Media over 2 years (Year 11&12)		
MUS	# CUA30920 - Certificate III in Music over 2 years (Year 11&12)		
DAN	# CUA20120 - Certificate II in Dance over 2 years (Year 11&12)		
DRA	# CUA20220 - 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
VSR	+ SIS20321 - Certificate II Sports Coaching (Year 11&12)		
VSR	+ SIS20321 - Certificate II Sports Coaching - Specialist 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
PSY	Psychology	ATAR	List B

Continued

Key

	ATAR University Pathway Courses		Registered Training Organisations	
	General Pathway course	**	Skills Strategies International Pty Ltd	- RTO Code 2410
	Certificate Course	+	IVet Institute	- RTO Code 40558
	Endorsed Programs	#	The College of Sound and Music Production (COSAMP)	- RTO Code 41549
		##	Australian Institute of Education and Training	- RTO Code 121314

CAE	Career and Enterprise	GEN	List A
PSY	Psychology	GEN	List B
BSB	+ BSB20119 - Certificate II in Workplace Skills (Year 11)		
BSB	+ BSB20120 - Certificate II in Workplace Skills (Year 12)		
BSB	+ BSB30120 - Certificate III in Business (Year 12)		
FSK	+ FSK20119 Cert II Skills for Work & Vocational Pathway		

Languages

AECFL	Chinese (Mandarin) First Language	ATAR	List A
AECFL	Chinese (Mandarin) Second Language	ATAR	List A
AECFL	Chinese (Mandarin) Background Language	ATAR	List A
AECFL	Italian – Second Language	ATAR	List A
GEISL/ GTISL	Italian – Second Language	GEN	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

BLY	Biology	ATAR	List B
CHE	Chemistry	ATAR	List B
HBY	Human Biology	ATAR	List B
PHY	Physics	ATAR	List B
ISC	Human Biology	GEN	List B
CES	Emergency Services Cadets Endorsed Program		

Technologies

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

Key

	ATAR University Pathway Courses	**	Registered Training Organisations Skills Strategies International Pty Ltd	- RTO Code 2410
	General Pathway course	+	IVet Institute	- RTO Code 40558
	Certificate Course	#	The College of Sound and Music Production (COSAMP)	- RTO Code 41549
	Endorsed Programs	##	Australian Institute of Education and Training	- RTO Code 121314

The Arts

Course name	Entry Requirements	Code	Year 11	Year 12	List
Design ATAR	Essential: C grade in Year 10 English Desirable: Middle School Design Year 12 entrants must have satisfactorily completed Year 11 ATAR Design	DES	ATAR Units 1 & 2	ATAR Units 3 & 4	B
Media Production & Analysis ATAR	Essential: C grade in Year 10 English Desirable: Middle School Media Arts/Design Year 12 entrants must have satisfactorily completed Year 11 ATAR Media	MPA	ATAR Units 1 & 2	ATAR Units 3 & 4	A
Music ATAR	Essential: Middle School Music in Focus or audition; instrumental lessons and C grade in Year 10 English. Desirable: NA Year 12 entrants must have satisfactorily completed Year 11 ATAR Music	MUS	ATAR Units 1 & 2	ATAR Units 3 & 4	A
Visual Art ATAR	Essential: C grade in Year 10 English; Desirable: Middle School Visual Art Year 12 entrants must have satisfactorily completed Year 11 ATAR Visual Art	VAR	ATAR Units 1 & 2	ATAR Units 3 & 4	A
Design General	Essential: No prerequisites Desirable: Middle school Design	DES	General Units 1 & 2	General Units 3 & 4	B
Media Production & Analysis General	Essential: No prerequisites Desirable: Middle School Media Arts; C grade in Middle School English	MPA	General Units 1 & 2	General Units 3 & 4	A
Visual Arts General	Essential: No prerequisites Desirable: Middle School Visual Arts	VAR	General Units 1 & 2	General Units 3 & 4	A
CUA31020 Certificate III in Screen & Media	Essential: No prerequisites Desirable Middle school Media/Design courses, C grade in Year 10 English	MPAV3	Completed over two years		VET
CUA30920 Certificate III in Music	Desirable: can read music notation, completion of Certificate II in Music (CUA20620) Essential: can play a musical instrument or have a strong vocal ability; committed to participate in after-hours events (as part of course assessment)	MUSV3	Completed over two years		VET
CUA20120 Certificate II in Dance	Essential: no prerequisite Desirable: Middle school Dance	DANV2	Completed over two years		VET
CUA20220 Certificate II in Creative Industries Live Production (Drama)	Essential: no prerequisite Desirable: Middle school Drama	DRAV2	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

Design ATAR

YEAR 11 DESIGN ATAR – UNITS 1&2

YEAR 12 DESIGN ATAR – UNITS 3&4

YEAR COST: \$120.00

YEAR COST: \$120.00

Course Description

Design is a fundamental literacy that supports the conception and visualisation of ideas. Designers have the opportunity to improve and transform the world in which we live. Good design should foster and promote innovation while delivering sustainable solutions for specific purposes and audiences.

Students are challenged to resolve open-ended problems in the Design ATAR course and develop various potential outcomes. They are encouraged to make design decisions that demonstrate analytically, judgment, and synthesis skills while simultaneously developing technical and creative skills. This covers traditional and digital technology skill sets, including using industry-standard software (e.g. Adobe Creative Suite, etc.).

Students take on real briefs, learn to create solutions to design problems, innovate 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 course develop a folio that will allow entry into a wide range of highly rewarding vocational creative pathways.

Whilst students work in our design lab on current industry-standard software, the primary focus is on developing creative and critical thinking skills and good design practice. Design for print and digital media are crucial elements of the course.

The Design course is organised into four units, increasing in complexity from Year 11 to Year 12:

Year 11	Unit 1 Representational Design	Unit 2 User-centred Design
Year 12	Unit 3 Responsible Design	Unit 4 Influential Design

School-based course content is assessed in three main areas:

Year 11	Production (50%)	Response (30%)	Exam (20%)
Year 12	Production (portfolio) (50%)	Response (20%)	Exam (30%)

Entry Requirements & Expectations

- *Desirable:* Completion of Design courses in middle school; access to a computer that can manage software supplied by the school
- *Essential:* C grade or higher in English; Year 12 Design ATAR students must have completed Year 11 Design ATAR

Course Benefits/Connection to Other Courses

- Part of the school's STEM suite of courses; extends Maths and Physics students aspiring to engineering type courses post-school
- Prepares and extends students aspiring to technology type courses
- Prepares and extends students aspiring to creative industry pathways
- Valid and viable as ATAR top 4
- Develops problem-solving abilities using design process (collaboratively and individually)
- ICT training in a broad range of design packages, including Adobe Creative Cloud products
- Complemented by Visual Arts, General Design (Technical Graphics) and Media Production & Analysis
All have relevant crossovers which are beneficial for students in ATAR Design
- Complements English course through the development of critical and analytical literacies
- Production of a portfolio suitable for university entry

Post Melville Pathways

The design industry continues to expand and thrive, offering 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 and print media. The rate of change in the job market is accelerating and employers are increasingly looking for those who are adaptable, solution focussed and skilled in a variety of areas. This Design course lays an enriching foundation in design thinking that sets students apart for any future career pathway.

Media Production & Analysis ATAR

YEAR 11 MEDIA PRODUCTION & ANALYSIS ATAR – UNITS 1&2

YEAR COST: \$120.00

YEAR 12 MEDIA PRODUCTION & ANALYSIS ATAR – UNITS 3&4

YEAR COST: \$120.00

Course Description

The Media Production & Analysis ATAR course aims to prepare students for a future in a digital and interconnected world by providing them with 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. As users and creators of media work, students consider audiences' critical role and context. This course focuses on the application of media theory in the practical process.

Students focus on individual production, using industry-standard equipment in filming, lighting and sound. They have priority access to all relevant school production equipment.

The Media Production & Analysis course is organised into four units, increasing in complexity from Year 11 to Year 12:

Year 11	Unit 1 Popular Culture	Unit 2 Influence
Year 12	Unit 3 Media Art	Unit 4 Power & Persuasion

School-based course content is assessed in three main areas:

Year 11	Production (50%)	Response (30%)	Exam (20%)
Year 12	Production (50%)	Response (20%)	Exam (30%)

The external WACE mark is assessed using a written exam (50%) and an external production submission (50%).

Entry Requirements & Expectations

- *Desirable*: Completion of Media Arts and/or Design courses in Middle School
- *Essential*: C grade or higher in Year 10 English; Year 12 Media ATAR students must have completed Year 11 Media ATAR

Course Benefits/Connection to Other Courses

- Valid and viable as ATAR top 4 - Regularly features as one of the top two ATAR courses for graduating students
- Recognition of excellence - Melville Media student productions are consistently short-listed for Media Perspectives and external competitions such as the Bond University Film and Television Awards
- Develops strong critical and creative thinking skills
- Provides strong preparation for those students aspiring to creative industry pathways (work, training or tertiary studies)
- Develops problem-solving abilities through the application of the production process (collaborative and individual)
- ICT training in a broad range of industry-standard software packages, including Adobe Creative Cloud products
- Complements Visual Arts and Design courses - All have relevant crossovers which are beneficial for students in ATAR Media Production and Analysis
- Powerfully reinforces and extends English, Literature and Modern History courses through critical, contextual and analytical literacies required in written course work

Post Melville Pathways

- Creative Industries - Film & television, multi-media production, advertising, publicity, public relations, arts administration, theatre and entertainment, journalism, and design
- Tertiary studies are offered locally at Murdoch, Curtin, Edith Cowan and Notre Dame universities
- Post-secondary courses are available at TAFE and some other private providers

Music ATAR

YEAR 11 MUSIC ATAR – UNITS 1&2

YEAR COST: \$120.00

YEAR 12 MUSIC ATAR – UNITS 3&4

YEAR COST: \$120.00

Course Description

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.

Through the practical study of Music, both individually and with others, students grow in confidence as they engage in opportunities to perform, compose, analyse and develop music knowledge and skills. Studying Music may also provide a pathway for further training and employment in various professions within the Creative Industries.

Students can choose to perform on an instrument or voice (western art, jazz or contemporary) and/or submit a composition portfolio to fulfil the requirements of the practical component. This 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 TIC, a private music teacher. The Music ATAR course is organised into four units, increasing in complexity from Year 11 to Year 12:

Year 11	Unit 1 Elements	Unit 2 Narratives
Year 12	Unit 3 Identities	Unit 4 Innovations

School-based course content is assessed in three main areas:

Year 11	Practical (20%)	Written (30%)	Exam (50% - 20%W, 30%P)
Year 12	Practical (20%)	Written (30%)	Exam (50% - 20%W, 30%P)

Entry Requirements & Expectations

Desirable: C grade or higher in English.

Essential:

- Successful completion of the Music in Focus Program in Years 7-10 or have undertaken an interview and audition with Music TIC
- Students who have not previously studied Music at Melville should consult with the Music Teacher in Charge (TIC) before selecting this course
- Year 12 Music ATAR students must have successfully completed Year 11 Music ATAR
- All students must continue instrumental lessons

Course Benefits/Connection to Other Courses

- Develops strong critical and creative thinking skills
- Provides strong preparation for those students aspiring to creative industry pathways (work, training or tertiary studies)
- Valid and viable as an ATAR top 4 course
- Melville SHS has a strong record of students successfully gaining entry into highly competitive programs at WAAPA through audition
- Many and varied opportunities to develop collaborative skills, personal and social capabilities, inter-cultural understandings as well as their literacy and numeracy skills and understandings
- Complements most courses indirectly by developing personal autonomy and accountability, requiring students to work interdependently in various situations with various people in familiar and unfamiliar settings
- Powerfully reinforces and extends English and Literature courses developing and advancing critical and analytical literacies

Post Melville Pathways

- Creative Industries: Entertainer, musician, actor, composer, orchestra player, jazz musician, musicologist, teacher, artist, historian, private studio teacher, arts management, community development, music therapist, music theatre production, performance artist, music critic, session musician conductor
- Tertiary studies offered locally at Edith Cowan University/WAAPA, University of Western Australia, Murdoch University
- Post-secondary courses are available at TAFE as well as some other private providers

Visual Arts ATAR

YEAR 11 VISUAL ARTS ATAR – UNITS 1&2

YEAR COST: \$120.00

YEAR 12 VISUAL ARTS ATAR – UNITS 3&4

YEAR COST: \$120.00

Course Description

Art develops knowledge, imagination, appreciation and evaluation, all necessary skills for perception, creative thinking and self-expression. These enhance critical awareness, develop practical skills in the Visual Arts and, importantly, enable broader engagement in the community.

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 the 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.

The course is organised into four units increasing in complexity from Year 11 to Year 12:

Year 11	Unit 1 Difference	Unit 2 Identities
Year 12	Unit 3 Commentaries	Unit 4 Points of View

The course content is assessed in two main areas:

Year 11	Practical Component (50%)	Written Component (50%)	Exam (20%)
Year 12	Practical Component (50%)	Written Component (35%)	Exam (15%)

Entry Requirements & Expectations

If you are unsure of the suitability of this course for your senior school studies, please consult one of the Visual Arts teachers.

- Desirable: An aptitude towards visual art practice; completion of Visual Arts courses in middle school; enjoy art, drawing and reading
- Essential: C grade or higher in English; Year 12 Visual Arts ATAR students must have successfully completed Year 11 Visual Arts ATAR

Course Benefits/Connection to other courses

- Develops strong critical and creative thinking skills
- Provides strong preparation for those students aspiring to creative industry pathways (work, training or tertiary studies)
- Many and varied opportunities to develop personal and social capabilities, inter-cultural understandings as well as literacy and numeracy skills and understandings
- Complements Design and Media Production & Analysis courses - All have relevant crossovers which are beneficial for students in ATAR Visual Arts
- Powerfully reinforces and extends English and Literature courses through critical and analytical literacies required in written course work
- Creative Industries: Artist, interior design, graphic designer, landscaper designer, florist, fashion design, Advertising, photographer, illustrator, arts management, furniture design, 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
- This course links with vocational opportunities and post-secondary studies - It is recommended that students wanting to complete visual arts or similar tertiary studies at university level undertake this course of study
- This course links with vocational opportunities and post-secondary studies. It is recommended that students wanting to complete visual arts or similar tertiary studies at the university level undertake this course of study.

Design General

YEAR 11 DESIGN GENERAL – UNITS 1&2
YEAR 12 DESIGN GENERAL – UNITS 3&4

YEAR COST: \$120.00
YEAR COST: \$120.00

Course Description

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

Whilst students use current industry-standard software, the primary focus is on developing creative thinking skills and good design practice.

The General Design course is organised into four units, increasing in complexity from Year 11 to Year 12:

Year 11	Unit 1 Design Fundamentals	Unit 2 Personal Design
Year 12	Unit 3 Product Design	Unit 4 Cultural Design

The course content is assessed in two main areas:

Year 11	Production – Practical Element (70%)	Response – Written Element (30%)
Year 12	Production – Extended Project (65%)	Response – Written Element (20%) Externally Set Task (15%)

Entry Requirements & Expectations Essential: None

- *Desirable:* Completed courses in Design, Visual Arts, or Media Arts in middle school; enjoy drawing, using computers, making art and creative problem-solving
- *Essential:* None

Course Benefits/Connection to other courses

- General Graphic Design, Visual Arts and Media have relevant crossovers that can benefit a student's capabilities in each class - Written work complements and extends literacy requirements in the General English course
- Provides strong preparation for students aspiring to creative industry pathways
- Develops practical problem-solving abilities through application of the design process (collaboratively and individually)
- ICT training in a broad range of Design packages including Adobe Creative Cloud products
- Production of a portfolio suitable for university and TAFE entry

Post Melville Pathways

The design industry continues to grow and offers students viable and well-paid career pathways. Through their grounding in design skills, students are well placed to go on to study or work in areas such as:

- Creative Industries - industrial design, multimedia and games design, advertising, fashion, interior design, packaging, print media, marketing, public relations, arts administration, theatre and entertainment industry, and graphics industry
- Post-secondary courses are also available at TAFE and some other private providers
- Entrance to university Arts courses may also be achieved through a combination of interviews completed bridging courses and/or folio submission

Media Production & Analysis General

YEAR 11 MEDIA PRODUCTION & ANALYSIS GENERAL – UNITS 1 & 2
YEAR 12 MEDIA PRODUCTION & ANALYSIS GENERAL – UNITS 3 & 4

YEAR COST: \$120.00
YEAR COST: \$120.00

Course Description

The Media Production & Analysis General course aims to prepare students for a future in a digital and interconnected world by providing them with 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 work, consider the important role of audiences and their context. This course focuses on the application of media theory in the practical process.

Students focus on individual studio production, using industry-standard equipment in the areas of filming, lighting and sound. They will have priority access to all relevant school production equipment.

The Media Production & Analysis General course is organised into four units, increasing in complexity as the course progresses:

Year 11	Unit 1 Mass Media	Unit 2 Point of View
Year 12	Unit 3 Entertainment	Unit 4 Representation and Reality

School-based course content is assessed in three main areas.

Year 11	Response (30%)	Production (70%)	
Year 12	Response (25%)	Production (60%)	Externally Set Task (15%)

Entry Requirements & Expectations

- Desirable: C grade or higher in Year 10 English; successful completion of Media Arts and Design courses in Middle School; interest in media
- Essential: No Prerequisites

Course Benefits/Connection to Other Courses

- Develops strong critical and creative thinking skills
- Provides a strong preparation for those students aspiring to creative industry pathways
- Develops problem-solving abilities through the application of the production process (collaborative and individual)
- ICT training in a broad range of industry-standard software packages including Adobe Creative Cloud products
- Complements other Arts courses such as Certificate III in Screen & Media, Design and Visual Art

Post Melville Pathways

- Creative Industries - Film & television, multi-media production, advertising, publicity, public relations, arts administration, theatre and entertainment, journalism, and graphics
- Post-secondary courses are also available at TAFE and some other private providers

Visual Arts General

YEAR 11 VISUAL ARTS GENERAL – UNITS 1&2

YEAR COST: \$120.00

YEAR 12 VISUAL ARTS GENERAL – UNITS 3&4

YEAR COST: \$120.00

COURSE DESCRIPTION

In the Visual Arts General course, 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 understand 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 art practice. Students' studio focus may be any of the following depending on the projects set; painting, ceramics, drawing, printmaking and sculpture.

The course focuses on the practical application of learning, so it does not require students to sit exams. Rather, it develops understandings and skills that provide students with alternative pathways to further studies.

Students' studies can be enhanced by undertaking a second Arts course that extends and enriches their learning. The Visual Arts course is organised into four units increasing in complexity from Year 11 to Year 12. VET units are mapped onto the WACE course:

Year 11	Unit 1 Experiences	Unit 2 Explorations
Year 12	Unit 3 Inspirations	Unit 4 Investigations

The course content is assessed in two main areas.

Year 11	Production (70%)	Analysis (15%)	Investigation (15%)
Year 12	Production (65%)	Analysis (10%)	Investigation (10%)
	Externally Set Task (15%)		

Entry Requirements & Expectations

- Desirable: Completing Visual Arts courses such as Media, Design and/or a Visual Art course; enjoy drawing, designing, making art and creative problem-solving
- Essential: No Prerequisites

Course Benefits/Connection to other courses

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

Students who select this course will:

- Develop strong critical and creative thinking skills
- Be well prepared for access to creative industry pathways (work, training or further studies)
- Have many and varied opportunities to develop personal and social capabilities, inter-cultural understandings as well as literacy and numeracy skills and understandings
- Reinforce and extend learning in Design and Media Production & Analysis courses - All have relevant crossovers which are beneficial for students in the General Visual Art course
- In some cases, accelerates unit completion in Arts Certificate courses
- Reinforce and extend literacy in written course work; also complements literacy requirements in the General English course
- Creative industries: artist, interior designer, graphic designer, web design, product design, packaging designer, industrial design, art curator, colour consultant, art therapy, landscape designer, florist, fashion design, advertising, marketing, visual merchandiser, set design, costume design, stage makeup, photographer, illustrator, arts management, furniture design, hairdressing, sign-writer, desktop publisher, teacher
- Links to vocational opportunities
- Entrance to TAFE and private provider Arts courses - Entrance to university Arts courses may also be achieved through a combination of interview, successfully completed bridging courses and/or folio submission

Media (VET)

YEAR 11 CUA31020 CERTIFICATE III IN SCREEN & MEDIA

YEAR COST: \$170.00

YEAR 12 CUA31020 CERTIFICATE III IN SCREEN & MEDIA

YEAR COST: \$170.00

Course Description

Certificate III in Screen & Media CUA31020 qualifies students as entry-level operators in the film, television, or digital media industries. Completing this qualification could lead to employment in the media industry, in roles such as camera work, audio, lighting, or production assistant.

Students complete core and elective units of competency that facilitate learning various industry skills and knowledge; in simulated work environments, using industry-standard hardware and software. Certificate III in Screen & Media CUA31020 qualifies students, under supervision, to work in the creative industries. Completing this qualification could lead to employment in the creative industries in assistant roles in various production contexts.

Students complete three core and eight elective units of competency that facilitate learning various industry skills and knowledge. The elective units have been selected to meet the requirements of a screen media specialisation. They are nationally accredited and provide students with a head start in gaining entry to TAFE/further training, employment or university via portfolio/bridging course entry.

Students will also develop problem-solving, time management, and personal capabilities as they work autonomously and collaboratively.

Entry Requirements & Expectations

- *Desirable:* C grade English; completion of Media Arts and Design courses in middle school; interested in and enjoy, designing, producing and creative problem-solving using audiovisual media technologies
- *Essential:* None

Course Benefits/Connection to other courses

- Develops strong critical and creative thinking skills
- Preparation for students aspiring to creative industry pathways (work, training or further study)
- Develops problem-solving abilities through application of production process (collaborative and individual)
- ICT training in broad range of design packages including Adobe Creative Cloud products
- Many and varied opportunities to develop personal and social capabilities, inter-cultural understandings as well as literacy and numeracy skills and understandings
- Completion of a nationally accredited VET Certificate
- Meet certificate requirements for Year 12 attainment in a stimulating, interesting environment
- Complements General Design and General and ATAR Media Production & Analysis courses - All have relevant crossovers which are beneficial for students in the General Visual Art course
- Complements and, in some cases, accelerates unit completion in other Arts courses
- May also be of interest to students focusing on a related area, such as the Performing Arts General and Certificate courses
- Reinforces and extends literacy in written course work; also complements literacy requirements in the General English course

Post Melville Pathways

- Creative Industries: Film & television, multimedia production, advertising, publicity, public relations, arts administration, theatre and entertainment industry, journalism, design industry
- Links to vocational opportunities
- Entrance to TAFE and private provider Arts/Production courses
- Entrance to university Art courses may be achieved through a combination of interview, successfully completed bridging courses and folio submissions

Music (VET)

YEAR 11 CUA30920 CERTIFICATE III IN MUSIC
YEAR 12 CUA30920 CERTIFICATE III IN MUSIC

YEAR COST: \$140.00
YEAR COST: \$140.00

Course Description

The Certificate III in Music assists individuals in developing a wide range of competencies in varied work contexts of the music industry and in environments that require skills in music performance, music creation or composition, sound production, or music business. The program is suited to learners with a broad interest in music who are keen to further develop skills in their interest, from preparing for performances, recording and mixing music or repairing and maintaining audio equipment for live music events.

There are many courses offering Degree qualifications in Music, Performance and Sound Production. These are very popular post-secondary options for the learners in this Certificate III program. Such programs are provided readily by TAFE institutes, Universities, and private providers.

Students complete three core and eight elective units of competency that facilitate learning various industry skills and knowledge. The elective units have been selected to meet the requirements of a performance specialisation.

Year 10 students who have completed the qualification of Certificate II in Music CUA20620 may be eligible for Credit Transfer for relevant units towards the Certificate III in Music.

Entry Requirements & Expectations

It is not necessary to have studied Music in middle school. This is a combined class; students will undertake course work in a combined Year 11/12 class.

- *Desirable:* Can read music notation, completion of Certificate II in Music (CUA20620)
- *Essential:* Can play a musical instrument or have a strong vocal ability; committed to participate in after-hours events (as part of course assessment)

Course Benefits/Connection to Other Courses

- Provides strong preparation for those students aspiring to creative industry pathways (work, training or further study)
- Many and varied opportunities to develop collaborative skills, personal and social capabilities, intercultural understandings as well as literacy and numeracy skills and understandings
- Completion of a nationally accredited VET Certificate
- Meet certificate requirements for Year 12 attainment in a stimulating, interesting environment
- Complements Music ATAR course plus other Performing Arts General and Certificate courses
- Complements and, in some cases, accelerates unit completion in other Arts Certificate courses
- Reinforces and extends literacy in written course work; also complements literacy requirements in the General English course
- Creative Industries: Rock/jazz/indie/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
- Links to vocational opportunities
- Entrance to TAFE and private provider Music/Production courses

Dance (VET)

YEAR 11 CUA20120 CERTIFICATE II IN DANCE
YEAR 12 CUA20120 CERTIFICATE II IN DANCE

YEAR COST: \$170.00
YEAR COST: \$170.00

Course Description

The Certificate II in Dance CUA20120 is an initial qualification that allows students to develop basic technical skills and knowledge to prepare for work in the live performance industry. Throughout the course, students will further their skills in contemporary, jazz, and other dance styles. Opportunities to perform at Festivals, competitions, and showcases will provide students with real-life performance experience relating to artistic expression, safe dance practices, and working effectively with others.

Studio units of competency focus on aspects of the following:

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

Dancers are provided with the opportunity to strengthen and develop techniques while expressing creativity and self-expression. The Dance certificate 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.

Entry Requirements & Expectations

This is a combined class; students will undertake course work in a mixed Year 11/12 class.

It is not necessary to have studied Dance in middle school

- Desirable: No Prerequisites
- Essential: Committed to participating in after-hours events (as part of course assessment)

Course Benefits/Connection to other courses

- Provides strong preparation for those students aspiring to creative industry pathways (work, training or further study)
- Many and varied opportunities to develop collaborative skills, personal and social capabilities, inter-cultural understandings as well as literacy and numeracy skills and understandings
- Completion of a nationally accredited VET Certificate
- Meet certificate requirements for Year 12 attainment in a stimulating, interesting environment
- Complements other Performing Arts General and Certificate courses
- Complements and, in some cases, accelerates unit completion in other Arts Certificate courses
- Reinforces and extends literacy in written course work; also complements literacy requirements in the General English course

Post Melville Pathways

- Creative Industries: Dance, performing arts, teaching, childcare, theatre management, make-up artist, recreation, education, entertainer, publicity officer and costume designer
- Links to vocational opportunities
- Entrance to TAFE and private provider courses

Drama (VET)

YEAR 11 CUA20220

CERTIFICATE II IN CREATIVE INDUSTRIES (LIVE PRODUCTION)

YEAR COST: \$150.00

YEAR 12 CUA20220

CERTIFICATE II IN CREATIVE INDUSTRIES (LIVE PRODUCTION)

YEAR COST: \$150.00

Course Description

The Certificate II in Creative Industries (Live Production) CUA20220 gives students an exciting taste of working 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 perform and run events using fundamental life skills they have learnt in class. Industry experts will provide master-classes to enhance students' knowledge and skills further.

Teamwork is essential for involvement in extracurricular events, such as variety shows, school performances, and other productions. Students will have opportunities to attend and view plays and be part of a production team.

Entry Requirements & Expectations

It is not necessary to have studied Drama in middle school. This is a combined class; students will undertake course work in a combined Year 11/12 class.

- Desirable: No Prerequisites
- Essential: Committed to participating in after-hours events (as part of course assessment)

Course Benefits/Connection to Other Courses

- Develop communication skills, teamwork and technical theatre skills
- Provides strong preparation for those students aspiring to creative industry pathways (work, training or further study)
- Many and varied opportunities to develop collaborative skills, personal and social capabilities, inter-cultural understandings as well as literacy and numeracy skills and understandings
- Completion of a nationally accredited VET Certificate
- Meet certificate requirements for Year 12 attainment in a stimulating, interesting environment
- Complements other Performing Arts General and Certificate courses
- Complements and, in some cases, accelerates unit completion in other Arts Certificate courses
- Reinforces and extends literacy in written course work; also complements literacy requirements in the General English course

Post Melville Pathways

- Creative Industries: Performing arts, teaching, childcare, theatre management, make-up artist, recreation, education, entertainer, publicity officer, stage manager and costume designer
- Links to vocational opportunities
- Entrance to TAFE and private provider courses

English

English is a compulsory course in Year 11 and 12. 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

Students can take both English ATAR and Literature ATAR. This means that the scaled score from both courses can count towards their Tertiary Entrance Aggregate and ATAR.

Students may also choose both English ATAR and English EAL/D ATAR however, only one will be counted towards their Tertiary Entrance Aggregate and ATAR.

Course Name	Entry Requirements	Code	Year 11	Year 12	List
English ATAR	>65% 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	>65% in Year 10 English and an excellent result in Year 10 exams or teacher recommendation (Category 3) Literacy OLNA	LIT	ATAR Units 1&2	ATAR Units 3&4	A
EAL/D ATAR	<ul style="list-style-type: none"> • 'B' Grade or higher in Year 10 EALD • Meets requirements of visa • Teacher's recommendation required (Category 3) Literacy OLNA For enrolment in the Year 12 course: <ul style="list-style-type: none"> • No more than seven years residency in Australia or another English speaking country 	ELD	ATAR Units 1&2	ATAR Units 3&4	A
English General	No entry requirement except (Category 2) Literacy OLNA	ENG	GEN Units 1&2	GEN Units 3&4	A
EAL/D General	Best suited for students who have 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 based on grades achieved in Year 10 and teacher recommendation. It is, for this reason, assignment work and examination performance in Year 10 English is of the highest priority.

YEAR 11 ENGLISH ATAR - UNITS 1&2

YEAR COST: \$70.00

Prerequisite: >65% in Year 10 English and extremely strong result in Year 10 examinations (Category 3) Literacy OLNA

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 can respond to texts in a variety of ways, creating their own texts, and reflecting on their 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 analyses. Students critically examine the effect of stylistic choices and how 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 a particular way.

YEAR 12 ENGLISH ATAR - UNITS 3&4

YEAR COST: \$70.00

Unit 3

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

Unit 4

Students examine different interpretations and perspectives to develop further their knowledge and analysis of purpose and style. They challenge perspectives, values and attitudes in texts, developing and testing their 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 texts and explore their ideas through their reading and viewing. Students demonstrate understanding of the texts studied through the creation of imaginative, interpretive, persuasive and analytical responses.

YEAR 11 LITERATURE ATAR - UNITS 1&2

YEAR COST: \$70.00

Prerequisite: >65% in Year 10 English and an excellent result in Year 10 exams or teacher recommendation (Category 3) Literacy OLNA

Unit 1

This unit 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

This unit develops students' knowledge and understanding of intertextuality, the ways literary texts connect. 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

YEAR COST: \$70.00

Unit 3

This unit 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

This unit 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

YEAR COST: \$70.00

Prerequisite: 'B' Grade or higher in Year 10 EALD; Meets requirements of visa; Teacher's recommendation required (Category 3) Literacy OLNA

Unit 1

This unit 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 an 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

This unit 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

YEAR COST: \$70.00

Prerequisite: No more than 7 years residency in Australia and other English speaking country

Unit 3

This unit 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. How 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

This unit 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

YEAR COST: \$70.00

Prerequisite: No entry requirement except (Category 2) Literacy OLNA

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

YEAR 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

YEAR COST: \$70.00

Prerequisite: Students who have limited exposure to, and experience of, Standard Australian English (SAE) plus (Category 2) Literacy OLN

Unit 1

This unit 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

This unit 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 multi-modal 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.

YEAR 12 ENGLISH AS AN ADDITIONAL LANGUAGE/DIALECT GENERAL

- UNITS 3&4

YEAR COST: \$70.00

Unit 3

This unit 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 an 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 socio-linguistic elements of SAE and develop skills for work and further study.

Unit 4

This unit 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 multi-modal 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 & Physical Education

Course name	Entry Requirements	Code	Year 11	Year 12	List
Health Studies ATAR	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 ATAR	Achieve 'B' grade or better in Year 10 Science Semester 1	PES	ATAR Units 1&2	ATAR Units 3&4	B
Health Studies General	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 General	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 General	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
SIS20321 - 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
SIS20321 - 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

+ IVet Institute RTO Code 40558

YEAR 11 HEALTH STUDIES ATAR - UNITS 1&2

YEAR 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 to design approaches to improve health. Students examine attitudes, beliefs and norms and their effect on decision-making and develop essential 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 understand 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 health, 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

YEAR 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 why some groups do not enjoy the same levels 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. Students gain a greater insight into key health challenges facing the global population. Students will learn about the strategies outlined to overcome these health challenges for different people locally, nationally, and globally.

Unit 4

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

YEAR 11 PHYSICAL EDUCATION STUDIES ATAR - UNITS 1&2

YEAR COST: \$150.00

Prerequisite: Achieve a 'B' grade or better in Year 10 Science

Unit 1

This unit explores the physiological effects of training and the body's responses to physical activity. Content will focus on various aspects of functional anatomy and how they may improve performance in physical activity. The focus of this unit is to identify the relationship between skill, tactics and the body to enhance the effectiveness and efficiency of performance.

Unit 2

This unit explores biomechanical concepts, skilled movement analysis, and the effects on sporting performance. The content will focus on the impact of psychological considerations on performance in various physical activities. The focus of this unit is to identify the relationship between skill, tactics and the body to improve performance effectiveness and efficiency.

YEAR 12 PHYSICAL EDUCATION STUDIES ATAR - UNITS 3&4

YEAR COST: \$150.00

Prerequisite: Successful completion of Year 11 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 integrating theoretical and practical course content focusing on better understanding the body and how it functions (both physically and mentally), to enhance sporting performance. Other critical 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 game-play. In addition to this, students will have the opportunity to apply their knowledge of biomechanics, exercise physiology and sports psychology to design training programs to promote improved individual and team performance in sport. Other key areas of learning include; motor learning and coaching, neuromuscular systems, fluid mechanics, fast and slow-twitch muscle fibres and group cohesion and effects on sporting performance.

YEAR 11 HEALTH STUDIES GENERAL - UNITS 1&2

YEAR COST: \$70.00

Prerequisite: C grade or better in Year 10 Health Education

Unit 1

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

YEAR COST: \$70.00

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

Unit 3

This unit builds students' knowledge and understanding of health determinants and their interaction and contribution to personal and community health. Students define and consolidate their insights into health promotion and an individual behaviour-change model, and a framework for health promotion action. Health literacy skills, which support positive health consumer practices, and various factors influencing 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 critical health issues in our community.

Unit 4

This unit builds students' knowledge and understanding 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 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 look at emotional intelligence as a mechanism for perceiving, controlling and evaluating emotions.

YEAR 11 PHYSICAL EDUCATION STUDIES GENERAL - UNITS 1&2

YEAR 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 physical activities. This course has a practical focus and aims to enhance students' knowledge of the body with 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 look to concepts that support them in improving their performance as team members and individuals.

YEAR 12 PHYSICAL EDUCATION STUDIES GENERAL - UNITS 3&4

YEAR COST: \$170.00

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

Unit 3

The focus of this unit is a simple movement, biomechanical, physiological, psychological, functional anatomy and motor learning concepts. Understanding the relationship between skill, activity, and fitness will develop 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.

YEAR 11 OUTDOOR EDUCATION STUDIES GENERAL - UNITS 1&2

YEAR COST: \$240.00

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 allows students to discover being active in the environment. They experience outdoor adventure activities where they can develop and improve technical skills and apply appropriate practices to ensure safe participation. They understand essential 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 look at personal and interpersonal skills, including self-awareness, communication and leadership.

Unit 2 – Facing challenges in the outdoors

This unit offers the opportunity to engage in 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 techniques to promote effective teamwork.

Other key content areas of this unit include; features of natural environments, weather components, conservation, biodiversity and environmental management.

YEAR 12 OUTDOOR EDUCATION STUDIES GENERAL - UNITS 3&4

YEAR COST: \$240.00

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

Unit 3 – Building confidence in the outdoors

Students understand the planning and organisational requirements necessary 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 monitoring such things as the elements in an environment or the participation of individuals in activities and expeditions. Students examine features and relationships in nature and understand human interactions past and present. There is also an exploration of sustainability and local issues.

Unit 4 – Outdoor leadership (Year 12)

Students consider planning and organisational requirements necessary to participate in positive and safe, short-duration excursions/expeditions in selected outdoor activities. Students engage in outdoor activities to develop and improve their technical skills and apply appropriate practices to ensure safe participation. They develop navigational skills and respond to an emergency in the outdoors. Students focus on developing commitment, tolerance, resilience, and conflict resolution skills. They 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 SIS20321 - CERTIFICATE II IN SPORT COACHING

YEAR COST: \$130.00

YEAR 12 SIS20321 - CERTIFICATE II IN SPORT COACHING

YEAR COST: \$130.00

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 Certificate II in Sports Coaching is run over two years.

SIS20321 - Certificate II in Sports Coaching involves units of competency in national training modules that provide students with the background knowledge, skills, and experiences to become community sports coaches and obtain work in the sports and recreation and the fitness industry. This Certificate can provide a pathway into a higher-level certificate course at TAFE beyond Year 12.

SPECIALIST NETBALL: UPPER SCHOOL SPORTS PATHWAY

YEAR 11 CERTIFICATE II SPORTS COACHING, ECU SHORT COURSE

YEAR COST: \$130.00

YEAR 12 CERTIFICATE II SPORTS COACHING, ECU SHORT COURSE

YEAR COST: \$130.00

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

Students in the Specialist Netball Program must select SIS20321 - Certificate II in Sports Coaching (Netball) to continue their development and as part of their five-year commitment to the program.

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

In partnership with ECU, students will gain exposure to the courses offered within a Sports Science Degree. They can participate in various lab-based activities in ECU's state-of-the-art facilities.

This qualification provides the skills and knowledge for a student to be competent in assisting senior coaches in the planning, instruction and coaching of sports, with a particular focus on netball coaching. Students may undertake practical coaching within the school or the community to develop and acquire skills, confidence, and experience. Learners wishing to undertake this qualification should be current or past participants in the netball specialisation pathway chosen as part of this 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 SIS20321 - Certificate II in Sport Coaching SIS20321 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's 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.

The following two program components are delivered concurrently over Years 11 and 12:

Edith Cowan University Short Courses

In collaboration with Edith Cowan University (ECU), we will be offering Netball Specialist students a Cert II in Sports Coaching and the opportunity to complete short course units from the ECU Joondalup Sports Science course. Students will complete four short course units at ECU across Years 11 and 12. These intensive practical units will provide students with insight into Sports Science and support the concept attainment of their Cert II in Sports Coaching. Students will be complete the following practical units at ECU:

- Fundamentals of fitness testing
- Motor learning and coaching
- Introduction into fundamental lifts and resistance training
- Exercise adaptations - hydration, heating and cooling.

Students will have the opportunity to apply and use their new skills by assisting with coaching and testing of the lower school Netball Specialist Program, including bi-annual compulsory fitness testing sessions and a coaching carnival. In addition to this, by completing all four introductory units, students will be provided with advanced knowledge that aligns with ECU learning outcomes, therefore increasing student opportunities to be successful in ECU's Health and Sports Science pathway.

Elective Units

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 & Social Sciences (HASS)

Course Name	Entry Requirements	Code	Year 11	Year 12	List
Accounting & Finance ATAR	'C' grade or higher Year 10 HASS 'B' grade or higher Year 10 Maths	ACF	ATAR Units 1&2	ATAR Units 3&4	B
Geography ATAR	'B' grade or higher Year 10 HASS	GEO	ATAR Units 1&2	ATAR Units 3&4	A
Modern History ATAR	'B' grade or higher Year 10 HASS	HIM	ATAR Units 1&2	ATAR Units 3&4	A
Economics ATAR	'B' grade or higher Year 10 HASS	ECO	ATAR Units 1&2	ATAR Units 3&4	A
Psychology ATAR	'B' grade or higher Year 10 HASS		ATAR Units 1&2	ATAR Units 1&2	B
Psychology General	No prerequisite	PSY	General Units 1&2	General Units 3&4	B
Career & Enterprise General	No prerequisite	CAE	General Units 1&2	General Units 3&4	A
BSB20120 - Certificate II in Workplace Learning Skills	No prerequisite	BUS	VET	VET	VET
BSB30120 - Certificate III in Business	No prerequisite	BUS	VET	VET	VET
FSK20119 - Certificate II in Skills for Work & Vocational Pathways - Years 11/12					

Important Note: Students will be placed in Year 11 Humanities and Social Sciences classes based on 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.

YEAR 11 ACCOUNTING & FINANCE ATAR - UNITS 1&2

YEAR COST: \$100.00

*Prerequisite: 'C' grade or higher Year 10 HASS
'B' grade or higher Year 10 Maths*

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 as well. 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 financial information and that of businesses to make informed financial decisions.

YEAR 12 ACCOUNTING & FINANCE ATAR - UNITS 3&4

YEAR COST: \$100.00

Unit 3 focuses on information for the 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 to 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.

YEAR 11 GEOGRAPHY ATAR - UNITS 1&2

YEAR COST: \$110.00

Prerequisite: 'B' grade or higher in Year 10 HASS

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: conduct field observations, collect and analyse data, as well as mapping, remote sensing, researching recent case studies and writing inquiry reports. During semester 1 students will be completing in-depth studies on natural hazards: Bushfires and an ecological hazard: HIV/ AIDS or Malaria. During Semester 2 students will be completing depth studies on Apple iPhones and the Geography of Music. Year 11 students studying Geography in 2024 will also have the opportunity to visit Canberra during Term 2, as well as attending an overnight camp when studying bushfires.

YEAR 12 GEOGRAPHY ATAR - UNITS 3&4

YEAR COST: \$110.00

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 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.

Unit 4 investigates the challenges that exist in designing urban places to make 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 to ensure that places are sustainable. They also investigate how 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 use, 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 focusing on Planning Sustainable Places. We will examine the Perth metropolitan area and compare and contrast it with New York City.

YEAR 11 MODERN HISTORY ATAR - UNITS 1&2

YEAR COST: \$100.00

Prerequisite: 'B' grade or better in Year 10 HASS

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, 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 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 2024 will have the opportunity to visit Canberra during Term 2.

YEAR 12 MODERN HISTORY ATAR - UNITS 3&4

YEAR COST: \$100.00

Unit 3

This unit alternates each year, with students learning either Australian history or Russian history, depending on specialist teacher availability.

Australian History

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 how Australia dealt with internal divisions and external threats. Students emerge with a deeper understanding of the character of Australia.

Russian History

Examines the characteristics of the modern nations in the 20th century; the crisis that confronted nations, their responses to these crises and the different paths nations have taken to fulfil their goals. Students study the characteristics of Russia and the Soviet Union from 1914 to 1945. In this unit students will investigate the Bolshevik Revolution which challenged the stability of government, the development and means of achieving communism in the newly formed Soviet Union, the significance of key figures such as Stalin, and how the world responded to the growing influence of Soviet communism. We will consider the impact this had on the economy, ideas, social groups, politics, international relations and leadership during the era.

Unit 4

This unit examines some significant and distinctive features of the modern world, specifically Europe from 1945 to 2000 to build students' understanding of the contemporary world – that is, why we are here at this point. 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. As part of their study, students 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.

YEAR 11 ECONOMICS ATAR - UNITS 1&2

YEAR COST: \$100.00

Prerequisite: 'B' Grade or better in Year 10 HASS

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 well-being. 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 2024 will have the opportunity to visit Canberra during Term 2.

YEAR 12 ECONOMICS ATAR - UNITS 3&4

YEAR COST: \$100.00

Unit 3 in Economics explores the linkages between economies and the concepts of globalisation, trade liberalisation and protection of 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.

YEAR 11 PSYCHOLOGY ATAR

YEAR COST: \$120.00

Prerequisite: 'B' Grade or better in Year 10 HASS

Psychology is the scientific study of how people think, feel and behave. It is an evidence-based discipline that follows the principles of scientific inquiry to explore human cognition, behaviour and thought.

This course introduces students to the principles of scientific inquiry and their planning, designing and conducting psychological investigations using appropriate procedures and practices. Students can collect, process, evaluate and critically interpret information from a range of scientific sources and evaluate the credibility of these resources. Students will develop an understanding of ethical guidelines and their importance to psychological practice. Through the study of psychology, students will be introduced to various psychological theories, studies, models and concepts that exist simultaneously and continue to evolve in multiple contexts. They will learn to critically evaluate psychological concepts, interpretations, claims and conclusions concerning empirical evidence.

Studying psychology at the Year 11 ATAR level will help you develop critical thinking skills, improve your communication and interpersonal skills, and deepen your understanding of yourself and others. It is an ideal preparation for further study in psychology, social sciences, or other related fields.

YEAR 11 GENERAL PSYCHOLOGY

YEAR COST: \$110.00

Unit 1

This unit provides a general introduction to personality and intelligence. Students explore several influential theories including Freud's psychodynamic approach, Eysenck's trait theory and Spearman's theory of general intelligence. Beyond the individual, the impact of culture and others on behaviour is a key focus. Students examine agents of socialisation and the role of verbal and non-verbal communication in initiating, maintaining and regulating relationships. Students are introduced to qualitative and quantitative methods of data collection and explore fundamental ethical considerations pertinent to psychological research.

Unit 2

This unit introduces students to the human brain and the impact of factors influencing behaviour, emotion and thought. The scientific study of development is an important component of psychology and students review aspects of development and the role of nature and nurture. Students learn about stages of development and the impact of external factors on personality development. The impact of group size on behaviour and the influence of culture in shaping attitudes is explored. Students interpret descriptive data and apply it to create tables, graphs and diagrams, distinguish patterns and draw conclusions.

YEAR 12 GENERAL PSYCHOLOGY

YEAR COST: \$110.00

Unit 3

This unit expands on personality theories studied in Unit 1. Students apply knowledge and understandings to explore how personality can shape motivation and performance and how personality testing is used in vocational contexts. Students are introduced to different states of consciousness and the role of sensation, perception and attention in organising and interpreting information. Relational influences, including factors that determine friendships and conflict resolution, are explored. Students expand on their vocabulary of psychological terminology as they apply research methods and ethical principles.

Unit 4

This unit explores brain function and scanning techniques to illustrate the link between the brain and behaviour. Students learn about Piaget's theory of cognitive development, Kohlberg's theory of moral development and the role of nature and nurture. The impact of the environment on individuals is examined through the study of behaviours observed in groups, causes of prejudice and ways of reducing prejudice. Students continue to develop and apply their understanding of psychological research and data collection methods.

YEAR 11 CAREER AND ENTERPRISE GENERAL - UNITS 1&2

YEAR COST: \$40.00

Career education involves learning to manage and take responsibility for personal career development. The Career and Enterprise General course involves recognising one's 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

YEAR COST: \$60.00

Unit 3 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 that 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 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 professionally and reflect the 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 in the contemporary workplace. These experiences are documented in career portfolios, using an increasing range of information technology skills.

YEAR 11 BSB20120

CERTIFICATE II IN WORKPLACE LEARNING SKILLS

YEAR COST: \$90.00

YEAR 12 BSB20120

CERTIFICATE II IN WORKPLACE LEARNING SKILLS

YEAR COST: \$90.00

This qualification is designed to prepare students for entry-level positions across different industry sectors. This Certificate can be used to continue further study and complete a Certificate III in Business. The learning in this program is aimed to develop the most common and transferable skills and knowledge of almost any workplace. This qualification provides students with the practical skills and knowledge to prepare for work and perform a range of administration tasks, including word processing, spreadsheets, mail procedures, preparing and processing accounts and the operation of a range of general office equipment. The course is delivered over 1-2 years depending on the individual and time allocation

Topics Covered

- Planning and preparation
- Teamwork and workplace etiquette
- Common digital technologies
- Safe and sustainable work
- Teamwork and workplace etiquette
- Prioritisation and time management
- Effective work habits
- Common business applications
- Communication skills
- Critical thinking and basic problem solving

YEAR 12 BSB30120

CERTIFICATE III IN BUSINESS

YEAR COST: \$90.00

Prerequisite: Year 11 BSB30120 - Certificate II in Workplace Learning Skills

This qualification is for students that have successfully completed the Certificate II in Workplace Learning Skills and builds on prior knowledge to provide students with a broad range of competencies across different industry sectors. The learning in this program is aimed to develop and build teamwork, interpersonal skills and organisational capabilities to strengthen employability post-secondary school. The duration of the course is one year and delivered in Year 12 only.

Topics Covered

- Planning and preparation
- Teamwork and workplace etiquette
- Common digital technologies
- Presentation skills
- Communication skills
- Critical thinking and basic problem solving
- Prioritisation and time management
- Effective and inclusive work habits
- Common business software applications
- Safe and sustainable work practices
- Teamwork and workplace etiquette
- Stress management and personal wellbeing

YEAR 11 FSK20119

CERTIFICATE II IN SKILLS FOR WORK & VOCATIONAL PATHWAYS

YEAR COST: \$90

ADDITIONAL COST FIRST AID COURSE: \$40

YEAR 12 FSK20119

CERTIFICATE II IN SKILLS FOR WORK & VOCATIONAL PATHWAYS

YEAR COST: \$90

ADDITIONAL COST FIRST AID COURSE: \$40

This qualification provides students with literacy, numeracy, and general employment skills. The learning in this program connects students with industry and builds confidence in applying relevant skills required in a workplace context. Please note that this qualification requires that Unit HLTAID011/HLTAID003 (Provide First Aid) needs to be completed and has an additional cost of \$100. The course is delivered over 1-2 years, depending on the individual and time allocation

Learning Areas

- Numeracy
- Literacy
- Digital skills
- Work health and safety
- Career planning

Languages

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

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

The Chinese First Language is offered to students with a high Chinese language background, and thus, Chinese is their primary spoken language. Background Language for Italian and Chinese is best suited to students who have had some exposure to the language or are exposed through their family/cultural background or stay in the country. Second Language learning for both Chinese and Italian suits students with little or no 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 one's own pace.

Participation in the General courses provides opportunities for TAFE Certificate accreditation depending on the completion of core units. Completing ATAR courses provides opportunities for tertiary studies in the selected language and participation and certification in ACER, Dante Alighieri, WAATI and other similar state and national examinations. There are also opportunities for trips and exchanges overseas. Students wishing to enrol in Italian or Chinese for the first time must submit a Languages Eligibility form to SCSA to enrol in the approved pathway. Moreover, they must arrange an interview with the appropriate language teacher before enrolment.

Chinese (Mandarin)

YEAR 11 CHINESE FIRST LANGUAGE ATAR - UNITS 1&2

YEAR COST: \$70.00

Prerequisite: Advanced Chinese language skills. Enrolment based on SCSA eligibility form.

This ATAR course is designed for students with a cultural and linguistic background in Chinese. The course focuses on the interrelationship of language and culture. Further, it enhances students' skills to function in an increasingly globalised society and a culturally and linguistically diverse local community. Students strengthen their literacy skills in Chinese and English by engaging with Chinese-speaking communities, locally and overseas, and studying contemporary texts, themes and issues.

YEAR 12 CHINESE FIRST LANGUAGE ATAR - UNITS 3&4

YEAR COST: \$70.00

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 views. 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 making connections between Chinese and English and/or other languages. Students must become familiar with various text types' general shapes and structures.

YEAR 11 CHINESE SECOND LANGUAGE ATAR - UNITS 1&2

YEAR COST: \$70.00

Prerequisite: Intermediate Chinese language skills. Enrolment based on SCSA eligibility form

Chinese language programs in Australian schools are offered to a range of learners. Many are monolingual English speakers, for whom this represents a first or limited experience of learning a second language (e.g. learnt in primary school). The Second Language ATAR course further develops students' knowledge and understanding of Chinese-speaking communities' culture and language, providing them with opportunities to gain a broader and deeper knowledge of Chinese and extend and refine their communication skills. The course focuses on the interrelationship of language and culture. It equips students with the skills needed to function in an increasingly globalised society, a culturally and linguistically diverse local community, and 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 and extend literacy development in English.

YEAR 12 CHINESE SECOND LANGUAGE ATAR - UNITS 3&4

YEAR COST: \$70.00

The Year 12 course is designed to develop students' knowledge further and understanding of the culture and the language of Chinese-speaking communities, providing them with opportunities to gain a broader and deeper knowledge of Chinese and extend and refine their communication skills. The course focuses on the interrelationship of language and culture. It equips students with the skills needed to function in an increasingly globalised society, a culturally and linguistically diverse local community, and the foundation for life-long language learning. Relevant and engaging tasks, delivered through a range of appropriate contexts and topics, develop literacy in Chinese and extend literacy development in English.

YEAR 11 CHINESE BACKGROUND LANGUAGE ATAR – UNITS 1&2

YEAR COST: \$70.00

Prerequisite: Intermediate Chinese language skills and background knowledge. Enrolment based on SCSA eligibility form.

This course is aimed at students who have typically been brought up in a home where Chinese is used, and there is 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 by engaging with local and overseas Chinese-speaking communities and studying contemporary texts, topics, and issues. It enables students to strengthen their connections to the Chinese culture and language and enhances the development of their bilingual competence and bi-cultural identity.

YEAR 12 CHINESE BACKGROUND LANGUAGE ATAR – UNITS 3&4

YEAR COST: \$70.00

Students continue the adapted BOSTES NSW course for Chinese in context. It is designed to facilitate the achievement of the following outcomes:

- Interact with others to exchange meaning in spoken Chinese
- Create texts to express meaning in written Chinese
- Analyse spoken and written texts to interpret meaning to examine and reflect on relationships between language, culture and identity

Italian

YEAR 11 ITALIAN SECOND LANGUAGE ATAR - UNITS 1&2

YEAR COST: \$70.00

Prerequisite: Intermediate Italian language skills. Enrolment based on SCSA eligibility form and completion of Year 10 Italian.

This course develops students' knowledge and understanding of Italian-speaking communities' culture and language. It allows them to gain a broader and deeper understanding of Italian and extend and refine their communication skills. It focuses on the interrelationship of language and culture. It equips students with the skills needed to function in an increasingly globalised society, a culturally and linguistically diverse local community, and 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 and 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

YEAR COST: \$70.00

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 (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.

YEAR 11 ITALIAN SECOND LANGUAGE GENERAL - UNITS 1&2

YEAR COST: \$70.00

Unit 1

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

Unit 2

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

YEAR 12 ITALIAN SECOND LANGUAGE GENERAL - UNITS 3&4

YEAR COST: \$70.00

Prerequisite: Beginner to Intermediate Italian Language skills. Enrolment based on previous Italian study.

Unit 3

This unit focuses on Vivere sani (A healthy life). Through the three topics: Una vita in forma! (A healthy lifestyle), Cosa fanno gli italiani per stare bene (How Italian speakers stay healthy), and Un ritorno allo slow food (A return to slow food), students continue to develop communication skills in Italian and gain further insight into the language and culture.

Unit 4

This unit focuses on Italia ci aspetta! (Italy awaits!). Through the three topics: Destinazione Italia (Destination Italy), Gli italiani in vacanza (Italians on holiday), and Viaggiare oggi (Travel in a modern world), students continue to develop their communication skills in Italian and gain an insight into the language and culture.



Mathematics

Course Name	Entry Requirements	Code	Year 11	Year 12	List
Mathematics Specialist ATAR	'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 Methods ATAR	'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 Applications ATAR	'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 General	'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: Mathematics Specialist students must also study Methods Units 1&2 (Year 11) and Methods 3&4 (Year 12). Students may now study both Methods and Applications in Years 11 and 12.

Important Note

Students will be placed in Year 11 Mathematics classes based on grades achieved in Year 10 and teacher recommendations. For this reason, assignment work and exam performance in Year 10 Mathematics are the highest priority.

Overview of Mathematics Courses

There are four mathematics courses, one General and three ATAR. Each splits the study into four units, with Units 1&2 undertaken in Year 11 and Units 3&4 in Year 12.

The Western Australian Certificate of Education (WACE) examination for each of the three ATAR courses is based on Units 3&4. The courses are differentiated, each focusing on a pathway that will meet the learning needs of a particular group of senior secondary students.

Mathematics Year 11

YEAR 11 MATHEMATICS SPECIALIST ATAR - UNITS 1&2

YEAR COST: \$90.00

Prerequisites: 'A' grade (and teacher approval) in Semester 1 Year 10 Mathematics Pathway 1, Category 3 Numeracy (OLNA)

This course provides opportunities beyond those presented in the Mathematics Methods ATAR course to develop rigorous mathematical arguments and proofs and use mathematical models more extensively. Mathematics Specialist contains topics in functions and calculus that build on and deepen the ideas presented in the Methods course and demonstrate their application in many areas. The 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 a stand-alone course but should 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:

- Combinatorics
- Vectors in the plane
- Geometry

The three topics in Unit 1 complement the content of the Mathematics Methods ATAR course. From the Years 7 to 10 curriculum, the proficiency strand of Reasoning is continued explicitly in the topic of 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 that students extend to three-dimensional space in Unit 3. These three topics considerably broaden students' mathematical experience and therefore begin 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:

- Trigonometry
- Matrices
- Real and complex numbers

In Unit 2, Matrices provide new perspectives for working with two-dimensional space, and Real and complex numbers provide a continuation of the study of numbers. Trigonometry contains techniques used in other topics in 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 also introduced.

YEAR 11 MATHEMATICS METHODS ATAR - UNITS 1&2

YEAR COST: \$90.00

Prerequisites: 'A' grade (and teacher approval) in Semester 1 Year 10 Mathematics Pathway 1, Category 3 Numeracy (OLNA)

Unit 1

Contains three topics:

- Counting and probability
- Functions and graphs
- Trigonometric functions

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

Unit 2

Contains three topics:

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

In Unit 2, exponential functions are introduced, and their properties and graphs are examined. Arithmetic and geometric sequences and their applications are reviewed, and their recursive definitions are applied. Rates and average rates of change are introduced, and the key concept of the derivative follows this 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 the 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.

YEAR 11 MATHEMATICS APPLICATIONS ATAR - UNITS 1&2

YEAR COST: \$90.00

Prerequisites: 'B' grade or higher in Semester 1 Year 10 Mathematics Pathway 2., Category 3 Numeracy (OLNA)

This course focuses on using mathematics to solve problems in contexts that involve financial modelling, geometric and trigonometric analysis, graphical and network analysis, and growth and decay in sequences. It also provides opportunities for students to develop systematic strategies based on the statistical investigation process for answering statistical questions. These 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 the Year 10 level but whose future studies or employment pathways do not require knowledge of calculus. The course is for students with a wide range of educational and employment aspirations, including continuing their studies at university or TAFE. It may be chosen in conjunction with Mathematics Methods.

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 earning and managing money and provides a context for spreadsheets. '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 students' knowledge and skills from the Years 7–10 curriculum with the concept of similarity and associated calculations involving simple and compound geometric shapes. The emphasis of 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 this data in conducting a statistical investigation. The 'Applications of trigonometry' extend students' knowledge to solve practical problems involving non-right-angled triangles in two and three dimensions. It includes using angles of elevation and depression and bearings in navigation. 'Linear equations and their graphs' use linear equations and straight-line graphs and linear-piece-wise and step graphs to model and analyse practical situations.

YEAR 11 MATHEMATICS ESSENTIAL GENERAL - UNITS 1&2

YEAR COST: \$90.00

Prerequisites: 'C' grade or higher in Semester 1 Year 10 Mathematics, Category 2 Numeracy (OLNA)

This 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 natural contexts in the various workplace, personal, further learning and community settings. This course provides the opportunity for students to prepare for post-school options of employment and additional training.

Unit 1

This unit includes the following four topics:

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

Unit 2

This unit includes the following four topics:

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

Mathematics Year 12

YEAR 12 MATHEMATICS SPECIALIST ATAR - UNITS 3&4

YEAR COST: \$90.00

Unit 3

- This unit contains the three topics:
- Complex numbers
- Functions and sketching graphs
- Vectors in three dimensions

The Cartesian form of complex numbers was introduced in Unit 2. 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 sketching graphs and the solution of problems involving integration. The study of vectors in Unit 1 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, enable students to solve geometric problems and problems involving motion in three-dimensional space.

Unit 4

This unit contains the three topics:

- Integration and applications of integration
- Rates of change and differential equations
- Statistical inference

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

YEAR 12 MATHEMATICS METHODS ATAR - UNITS 3&4

YEAR COST: \$90.00

Unit 3

Contains the three topics:

- Further differentiation and applications
- Integrals
- Discrete random variables

The study of calculus continues by introducing the derivatives of exponential and trigonometric functions and their applications, 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. This course may be chosen in conjunction with Mathematics Applications.

Unit 4

Contains the three topics:

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

The logarithmic function and its derivative are studied. Continuous random variables are introduced and their applications examined. Probabilities associated with continuous distributions are calculated using definite integrals. In this unit, students learn 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 population sample. In this unit, the inference is restricted to estimating proportions in two-outcome populations. Students will already be familiar with many examples of these types of populations.

YEAR 12 MATHEMATICS APPLICATIONS ATAR - UNITS 3&4

YEAR COST \$90.00

This course may be chosen in conjunction with Mathematics Methods.

Unit 3

Contains the three topics:

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

'Bivariate data analysis' introduces students to some methods for identifying, analysing, and describing associations between pairs of variables, including using the least-squares method to model and analyse 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 how graphs, represented as a collection of points and interconnecting lines, can be used to analyse everyday situations, such as a rail or social network.

Unit 4

Contains the three topics:

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

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

YEAR 12 MATHEMATICS ESSENTIAL GENERAL - UNITS 3&4

YEAR COST \$90.00

Unit 3

This unit includes the following four topics:

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

Unit 4

This unit includes the following three topics:

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



Science

Course Name	Entry Requirements	Code	Year 11	Year 12	List
Biology ATAR	B grade in Year 10 Science or teacher recommendation	BLY	ATAR Units 1&2	ATAR Units 3&4	B
Chemistry ATAR	A grade in Year 10 Chemical Science and teacher recommendation	CHE	ATAR Units 1&2	ATAR Units 3&4	B
Human Biology ATAR	B grade in Year 10 Biological Science or teacher recommendation	HBY	ATAR Units 1&2	ATAR Units 3&4	B
Physics ATAR	High B grade minimum in Year 10 Physics and teacher recommendation	PHY	ATAR Units 1&2	ATAR Units 3&4	B
Human Biology General	C in Year 10 Science	HBY	General Units 1&2	General Units 3&4	B

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

YEAR 11 BIOLOGY ATAR - UNITS 1&2

YEAR COST: \$96.00

Prerequisite: B grade in Year 10 Biological Science or teacher recommendation

Studying the Year 11 Biology ATAR course provides a unique appreciation and better understanding of the living world. This course encourages students to be analytical, participate in problem-solving, and systematically explore intriguing aspects of living systems, from the microscopic level to ecosystems. Students develop 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. A camp or excursion during Semester 1 will provide the students with experience in fieldwork.

YEAR 11 CHEMISTRY ATAR - UNITS 1&2

YEAR COST: \$96.00

Prerequisites: A grade in Year 10 Chemical Science and teacher recommendation

The Year 11 Chemistry ATAR course equips students with the knowledge, understanding and skills to investigate the properties and reactions of materials. Theories and models describe, explain, and predict chemical systems, structures, and properties. Students recognise hazards and make informed, balanced decisions about chemical use and sustainable resource management. Investigations and laboratory activities promote 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 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.

YEAR 11 HUMAN BIOLOGY ATAR - UNITS 1&2

YEAR COST: \$96.00

Prerequisite: B grade in Year 10 Biological Science or teacher recommendation

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 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 fertility manipulation.

YEAR 11 PHYSICS ATAR - UNITS 1&2

YEAR COST: \$96.00

Prerequisites: B grade in Year 10 Physical Sciences and teacher recommendation

ATAR Physics offers students an opportunity to learn about their world and the universe we are a part of. Students will be exposed to the real-life problems engineers face in all fields, including electrical, nuclear, thermal, electromagnetism, motion, gravity, and the nature of light. We also look at the future of physics understanding based on Einstein's theories from over a century ago.

Practical activities will challenge students to question the nature of their observations while acquiring hands-on experience with real examples of physics concepts and prepare them for their chosen pathway in their Physics field.

Studying Physics in Years 11 and 12 will prepare students for further work in engineering, medicine, meteorology, environmental science, astronomy, science education and technology, cosmology, and aerospace.

YEAR 11 HUMAN BIOLOGY GENERAL- UNITS 1&2

YEAR COST: 96.00

Prerequisite: C grade in Year 10 Biological Science or teacher recommendation

The Human Biology General course gives students a chance to explore what it is to be human. In Year 11 students learn about the requirements of cells and then how the body systems coordinate to support life. Topics include cells, body systems, human reproduction, and inheritance. Through their investigations, students research discoveries that increase our understanding of human dysfunction, treatments, and preventative measures.

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 fertility manipulation. Practical tasks are an integral part of this course and develop a range of laboratory skills including microscopy and dissections. Students who study Human Biology will prepare themselves for further studies in community health, childcare, nursing or hospitality.

YEAR 12 BIOLOGY ATAR - UNITS 3&4

YEAR COST: \$96.00

Biology studies the fascinating diversity of life as it has evolved, interacts, and functions. The Year 12 Biology course explores our modern understanding of DNA, reproduction, and the exciting development of DNA technology. Students also learn about homeostasis and how populations adapt to the changing environment over time. Infectious disease explores various pathogen groups in addition to treating and preventing disease at an individual and population level.

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, population rehabilitation, biosecurity, and quarantine. This course will also provide a foundation for students to critically consider and make informed decisions about contemporary biological issues in their everyday lives.

YEAR 12 CHEMISTRY ATAR - UNITS 3&4

YEAR COST: \$96.00

Chemistry studies materials and substances and their transformations through interactions and energy transfer. Chemists can use an understanding of chemical structures and processes to adapt, control and manipulate systems to meet economic, environmental and social needs. This includes addressing the global challenges of climate change, the 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 adapt these for particular purposes.

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

YEAR 12 HUMAN BIOLOGY ATAR - UNITS 3&4

YEAR COST: \$96.00

Human Biology covers a wide range of ideas relating to the functioning human. Students learn about themselves, and how homeostasis is achieved by precise sensory and communication integration by the nervous and endocrine systems and how our immune system works to ensure that we can return back to homeostasis after getting sick. Population genetics is used to demonstrate evolutionary mechanisms and how these have shaped human evolution in particular.

An understanding of human biology is valuable for a variety of career paths. The course content deals 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

YEAR COST: \$96.00

ATAR Physics offers students an opportunity to learn about their world and the universe we are a part of. Students will be exposed to the real-life problems engineers face in all fields, including electrical, nuclear, thermal, electromagnetism, motion, gravity, and the nature of light. We also look at the future of physics understanding based on Einstein's theories from over a century ago.

Practical activities will challenge students to question the nature of their observations while acquiring hands-on experience with real examples of physics concepts and prepare them for their chosen pathway in their physics field.

Studying Physics in Years 11 and 12 will prepare students for further work in engineering, medicine, meteorology, environmental science, astronomy, science education and technology, cosmology, and aerospace.

YEAR 12 HUMAN BIOLOGY GENERAL - UNITS 3&4

YEAR COST: \$96.00

In Year 12, students build on the skills they developed in Year 11 and use them to further explore the functioning human body, disease and population factors affecting disease transmission.

Students explore how the male and female reproductive systems are specialised for successful fertilisation and implantation and the development of the embryo and foetus. They also explore how lifestyle choices can impact personal reproductive health, fertility, and the delivery of a healthy baby. Contraceptive methods and assisted reproductive technologies are also investigated. Students then explore the causes and spread of disease and how humans respond to invading pathogens. They outline and assess the importance of coordinated community and global responses for preventing and controlling infectious disease transmission.

They consider how data informs personal decisions and community responses related to disease prevention and control. They are encouraged to use ICT to interpret and communicate findings in various ways.

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
Aviation General	C grade and completion of Year 10 Aviation or Interview for students who are new to Aviation.	AVN	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
Food Science & Technology General	No Prerequisite	FST	General Units 1&2	General Units 3&4	B
Building and 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
Materials Design & Technology - METAL General	No Prerequisite	MDTM	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
** Australian Institute of Education and Training RTO Code121314*

YEAR 11 APPLIED INFORMATION TECHNOLOGY ATAR

YEAR COST: \$120.00

YEAR 12 APPLIED INFORMATION TECHNOLOGY ATAR

YEAR COST: \$120.00

Prerequisite: C grade or higher in Year 10 English

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 practically, responsibly and in an informed manner.

Students develop an understanding of computer systems, the management of data, and the use of various software applications to investigate, design, construct, and evaluate digital products and 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, a range of technology-based careers, and skills that equip students for the 21st century and give them an appreciation of the impact of information technology on society.

YEAR 11 APPLIED INFORMATION TECHNOLOGY GENERAL
YEAR 12 APPLIED INFORMATION TECHNOLOGY GENERAL

YEAR COST: \$120.00
YEAR COST: \$120.00

No Prerequisite

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 of various software applications to investigate, design, construct and evaluate digital products and digital solutions.

The course offers pathways to further studies, a range of technology-based careers, and a set of skills that equip students for the 21st century and give them an appreciation of the impact of information technology on society.

YEAR 11 AVIATION GENERAL
YEAR 12 AVIATION GENERAL

YEAR COST: \$144.00
YEAR COST: \$144.00

Prerequisite: Completion of Year 10 Aviation or Interview for students who are new to Aviation. C Grade.

Unit 1

This unit focuses on aviation concepts in contexts relating to general aviation and aerospace engineering. Students investigate the aerodynamic principles of 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

This unit focuses 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, 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.

Unit 3

Students develop their understanding of aerodynamics by examining rotary-wing, advanced aerodynamic features, high-speed aerodynamics, and some aerospace engineering concepts. 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 threat and error management (TEM) development. 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 crews. 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 11 CHILDREN, FAMILY AND THE COMMUNITY - GENERAL

YEAR COST: \$120.00

YEAR 12 CHILDREN, FAMILY AND THE COMMUNITY - GENERAL

YEAR COST: \$120.00

No Prerequisite

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

In the Children, Family and the Community General course students;

- Develop an understanding of human growth and the domains of development
- Investigate support services and review laws and regulations that govern these services
- Recognise how promoting inclusion and diversity contributes to the creation of safe, cohesive and sustainable communities
- Explore products, services or systems that address family-related issues
- Understand that beliefs, values and ethics influence decisions made by individuals, families, and communities

This course caters to students seeking career pathways in education, community services, childcare and health.

YEAR 11 FOOD SCIENCE AND TECHNOLOGY – GENERAL

YEAR COST: \$230.00

YEAR 12 FOOD SCIENCE AND TECHNOLOGY – GENERAL

YEAR COST: \$230.00

No Prerequisite

Food impacts every aspect of daily life and is essential for maintaining overall health and well-being. The application of science and technology plays an important role in understanding how the properties of food are used to meet the needs of consumers and producers. Food laws and regulations govern the production, supply and distribution of safe foods. Students develop practical food-related skills, understandings and attitudes that enhance their problem-solving abilities and decision-making skills. In the Food Science and Technology General course, students:

- Develop their interests and skills through the design, production and management of food-related tasks
- Develop knowledge of the sensory, physical, chemical and functional properties of food and apply these in practical situations
- Explore innovations in science and technology and changing consumer demands.
- Explore new and emerging foods and technologies to encourage the design, development and marketing of a range of products, services and systems
- Develop a range of creative food dishes such as pizza, pavlova, crème caramel and homemade pasta

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.

YEAR 11 BUILDING AND CONSTRUCTION – GENERAL
YEAR 12 BUILDING AND CONSTRUCTION – GENERAL

YEAR COST: \$170.00
YEAR COST: \$170.00

No Prerequisite

Students participating in Year 12 Building and Construction and/or Materials Design and Technology (Wood) have the option of participating in White Card training at an approximate cost of \$120 (subject to change)

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 practise skills that contribute to creating a physical environment while acquiring an understanding of the need for sustainability and an awareness of community and environmental responsibilities. Students will develop knowledge and understanding of safety procedures, risk management, equipment fundamentals, engineering mathematics and production management to further broaden their employability skills.

The course will focus on:

- Welding – electric and gas
- Working with metal and timber materials
- Concreting
- Safe working practices (OSH compliance)
- Bricklaying and paving
- Garden design and reticulation
- Plumbing
- Tiling
- Gyprocking and painting
- A personal project

Students will have the opportunity to complete a Personal Project in Year 12. If students select specialised materials, they may incur additional costs. Students will design and construct a cost estimation that the parent/guardian must approve. 50% of the additional cost will need to be paid before the commencement of the project, with the final payment being made before the project can be collected. Students will only be charged for materials used.

The construction industry is one of Western Australia’s biggest employers of tradesmen and women. This practical course will provide experiences in the safe use of various hand/power tools and machines.

YEAR 11 MATERIALS DESIGN & TECHNOLOGY (WOOD) GENERAL
YEAR 12 MATERIALS DESIGN & TECHNOLOGY (WOOD) GENERAL

YEAR COST: \$170.00
YEAR COST: \$170.00

No Prerequisite

The Materials Design and Technology Wood course is a practical course that actively engages students in creating, designing, and manufacturing products with wood and related materials. While we provide some standard tasks, students also apply design thinking and design processes to investigate, plan, produce and evaluate their wood projects. A fully resourced wood workshop ensures that students can safely transform timber into furniture, toys, and other household items using 21st-century skills, all under the guidance of experienced Design Teachers. In addition to learning how to work with wood, we teach why wood is a responsible and renewable choice in design and how our decisions now can make it a sustainable choice.

Studying this course opens students to the world of work, giving them an understanding of carpentry, furniture making and drafting.

YEAR 11 MATERIALS DESIGN & TECHNOLOGY (METAL) GENERAL
YEAR 12 MATERIALS DESIGN & TECHNOLOGY (METAL) GENERAL

YEAR COST: \$170.00
YEAR COST: \$170.00

No Prerequisite

The Materials Design and Technology Metal course is a practical course that actively engages students in creating, designing, and manufacturing products with metal and related materials. Whilst we provide some standard tasks, students also apply design thinking and design processes to investigate, plan, produce and evaluate their metal projects. A fully resourced engineering workshop ensures that students can safely transform metal into boxes, tools, and art pieces using 21st-century skills, all under the guidance of experienced Design Teachers. In addition to learning how to work with metals, we teach why metal is a responsible and renewable choice in design and how our decisions now can make it a sustainable choice in the future.

Studying this course opens students to the world of work, giving them an understanding of welding, boiler making, metal fabrication and drafting.

The school recommends that students interested in metalwork or pursuing a career in the metal trades consider enrolling in the Certificate II - Engineering Pathways course since it contains similar coursework but results in an additional qualification.

YEAR 11 MEM20413 CERTIFICATE II IN ENGINEERING PATHWAYS
YEAR 12 MEM20413 CERTIFICATE II IN ENGINEERING PATHWAYS
(OVER 2 YEARS)

YEAR COST: \$200.00
YEAR COST: \$200.00

No Prerequisite

This qualification will give students the confidence to pursue an engineering career, whether further study in an Engineering apprenticeship or an additional Certificate for a University entrance course. Students will achieve MEM20413 - Certificate II in Engineering Pathways and further broaden their employability skills with nationally accredited training.

Students will develop knowledge and understanding of; Work Health and Safety procedures, career development planning strategies, risk management, workplace auditing, equipment fundamentals, engineering mathematics, practical engineering sciences, production management, computing skills and software.

Students will also gain experience in an Engineering workshop to enhance skills in; Sheet metal fabrication, gas and electric welding at varying levels, and CNC plasma cutting to design and create various personal design works.

Students achieve Units of Competency accreditations in:

- Work Health and Safety (WHS)
- Machine operations
- Working in a team
- Electric and gas welding techniques
- Environmental Sustainable workplaces
- Gas and Electric welding
- Undertake an Engineering project

Students will increase their employability by building foundation skills in an engineering field with this practical entry-level course. This qualification will give students the experience to pursue an engineering apprenticeship or undertake further study in the Engineering industry.

SECTION 5

General (Non- ATAR) Pathways

The pathways below give 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.

Sports Science General Pathway

Recommended	English or English as a Second Language General
	Physical Education Studies General
	Human Biology General
	SIS20321 Certificate II in Sports Coaching
	Mathematics Essentials General
In combination with any of the following:	Health Studies General
	General Outdoor Education
	CUA20120 Certificate II in Dance
	BSB20120 Certificate II in Workplace Skills / BSB30120 Certificate III Business (Dual Qualification)

*All courses involve completion of SCSA course Units 1&2 in Year 11 and Units 3 & 4 in Year 12. Certificate courses are two-year qualifications.

Health And Community Services General Pathway

Recommended	English or English as a Second Language General
	Health Studies General
	Children, Family and the Community General
	Mathematics Essentials General
	BSB20120 Certificate II in Workplace Skills / BSB30120 Certificate III Business (Dual Qualification)
In combination with any of the following:	Psychology General
	Human Biology General
	Food Science and Technology General
	Career and Enterprise General
	Physical Education Studies General
	SIS20321 Certificate II in Sports Coaching

*All courses involve completion of SCSA course Units 1&2 in Year 11 and Units 3 & 4 in Year 12. Certificate courses are two-year qualifications.

Outdoor Adventure Studies General Pathway

Recommended	English or English as a Second Language General
	Outdoor Education General
	Physical Education Studies
	Mathematics Essentials General
	SIS20321 Certificate II in Sports Coaching
In combination with any of the following:	Health Studies General
	Human Biology General
	Career and Enterprise General
	BSB20120 Certificate II in Workplace Skills / BSB30120 Certificate III Business (Dual Qualification)

*All courses involve completion of SCSA course Units 1&2 in Year 11 and Units 3 & 4 in Year 12. Certificate courses are two-year qualifications.

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 & Recreation
PE Teacher	Health Teacher	Outdoor Education Teacher	Department of Sport & Recreation
Sport and Exercise Scientist	Nursing	Outdoor Adventure/ Activity Leader	Instructor
Sports Physiology	Occupational Health	Outdoor Recreation Officer	Community Events Coordinator
Sports Psychology	Health and Safety Officer	Team Development Leader	Senior Programs Officer
Physiotherapist	School Health Officer	Recognised Training Operator/Assessor	Youth Programs Officer
Sports Administrator	Health Promotions Officer	Outdoor Program Developer	School holiday Activities Coordinator
Sport Development Officer	Community Health Officer	Outdoor Adventure Facilities Manager	Aquatic/Leisure Facilities Manger
Sports Marketing Officer/ Manager	Health Consultant	Park Ranger	Program Coordinator
Personal Trainer	Health Public Relations Officer	Campsite Manager	Community Recreation Officer
Gym/Fitness Instructor	Aged Care	Eco-Tourism Manager	Youth worker
Aerobic/Aquatic Instructor	Primary Products Inspector		Inclusion Officer
Junior Sports Coach	Naturopathy		Lifeguard
Sport Retail	Homoeopathy		Campsite Manager
	Massage		Sports Retail
			Swimming Instructor

Expressive Arts General Pathway

This pathway is designed for students who have an interest in the Arts. It covers the context of the art of music, drama and visual arts and allows students to develop the skills and knowledge to enter a variety of occupations in the fields of film, media, music and the performing arts.

Recommended	English or English as a Second Language General
	Visual Arts General
	Applied Information Technology General
	Graphic Design General
	Mathematics Essentials General
In combination with any of the following:	Media Production and Analysis General
	CUA20120 Certificate II in Dance
	CUA31020 Certificate III in Screen & Media
	CUA20220 Certificate II in Creative Industries

All courses involve completion of SCSA course Units 1&2 in Year 11 and Units 3 & 4 in Year 12. Certificate courses are two-year qualifications.

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

Advertising	Art	Theatre
Film	Photography	Retail
Music	Radio	Education
Staging	Television	

Employment Opportunities

These are some of the occupations you could aim for:

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

Hospitality General Pathway

The Hospitality Pathway is designed for students who will be seeking a career or employment in the Hospitality Industry. This pathway is ideal for students who are wanting to work with food and people.

Recommended	English or English as a Second Language General
	Food Science and Technology General
	BSB20120 Certificate II in Workplace Skills / BSB30120 Certificate III Business (Dual Qualification)
	Career and Enterprise General
	Mathematics Essentials General
In combination with any of the following:	Applied Information Technology General
	Children, Family and the Community General
	CUA31020 Certificate III in Screen & Media
	CUA20220 Certificate II in Creative Industries
	CUA30920 Certificate III in Music Industries

All courses involve completion of SCSA course Units 1&2 in Year 11 and Units 3 & 4 in Year 12. Certificate courses are two-year qualifications.

Related Fields of Employment

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

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

Employment Opportunities

Chef	Hotel Personnel	Sales Representative
Restaurateur	Waiter	Kitchen Hand
Hotel Manager	Waitress	Meat Inspector
Catering Manager	Bar Attendant	Pastry Cook
Hotel Reception	Home Economist	Banquet Assistant

Industrial Studies General Pathway

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. There is a large practical component associated with this pathway.

Recommended	English or English as a Second Language General
	Building and Construction General
	MEM20413 Certificate II in Engineering Pathways
	Materials Design and Technology (Wood)
	Mathematics Essentials General
In combination with any of the following:	Design Graphics General
	BSB20120 Certificate II in Workplace Skills / BSB30120 Certificate III Business (Dual Qualification)
	Career & Enterprise General

Related Fields of Employment

Drafting Mining	Metal Trades Automotive Trades	Construction Industry
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Employment Opportunities

Drafts-person Excavator Operator Graphic Designer Electrician Boilermaker Carpenter	Mechanic Machinist Electrical Fitter Electrical Installer Jeweller	Painter Panel Beater Plumber Gas Fitter Refrigeration Fitter
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General Studies General Pathway

Recommended	English or English as a Second Language General
	Mathematics Essentials General
In combination with any three of the following:	Graphic Design General
	Media Production and Analysis General
	Psychology General
	Applied Information Technology General
	Building and Construction General
	Career and Enterprise General
	Children Family and the Community General
	Food Science & Technology General
	Health Studies General
	Human Biology General
	Materials Design & Technology (Wood)
	Physical Education Studies General
	Outdoor Education General
	Design Graphics General
	Visual Arts General
Plus one certificate qualification from the following:	BSB20120 Certificate II in Workplace Skills / BSB30120 Certificate III Business (Dual Qualification)
	CUA20120 Certificate II in Dance
	MEM20413 Certificate II in Engineering Pathways
	CUA20220 Certificate II in Creative Industries
	CUA30920 Certificate III in Music Industries
	CUA31020 Certificate III in Screen & Media
	SIS20321 Certificate II in Sports Coaching

Students can select from a suite of subjects indicated above from this pathway (maximum of six subjects)

All courses involve completion of SCSA course Units 1&2 in Year 11 and Units 3 & 4 in Year 12. Certificate courses are two-year qualifications.

Related Fields of Employment

Defence Forces Education & Training	Government Engineering	Hospitality
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Employment Opportunities

Automotive Electrician Building Surveyor Navy Officer/Sailor Architectural Drafter	Builder Cabinet Maker Carpenter Chef Electrician	Hairdresser Painter & Decorator Panel Beater Plumber	Police Officer Customs Officer Miner Nurse (enrolled) Park Ranger
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Vocational Pathway Program (VPP)

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 General (Units 1&2)	Career and Enterprise General (Unit 3&4)
Physical Education Studies General (Units 1 & 2)	Physical Education Studies General (Units 3&4)
Workplace Learning ADWPL	Workplace Learning ADWPL
FSK20119 - Cert II Skills for Work & Vocational Pathways	

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 allows students 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. Regular communication with parents/caregivers and scaffolded learning encourages all students to engage and achieve their individual goals.

The Vocational Pathways Program aims 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 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 on their vocational interest. Students will be selected based on their

academic merit and 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. Sound grades (C and above) and regular school attendance is required to be successful in securing a place. The Courses offered by the TAFE's changes each year. Some of the courses offered were:

<i>SHB20116</i>	Certificate II in Retail Cosmetics	<i>UEE21911</i>	Certificate II in Electronics
<i>SHB20216</i>	Certificate II in Salon Assistant	<i>UEE20511</i>	Certificate II in Computer Assembly & Repair
<i>SIT20316</i>	Certificate II in Hospitality		
<i>SIT20416</i>	Certificate II in Kitchen Operations (Commercial Cookery/Patisserie PreApp)	<i>MEM20105</i>	Certificate II in Engineering (Mechanical Fitter & Machinist PreApp)
<i>AUR20716</i>	Certificate II in Automotive	<i>MEM20413</i>	Certificate II in Engineering Pathways (Machinery & Fabrication)
<i>AUR20716</i>	Vocational Preparation-Heavy Focus	<i>MEM30505</i>	Certificate III in Engineering Technical
	Certificate II in Automotive	<i>52824WA</i>	Certificate II in Building Construction (Pathway Trades)
<i>AUR20716</i>	Vocational Preparation-Light Focus		
	Certificate II in Automotive Vocational Preparation-Light, Heavy & Autofocus (rotational)	<i>52887WA</i>	Certificate II in Plumbing PreApp
<i>ACM20117</i>		<i>MEA20418</i>	Certificate II in Aeroskills (Mechanical PreApp)
<i>FDF20217</i>	Certificate II in Animal Studies		Certificate III in Informational Digital Media and Technology (Cyber Security)
	Certificate II in Retail Baking	<i>ICT301120</i>	Certificate III in Aviation (Remote Pilot)
<i>CHC22015</i>	Assistance PreApp	<i>AV130419</i>	Certificate III in Aviation (Cabin Crew)
	Certificate II in Community Services	<i>AV130219</i>	
	Early Childhood	<i>R1120715</i>	Certificate II in Civil Construction
<i>BSB31015</i>	Certificate III in Business (Medical)		
<i>SIT30116</i>	Certificate III in Tourism		

For further information, please refer to the VPP Course Section Handbook.

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

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

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

Melville Senior High School utilises the skills and services of IVet Institute RTO Code 40558 and Training RTO Code 3979, the College of Sound and Music Production RTO Code 41549, Australian Performing Arts Network (APAN) RTO Code 52601, The Australian Institute of Education and Training RTO Code 121314, Skills Strategies International Pty Ltd - RTO Code 2410. 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 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.

College of Sound and Music Production RTO Code 41549

- CUA30920 - Certificate III in Music
- CUA20220 - Certificate II in Creative Industries Live Production (Drama)
- CUA20120 - Certificate II in Dance

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

Skills Strategies International Pty Ltd RTO Code 2410

- CUA31020 - Certificate III in Screen and Media

For more information on each qualification go to training.gov.au or visit the RTO's website at: skillstrategies.wa.edu.au

Australian Institute of Education and Training RTO Code 121314

- MEM20413 - Certificate II in Engineering Pathways

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

IVet Institute RTO Code 40558 RTO Code 40558

- SIS20321 - Certificate II in Sports Coaching
- BSB20120 - Certificate II in Workplace Skills
- FSK20119 - Certificate II in Skills for Work and Vocational Pathways
- BSB30120 - Certificate III Business (dual qualification)

For more information on each qualification go to training.gov.au or visit the RTO's website at: <http://www.ivet.com.au/about>



How to Create Your Unique Student Identifier

To create a USI go to www.usi.gov.au and click on 'Create USI'. You will need to have a form of identification, such as:

- Family Medicare card (Probably the best/easiest to use)
- Australian Passport
- Australian Birth Certificate
- Citizen Certificate
- Learners' Permit
- (or one of other forms of ID as listed on the website) to complete the USI process
- International students can use amongst others, Passport (with Australian Visa), Medicare Card
- Drivers Licence

If you cannot bring the original form of identification to school, then please take a photo on your iPad or phone so that you are able to clearly see the details and the colour of your card. This information will be used to complete your USI application. Some points to note when undertaking this process are:

- In the Personal Details section write your name as it is shown on your id – usually first and 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.
- When creating your USI, you will be asked to create a password. Please make sure you will remember your password. Your email address and the password will be required to log into your USI account in the future.
- In the Identification Details section, write your name as it appears on the chosen form of identification (i.e. with initials etc).

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 you make a note of your 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 email your USI to Natasha.Wilson@education.wa.edu.au making sure the USI has 10 letters and/or numbers.

Write your USI below and keep it on file at home for future reference. Please be careful and print very clearly, so it is clear that the letter is Z and not the number 2 for example.

Print clearly your name including your surname: _____

USI:

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