

Year 11 and 12
Elective Selection
Handbook



Carey
Baptist
College
Harrisdale

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Introduction

The transition from Year 10 to Year 11 is a major step in a student's secondary education. Students are able to specialise in the courses that interest them the most and aim towards their future post-secondary destinations. It is very important that informed decisions are made, where students' aptitudes, achievements and interests are taken into account. It is crucial that students are realistically aware of their own capabilities, and the career options they might be likely to consider before selecting their courses.

Matching courses with interest areas and possible occupations is a good place to start for anyone exploring their career options. Students should be encouraged to enrol in courses in which they have consistently achieved well.

The Senior Secondary years are characterised by increased responsibility and privileges for students as they emerge into young adults. It is an exciting phase of schooling which lays the foundations for a number of pathways and options they may choose after completing their secondary education, whether at TAFE, university or in the workplace. In Year 11, students will choose six courses which must include one English, or Literature course AND one Mathematics course based on recommendations and advice from their teachers. Minimum prerequisites exist in most ATAR subjects and these must be taken in account when students make their choices.

The College encourages students to maintain a consistent pathway throughout the final two years of Secondary school, but in some circumstances, this may not be the case. Whilst the choices made at this stage

are important in starting on a particular path, they may not determine a student's final education or career pathway. Students can make changes at specific times during Year 11 and will be supported and offered advice if they wish to do so. This can only occur with parental consent.

This handbook has been created to assist parents and students with the course selection process. Once students have considered their pathway and subject choices, they will complete an initial Course Selection. A Course Selection Interview is an integral part of this process. Families are also encouraged to conduct research using the many other resources available, such as the internet, open days and speaking with teachers. The data from the initial Course Selection is used to construct the Year 11 Grid, (see Sample Grid on p. 22). Confirmation of subject enrolment occurs once the grid has been finalised.

For most students, there are no short cuts to career choices. They must spend time and effort in assessing their own abilities, interests and values, seeking accurate, up-to-date information and examining alternatives. Students are encouraged to strive for excellence, which is not about achieving an award or a particular score; it is about being the best that they can be. Students are investing in their future. The greater the investment, the better the return they can expect. At Carey, we believe in having a positive and pro-active approach by encouraging each student to achieve their personal best, and make a difference in the community.

Mr R. Stirling
Assistant Principal Curriculum

General Information

What is success in Year 11 and 12 based on?

Attendance

Attendance and participation in class is a key to the achievement of success. Studies show that students who attend College regularly are more likely to succeed. Students should aim for 100% attendance. The only acceptable reasons for absences are sickness or attendance to a College activity such as an excursion.

Unless there are extenuating circumstances, (which will require a medical certificate), if a student's attendance falls below 90%, the College will initiate procedures to discuss attendance with both the student and their parents.

Handing in your work on time

It is vital in Year 11 and 12 that all assessed work is handed in on time in all courses. Failure to do so jeopardises marks and grades, and prevents students achieving their potential.

Homework / Study Commitment

Before students decide which type of course to study, they need to consider the type of commitment they are able to give to 'out of College' activities. Students studying University pathway courses (ATAR) need to do a minimum of 12-15 hours per week of homework and study in Year 11. In the period leading up to exams, this amount usually needs to increase.

If a student is studying FIVE or SIX university pathway courses, they may need to aim for 15 hours for homework and/or study per week. Homework does not only consist of the work given to the student by the teacher, but also has a self-directed component. This may include organising notes, revision, research, exam study, practical study or additional tasks or questions.

Prerequisites

The prerequisites for each course are included in the detailed course descriptions. These are used to help the student choose appropriate courses in which he or she could succeed – provided they have a good work ethic and put in the effort required.

Textbooks

If the courses selected by students have textbooks and other resources on the booklist, it is a requirement that these be purchased. Without textbooks, success in the course is significantly hindered.

Whilst text books and required resources may vary from year to year, an indication of the cost of these resources can be gained by looking at the current booklist on the Carey website.

When making your choices ... BE REALISTIC. Do NOT think that you:

- will miraculously change your study habits over the holidays.
- have always hated Science, but next year you are going to love Physics.
- can ignore your past results in courses you intend to continue with next year.
- will be able to manage and like a course that someone else has chosen for you.
- will like a course because your best friend is doing it.
- should choose a course because you think a particular teacher will be teaching it.
- should choose a course because you have heard it is easy.
- don't have to bother to think now because you can always change your mind later.
- hate Chemistry, but because it is a prerequisite for your chosen career everything will be okay.
- can ignore entry requirements and kid yourself that you will cross that bridge later.

Where can I find Career, Course and Subject Information?

Careers / Endorsed Programs
Vocational Qualifications Opportunities
Workplace Learning Coordinator
ATAR and General courses

Mrs A. Post
Mrs P. Shaw
Mrs K. Svensson
Heads of Department

Jobs and Skills Centres

These are located at TAFE campuses in Balga, Joondalup and Northbridge (North Metropolitan), Rockingham and Thornlie (South Metropolitan). They are one-stop shops for careers, training and employment advice and assistance. Services are free, and accessible to all members of the community.

Phone: 13 64 64

Website: jobsandskills.wa.gov.au

Careers

Job search and career related sites:

- myfuture.edu.au
- jobsearch.gov.au
- youth.gov.au
Information for school leavers; includes links to many good sites
- jobsandskills.wa.gov.au
Career information service
- fairwork.gov.au
- centrelink.gov.au
Range of services / payments to students / job opportunities
- joboutlook.gov.au
Guide to Australian Careers; includes Career Quiz
- graduatecareers.com.au
Employment opportunities for graduates

Education

School Curriculum and Standards Authority

Formerly the Curriculum Council of WA

scsa.wa.edu.au

e: info@scsa.wa.edu.au

Tertiary Institutions Service Centre

Provides links to the universities in other Australian states.

tisc.edu.au

Australian University Guide

Rates Australian Universities and outlines their facilities / courses

gooduniversitiesguide.com.au

Department of Education, Student Services

education.wa.edu.au

Defence Force Recruiting Centre

Provides information on careers available in the Airforce, Army and the Navy

Address: Level 7, 66 St George's Terrace,
Perth 6000

Phone: 131 901

Website: defencejobs.gov.au

Take link to Careers Explorer that lists all jobs in the Defence forces.

Open: Monday to Friday 8.00am to 4.00pm.

Australian Apprenticeships

Find a new apprenticeships Centre in your region

Phone: 133 873

Website: australianapprenticeships.gov.au

W.A. Police Force Recruiting

Police Recruitment Centre

Address: W.A. Police Academy, Ground Floor,
Administration Block, 81 Lakeside Drive,
Joondalup

Phone: (08) 9301 9607

Open: Monday to Friday 8.00am to 4.00pm.

Email: stepforward.wa.gov.au

SCSA Courses in Year 11 and 12

The School Curriculum and Standards Authority (SCSA) develops and accredits courses for Year 11 and Year 12. SCSA also provides for the certification of student achievement. Carey Baptist College offers a range of SCSA courses including the following:

ATAR Course Units

These are for students who are aiming to enrol in a university qualification direct from school. These courses will be examined by SCSA and contribute to the achievement of an Australian Tertiary Admission Rank (ATAR). There is a compulsory WACE exam at the end of Year 12 that students will need to sit for each ATAR subject studied in that year.

General Course Units

These are for students who are aiming to enter further training or the workforce directly from school. These courses will not be examined by SCSA but will include an Externally Set Task (EST) in the Year 12 course to ensure comparability of standards across the state.

ATAR and General courses each consist of four units. Units 1 and 2 will be studied in Year 11 and Units 3 and 4 will be studied in Year 12. Each pair of units will be taught as a year-long course and students will therefore receive the same grade and mark for each unit at the end of the year.

Vocational Education and Training

VET programs provide students with the opportunity to develop valuable vocational skills while completing nationally accredited qualifications recognised by employers, TAFEs and private training providers. Completed certificates are allocated unit equivalence that count toward the WACE – with one completed Certificate II qualification equivalent to one SCSA general course across Year 11 and Year 12. Please note, partial completion of a Certificate II qualification has zero unit equivalence and may place graduation at risk.

The VET in Schools (VETiS) training options are:

1. VET programs undertaken on-site at Carey are offered in a variety of industry contexts within the College's weekly timetable and as extra curricular programs.

2. VET programs undertaken off-site require students leave school one day a week to study at a TAFE or private training provider campus. Students applying for this option need to be organised and committed to keeping up to date with classes missed when out of school. The off-site VET offerings are advertised each year with applications due at the end of August.

3. School based traineeships (SBT):

These allow Secondary school students to engage in hands-on industry learning and experience with an employer while studying toward completing a nationally recognised certificate qualification. Typically SBT programs, require a commitment of 7.5 to 10 hours per week over a 12 to 18 month period with all study taking place in the work environment. These come under the AQF in a variety of industry areas. These qualifications provide students with practical recognition of their skills and are recognised by TAFE and employers. Completed qualifications count towards the WACE and are allocated unit equivalence.

Students should discuss the vocational program opportunities available with Mrs P. Shaw, VET coordinator.

Endorsed Programs

Endorsed programs address areas of learning not covered by WACE courses. Examples include: workplace learning, Cadets WA, representing our WA or Australia as an elite sports person, performance in school productions and independently administered examinations in Music, Speech and Drama. These programs can be delivered in a variety of settings by schools, community organisations, universities, training organisations and workplaces.

Endorsed programs may replace up to two Year 11 units (one course) and two Year 12 units (one course) needed to achieve a WACE.

Students should discuss endorsed program opportunities with Mrs A. Post, Careers Coordinator.

A list of Endorsed programs is on the SCSA website:
<https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/endorsed-programs>

Western Australian Certificate of Education (WACE)

At the end of Year 12, all students who have satisfactorily completed any WACE subject unit, VET qualification or endorsed program will receive a folio of achievement.

This folio may include one or more of the following:

- WACE;
- Western Australian Statement of Student Achievement (WASSA);
- ATAR course report;
- Award certificates achieved.

The Western Australian Statement of Student Achievement (WASSA)

A WASSA is issued to all Year 12 students who complete any study at the culmination of their secondary schooling. It provides a formal record of all courses and programs students have completed in Year 11 and 12.

The WASSA formally records, where appropriate:

- the meeting of WACE requirements or a statement of literacy and numeracy e.g. OLNA results, exhibitions and awards granted;
- WACE combined mark;
- grades and marks achieved in course units;
- VET qualifications and units of competency completed;
- endorsed programs successfully completed;
- number of community service hours completed, as reported by the school.

The WASSA is similar to the academic transcript students receive from Universities and training providers. Students can use the details in the WASSA to support their applications for employment, further education and training. Even if the WACE has not been achieved, the WASSA provides a statement that indicates how well students are prepared for further study, training and employment. It can be added to over a student's lifetime.

The WASSA illustrates the level of study that has been attempted, performance in that study and the student's exposure to a variety of courses and extra-curricular activities. It gives a sense of the student's performance and engagement at school. This is a record that may be enriched by the comments provided on the student's school reports. Employers, training organisations and higher education training providers use the WASSA as it sets out the areas of study, marks, and grades a student has achieved, as well as the breadth of their schooling, including extra-curricular activities. These are important factors for consideration when students submit job applications and for education providers when considering background requirements for course applications.

The Western Australian Certification of Education (WACE)

The WACE indicates that the student has satisfied the requirements for WACE achievement. The WACE is a certificate that demonstrates significant achievement over Years 11 and 12 and it is attained by about 91% of students across Western Australia. The WACE ATAR course report (ATAR courses only) records:

- school marks;
- moderated school marks;
- examination marks;
- combined scores;
- standardised combined score;
- State-wide distribution of combined marks in that course;
- the number of candidates who completed the course.

A course that has a practical examination component will have the written and practical marks reported separately.

WACE Requirements

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

1. Complete one of three course combination options
 - complete at least four Year 12 ATAR courses OR
 - complete at least five Year 12 General courses and/or ATAR courses or equivalent OR
 - complete a Certificate II (or higher) VET qualification in combination with ATAR, General or Foundation courses;
2. Demonstrate the literacy and numeracy standards;
3. Meet the requirements for breadth and depth of study;
4. Meet the achievement standard.

Literacy and Numeracy

- To achieve this, students must demonstrate a minimum standard of literacy and numeracy based on the skills regarded as essential for individuals to meet the demands of everyday life and work in a knowledge-based economy. This will be demonstrated by achieving Band 8 or higher in NAPLAN for Reading, Writing and Numeracy OR demonstrating the standard through OLNA during Year 10, 11 or 12.

All students enrolled in a Year 12 ATAR subject must sit the external ATAR exam for that subject.

Breadth and Depth

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

- a minimum of 10 x Year 12 units or the equivalent;
- two completed Year 11 English units and one pair of completed Year 12 English units;
- one pair of Year 12 units from each of List A (arts / languages / social sciences) and List B (mathematics / science / technology).

Achievement standard

Students will be required to achieve 14 x C grades (or equivalents, see below) in Year 11 and Year 12 units, including at least six C grades in Year 12 units (or equivalents).

Unit equivalence

Unit equivalence can be obtained through VET and / or endorsed programs. The maximum unit equivalence available through these programs is eight units – four Year 11 units and four Year 12 units.

Students may obtain unit equivalence as follows:

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

The unit equivalence allocated to VET and other endorsed programs is as follows:

- Certificate I is equivalent to two Year 11 units.
- Certificate II is equivalent to two Year 11 and two Year 12 units.
- Certificate III or higher is equivalent to two Year 11 and four Year 12 units.
- Partial completion of Certificate III may be equivalent to two Year 11 and two Year 12 units.

VET Qualifications

Vocational Education and Training (VET) enables students to acquire knowledge and engage in skills for work across business and industries, assisting students to transition directly into employment or access pathways to further vocational and / or higher education. Through VET, students gain nationally recognised qualifications while they are still at school. At Carey, VET qualifications are delivered independent of the WACE courses. Completed qualifications are recorded on the West Australian Statement of Student Achievement (WASSA). One completed Certificate II qualification is equivalent to studying one SCSA General course across Year 11 and Year 12.

A maximum of two Certificate II level qualifications can contribute toward WACE. Partial completion of a Certificate qualification will result in recognition of units of competencies achieved, however, the qualification will not be attained, and graduation may be placed at risk. Further enquiries in regard to VET opportunities can be directed to Mrs P. Shaw, VET Coordinator.

Units of competency undertaken in Certificate studies are not the same as SCSA units. To attain a nationally recognised certificate qualification, students are required to demonstrate understanding and competence in every element of each unit of competency that make up the Certificate qualification.

Workplace Learning

Authority Developed Workplace Learning (ADWPL) is a compulsory endorsed program for Year 11 students enrolled in a Vocational pathway. Workplace Learning enables students to develop and be assessed on generic industry based skills whilst in the work place. Successful completion of the hours and Workplace Log book counts towards the WACE.

Enrolment Criteria for WACE Language Courses

If students wish to study a WACE language course (Carey currently offers Japanese), there is a form that needs to be completed to ensure they are permitted to enrol in the selected course. Enrolment criteria considerations include residency in the country where that language is spoken and exposure to that language either at a school or in the home. It is the student's responsibility to ensure that the form is fully and accurately completed before it is submitted. The application form, stating the deadlines for submission, is available on the SCSA website at [scsa.wa.edu.au/internet/Events_and_Forms/Application_Order_Forms](https://www.scsa.wa.edu.au/internet/Events_and_Forms/Application_Order_Forms). Students will need to discuss their eligibility with Mrs K. Bonciani, Head of Languages.

Useful Information

WACE Manual: [senior-secondary.scsa.wa.edu.au/further-resources/wace-manual](https://www.scsa.wa.edu.au/further-resources/wace-manual)

Year 12 Information Handbook (available in March): [senior-secondary.scsa.wa.edu.au/further-resources/year-12-information](https://www.scsa.wa.edu.au/further-resources/year-12-information)

WACE Checker: The WACE Checker is an easy to use tool that Year 12 students can use to check their progress towards meeting the requirements of the WACE. It is designed to determine whether students have met (or are expected to meet) each of the requirements for the WACE. An updated version for 2021 Year 12s will be available in early 2020. The WACE Checker can be found at [wacechecker.scsa.wa.edu.au](https://www.wacechecker.scsa.wa.edu.au)

Assessment

SCSA developed courses | ATAR and General

Grades and School Marks

Students results for Year 11 and Year 12 are submitted to SCSA at the end of each school year. These are based on assessments such as classroom tests, in-class work, assignments, practical work and examinations.

Students will receive a grade of A, B, C, D or E for each course they have completed, except for Preliminary (P) courses (which are not graded) as they are recorded as 'completed' or 'not completed'. Students will also receive a school mark in the range 0 to 100 (written and / or practical) for each ATAR or General course (except Preliminary) that they complete. **Marks and grades provided on the Mid-Year report are indicators of progress towards the End-of-Year results.**

The letter grade received by the student at the end of the year is awarded by the school, and this is forwarded to SCSA. This contributes to the WACE.

In Year 12, the percentage achieved by the student contributes to the final ATAR result. 50% of the ATAR comes from school assessments (this includes the Semester 1 and 2 exams set by each school) and 50% comes from the external ATAR examinations.

Performance in exams is by far the largest determinant of the final ATAR result in Year 12.

ATAR Course Examinations

SCSA sets, administers and marks the ATAR exams for all Year 12 ATAR courses. Each examination assesses the specific content, understandings, knowledge and skills described in the syllabus for the course studied. Each syllabus is available on the SCSA website at <https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials> When students enrol in a Year 12 ATAR course, they will be automatically enrolled to sit the examination in that course.

All ATAR course exams have written papers and some also include practical, oral, or performance exams or portfolio submissions. The practical ATAR exams are held in the first week of the Term 3 school holidays, and on weekends during these holidays. Written examinations will usually start on the first Monday in November and occur throughout this month.

ATAR course exams provide students and the wider community with confidence about the standards achieved at the end of Year 12. They also make it possible to compare the achievement of students, regardless of the school attended.

Special Examination Provisions

Special arrangements may be made if students have permanent or temporary disabilities that may disadvantage them in an examination situation. If a student's disability prevents them having reasonable access to an examination, the College will assist them with submission of an application, however, the onus for the submission is on the student and their family. The impact of the condition will be the determining factor of approval by SCSA for special provisions. The College's contact person is Mrs L. Ong (Director of Access). Students who are granted Special Examination Provisions sit their ATAR exams at a different exam centre (i.e. not at Carey).

VET Qualifications

VET qualifications are comprised of units of competence which accumulate towards the completion of the full certificate qualification. For WACE purposes, complete certificates have unit equivalence as mentioned previously. However, partial completion of certificates has zero unit equivalence and places graduation at risk.

USI Numbers

To enrol in a VET qualification, students require a Unique Student Identifier number. Students will need a USI when they enrol or re-enrol in training if they are a:

- student enrolling in nationally recognised training for the first time, for example if they are studying at TAFE or with a private training organisation, completing an apprenticeship or skill set, certificate or diploma course;
- school student completing nationally recognised training; or
- student continuing with nationally recognised training.

This is completed online, and is free and easy to create. For more information and the steps to follow, visit: usi.gov.au or email usi@education.gov.au

Changing Courses and Implications for Accreditation

In Year 11 there may be occasions when students need to change their course enrolment during Term 1 or at the completion of Semester 1 (e.g. students may nominate to transfer from an ATAR to a General course). Semester 1 and 2 changeover occurs following the Mid-Year examinations. It is not possible to change from one ATAR course to another, with the exception of English and Mathematics, at the semester changeover. Students changing during Term 1 (**the deadline for Year 11 and 12 students changing courses in 2020 is Friday 20 March**) will receive credit for the full course; whereas students changing at the semester changeover will receive a grade and mark for each individual unit completed.

Late entry into Certificate qualifications due to course changes may jeopardise completion of the full certificate. This can have graduation implications.

Externally Set Tasks (EST)

An EST is a common task which all students in WA enrolled in a General course will complete in Semester 1 of Year 12. The task is set by SCSA, completed by all students under test conditions, and is worth 15% of the final mark for that course. ESTs are marked by teachers at Carey, and moderated using a marking key provided by SCSA.

Authenticity of Work

It is imperative that all work that students submit for school assessment is their own. Any material that is included in student's work that is not their own must be acknowledged appropriately.

The **Carey Assessment Policy** outlines the penalties for plagiarism. Work which could not be considered student's own could include, but is not limited to:

- copying someone's work in part or in whole, and presenting it as their own;
- buying, stealing or borrowing another person's work and presenting it as their own;
- paying someone to write or prepare work;
- submitting work to which another person (such as a parent, tutor or subject expert) has contributed substantially;
- using material directly from sources such as books, journals or the internet without reference to the source;
- building on the ideas of another person without reference to the source;

- using the words, ideas, designs or the workmanship of others in practical tasks (performance, production or portfolio) without appropriate acknowledgement;
- using non-approved materials and / or equipment during an assessment task or examination;
- assisting another student to engage in an activity that will enable that student to have an unfair advantage over other students.

All work submitted as part of the WACE practical component (ATAR and Year 12 General courses), must also be the student's own work. Any material included in their work that is not their own must be acknowledged appropriately.

Successful ATAR students ...

Manage their time

1. Establish a daily and weekly routine.
2. They are proactive (rather than reactive) and plan in advance.
3. Plan for exams well before they come up setting weekly time aside for revision.

Set Effective Goals

Set clear and well defined goals. Students should set what scores they are aiming for in each course and how this contributes to the ATAR.

Are Organised

Year 11 students receive a substantially higher workload than in previous years, and homework and study can quickly pile up. It is easy to fall behind, so students need to be organised from the start.

Learn Independently

Mastery of subjects will not come from class time alone, and it is important that students practice and revise their skills at home when they study.

Know the Syllabus

SCSA publishes a syllabus for each course which teachers give to students at the start of each course. This summarises the requirements for each course and what needs to be covered in each unit. It is often used in the construction of exam questions.

For more details on study strategies and techniques, refer to the Senior School Study Skills Handbook, available either from the Curriculum Office (Building J) or the College website.

University Admission

In order to be considered for university admission, an applicant must normally satisfy the following conditions:

- **Western Australian Certificate of Education (WACE)** – achieving the completion of all of the WACE requirements as prescribed by SCSA – see page 7 of this handbook or the SCSA website for more detail scsa.wa.edu.au
- **Competence in English** – achieving a minimum scaled score of 50% in either ATAR English, Literature or English as another Language/Dialect. Note that there are some concessions available from the Universities; check the TISC document from their website tisc.edu.au
- **ATAR** – achieving a sufficiently high ATAR for entry to a particular University and course. Minimum ATAR requirements for each University are: UWA – 80; Curtin, ECU and Murdoch – 70.
- **Prerequisites** – satisfying any prerequisites or special requirements necessary to be considered for entry to particular courses. **If a subject is a prerequisite then the student must obtain a minimum scaled score of 50%.**
- TISC publishes the information on University Entry in 2022 at the end of Term 2. Consult the TISC website tisc.edu.au

Universities

The following officers are available for discussions with students on options available in their universities. They can also arrange interviews with other staff if required. The school liaison officers are located at:

Curtin University | Prospective Students Office

Phone: (08) 9266 1000 or 1300cu1000

Website: futurestudents@curtin.edu.au

Open Day: **Sun 21 July 2019 | 10:00am-4:00pm**

Edith Cowan University | Student Recruitment

Phone: 134 328

Website: futurestudy@ecu.edu.au

Open Day: Mt Lawley & WAAPA,
Sun 11 August 2019 | 10:00am-3:00pm.

Murdoch University | Prospective Student Centre

Phone: 1300 687 3624

Website: study@murdoch.edu.au

Open Day: **Sun 28 July 2019 | 10:00am-4:00pm**

University of WA | Prospective Student Advisors

Phone: (08) 6488 2477

Website: study.uwa.edu.au
uwa.edu.au/askuwa

Open Day: **Sun 4 August 2019 | 10:00am-3:00pm**

University of Notre Dame | Prospective Student Advisors

Phone: (08) 9433 0533

Freecall: 1800 640 500

Website: notredame.edu.au

Open Day: **Sun 11 August 2019 | 10:00am-3:00pm**

ATAR, TEA and Conversion to Marks

An Australian Tertiary Admissions Rank (ATAR) ranges from 99.95 to zero, and reports the student's rank position relative to all other students. It takes into account the number of students who sit the WACE examinations in any year and also the number of people of Year 12 school leaving age in the total population. An ATAR of 70.00, for example, indicates a level of achievement the same as or better than 70% of the Year 12 school leaver age population in the state.

The ATAR allows the results of any WA student applying for university admission interstate to be directly compared with results in other states. All states (except Queensland) report student rankings as an ATAR. Students need at least four scaled scores for an ATAR to be calculated. The ATAR is calculated using a student's Tertiary Entrance Aggregate (TEA).

The TEA (Tertiary Entrance Aggregate) is the sum of the student's best four scaled scores, plus 10% of the best Language Other Than English (LOTE) scaled score (if they have one), plus 10% of the scaled score (if they have one) from Mathematics: Methods ATAR, plus 10% of the scaled score (if they have one) from Mathematics: Specialist ATAR. The maximum TEA is currently 430. The TEA will be calculated and then converted to an ATAR, which informs a student where they are ranked, relative to other students.

This can be approximated using the TISC ATAR Online Calculator, which can be found at tisc.edu.au/atar-calculator.tisc. This site assists students to calculate the ATAR for a given TEA score. The following table gives an indication of the minimum 2018 Tertiary Entrance Aggregate (TEA) required to achieve a particular Australian Tertiary Admission Rank (ATAR).

ATAR	Min TEA for ATAR	Four Subject Average	Possible Degree Courses
61.05	200	50%	
65.10	208	52%	
70.80	220	55%	ECU, Murdoch, Curtin Entry
76.20	232	58%	Nursing/Midwifery at ECU
79.35	240	60%	
80.85	244	61%	UWA Entry Engineering, Speech Pathology at Curtin, Engineering at Murdoch; Murdoch First Scholarship*
83.45	252	63%	Occupational Therapy at Curtin
85.90	260	65%	Law at ECU
89.00	272	68%	
90.85	280	70%	Physiotherapy, Optometry, Law at Curtin; Law at Murdoch
93.15	292	73%	
95.65	308	77%	Medicine at Curtin
96.55	316	79%	Curtin Excellence Scholarship 1**
97.30	324	81%	Curtin Excellence Scholarship 2**
97.90	332	83%	
98.70	344	86%	Veterinary Science at Murdoch
99.05	352	88%	

We strongly recommend that students **aim for a four subject minimum average of 60%** to allow for any potential scaling or moderation which may take place.

Example 1 – Four WACE ATAR Courses

COURSE	SCALED SCORE
English	66%
Maths Application	48%
Modern History	67%
Politics and Law	70%
Careers and Enterprise (General)	A

Four subject aggregate:
 $66 + 48 + 67 + 70 = 251$
 TEA = 281 > **ATAR 83.15**

Example 2 – Five WACE ATAR Courses

COURSE	SCALED SCORE
English	72%
Maths Methods*	65%
Japanese*	66%
Human Biology	78%
Chemistry	48%
Food Science (General)	C

Best four course aggregate:
 $72 + 65 + 6.5$ (*Methods bonus - gains 10%)
 $+ 66 + 6.6$ (*LOTE bonus - gains 10%) + 78 = 294.1
 TEA = 294.1 > **ATAR 93.55**

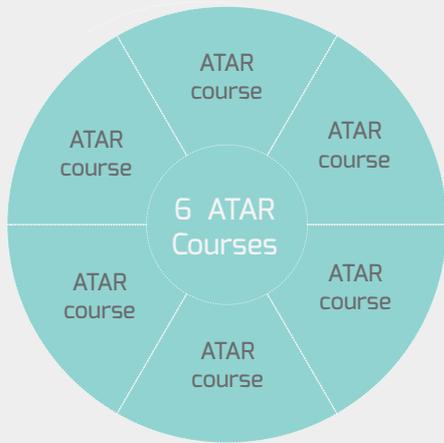
Please note that these calculations are approximate, as they do not take into account adjustments for **scaling and moderation**, which vary from year to year and are not possible to accurately predict.

ATAR Pathway

An ATAR pathway is made up of a minimum of 4 x ATAR courses (a WACE requirement). At Carey, this must include a Mathematics AND either English OR Literature OR English as an Additional Language/Dialect (EAL/D).

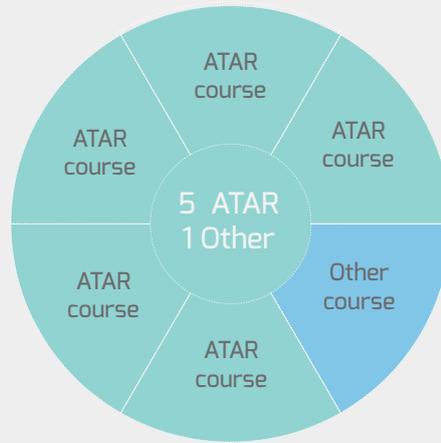
Typical Course Selection Combinations

University bound student would typically choose:



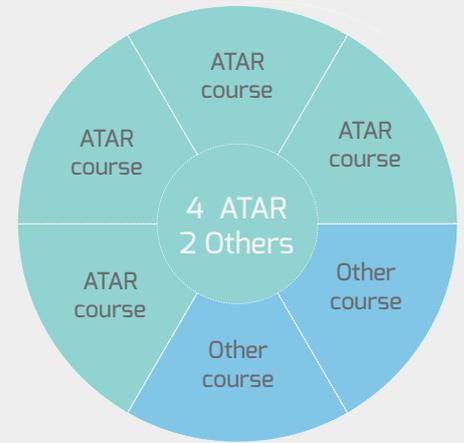
6 ATAR Courses

Most likely strong students who are aiming at Medicine, Law, Engineering, etc. A number of these students would change their course in Year 12 and continue with their best five courses (the top four generate the ATAR score).



5 ATAR Courses & 1 other

Recommended in many cases. As the top 4 ATAR courses count, this includes a fifth one in the event that something goes wrong with one of these courses. Normally students would continue with these five in Year 12. The other course is selected from either a General course or a Certificate qualification.



4 ATAR Courses & 2 others

A combination selected by students who may struggle with a 5 ATAR course load, or who may not have met the prerequisites in 5 ATAR courses. Students may continue with these 4 courses in Year 12, or may consider changing their pathway in Year 12 if they struggle in one or more ATAR courses. The other 2 courses are selected from the General course or Certificate qualification (often one of each).

Selecting 1, 2 or 3 ATAR courses is possible, but will not generate an ATAR score. Students in this position will find it difficult to complete their work placements, as these take place during the exam blocks, and they may well have to complete the time commitment outside this time. Sometimes an ATAR course is preferred by a TAFE or other provider as part of their requirements. WACE requirements need to be taken into account, as these students require either a Certificate course or a course including 5 General courses to qualify for the WACE.

Unacceptable Course Combinations

Students cannot use the following course combinations in calculating their ATAR. It may be possible to take both courses, but the result in only one may be used to calculate a student's ATAR score:

- English **with** English as an Additional Language/Dialect
- English **with** Literature
- English as an Additional Language/Dialect **with** Literature
- Mathematics Applications **with** Mathematics Methods
- Mathematics Applications **with** Mathematics Specialist

External Examinations

Each ATAR course has an ATAR exam. All students who are enrolled in external exams **MUST make a genuine attempt in the exam**. External exams are not conducted for General and Foundation courses.

Students who are enrolled in Year 12 ATAR units **ARE required to sit the ATAR exams**. There are practical and written exams for some ATAR courses. A student who is deemed not to have made a genuine attempt will endanger their chance of obtaining a WACE as the course will be removed from all WACE calculations. There are procedures for students who are sick or encounter a misadventure on the scheduled date of an exam.

University Scholarships

Information on University Scholarships can be found in each University's website, usually under the heading of Scholarships - Undergraduate. There are three scholarships that are awarded to students based on their ATAR scores and selection of the University as their first preference.

Murdoch First Scholarship* – open to students who apply through TISC and achieve an ATAR score of 80 or above, and who choose Murdoch as their first preference through TISC by the December closing date.

See murdoch.edu.au/study/murdoch-first-scholarship

Curtin Excellence Scholarship** – these reward and assist students who have demonstrated academic excellence through their ATAR and who select an eligible Curtin degree through TISC as their first preference. Students who achieve an ATAR between 96 - 96.99 will receive a scholarship of \$5,000. Students who achieve an ATAR of 97 or above will receive a scholarship of \$15,000.

See scholarships.curtin.edu.au/Scholarship/?id=3459

TAFE Entrance

Applicants for entry into TAFE qualifications need to demonstrate minimum literacy and numeracy skills or achievement at an applicable Certificate level in the Australian Qualifications Framework (AQF). Competitive courses may require applicants to respond to course specific selection criteria. For details on general TAFE entrance requirements please visit: fulltimecourses.tafe.wa.edu.au

For details on specific TAFE entrance requirements related to a particular course, please visit:

fulltimecourses.tafe.wa.edu.au/courses

TAFE Pathways to University

For further information please visit:

- northmetrotafe.wa.edu.au/futurestudents/unipathways
- southmetrotafe.wa.edu.au/futurestudents/unipathways or the University websites

Pre-Apprenticeship Programs

TAFE is the government pre-apprenticeship training provider. For pre-apprenticeship opportunities through TAFE please refer to the North and South Metro TAFE course booklets. The government funded private training providers of pre-apprenticeship programs includes:

- **MPA Skills (Plumbing and Painting)**
mpaskills.com.au/pre-apprenticeships
Phone: (08) 9471 6600
- **Motor Trade Association WA**
mtawa.com.au
Phone: (08) 9233 9800
- **Trade Trading, Everthought Education**
everthought.com.au/courses
Phone: 1300 656 498
- **College of Electrical Training, Jandakot**
cet.asn.au/Courses
Phone: (08) 6595 6600

TAFE Opportunities

Officers are available to provide assistance to future students at:

North Metropolitan TAFE | 1300 300 822

Campuses include: Balga, Clarkson, East Perth, Joondalup, Leederville, Midland, Mt. Lawley, Nedlands (Oral Health Centre), Perth (Northbridge).

Visit northmetrotafe.wa.edu.au Download the North Metro TAFE 2019 course booklet at northmetrotafe.wa.edu.au/sites/default/files/uploads/2019%20NMT_Course_Guide_web.pdf

South Metropolitan TAFE | 1800 001 001

Campuses include: Aerospace Training Centre, Armadale, Beaconsfield (Fremantle), Bentley, Carlisle, Henderson, Kwinana, Maritime (Fremantle), Munster, Murdoch, Peel (Mandurah), Rockingham, Thornlie.

Visit southmetrotafe.wa.edu.au
Download South Metro TAFE 2019 course booklet at southmetrotafe.wa.edu.au/sites/default/files/uploads/documents/courselist/SMTAFE-CourseGuide-2019-v10.pdf

TAFE Admissions tasonline.tafe.wa.edu.au

Vocational Pathway

A Vocational pathway is made up of a minimum of three General courses. At Carey this must include a Mathematics (often Maths Essential General) and an English course (often General English).

General Courses

These courses are not externally examined, but have an Externally Set Task (EST) in Year 12, which is set by SCSA and contributes 15% towards the final grade. These courses are designed for students who are typically aiming to enter further vocational based training or the workforce directly from school.

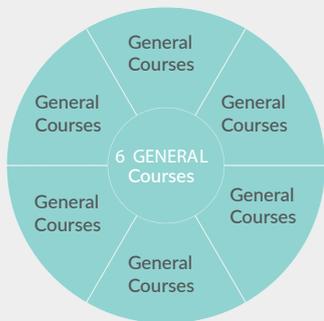
Vocational Education and Training (VET) – Certificate Qualifications

VET is nationally recognised and enables students to gain qualifications for all types of employment, and specific skills to help them in the workplace or in further training.

- As part of the minimum WACE requirements, a student may complete a Certificate II or higher in combination with ATAR, General or Foundation courses.
- Studying VET can provide up to eight units (4 subjects) towards the number of course units students need to complete to achieve their WACE.
- Students will typically enrol in four or five additional ATAR, General or Foundation courses to meet the WACE requirements.

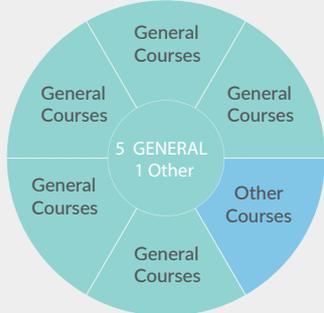
Typical Courses Selection Combinations

Vocational students would typically choose:



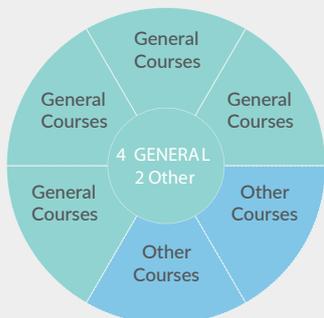
6 General courses

Students require 5 General courses as one of the requirements for the WACE.



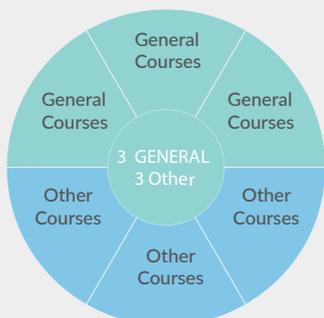
5 General Courses and 1 other

Recommended in most cases. The other recommended course is a Certificate qualification, which can be done at school, or with an external provider (e.g. the Friday program) or an ATAR course.



4 General Courses and 2 others

These students must choose a Certificate course as a requirement for the WACE; and may choose a second Certificate course (no more than two of these count towards the WACE) or an ATAR course.



3 General Courses and 3 others

These students must choose a Certificate course as a requirement for the WACE; and may choose a second or third Certificate course (but no more than two of these count towards the WACE) or an ATAR course or up to two ATAR courses. Even though Certificate courses are no longer compulsory for ALL Vocational students, they are highly recommended as being very practical and engaging subjects, which enables Vocational students to directly access TAFE.

Endorsed Programs

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

- contribute towards the breadth and depth requirement and the achievement standard requirement of the WACE;
- count as a maximum of four unit equivalents (two subjects) towards the WACE – two unit equivalents in Year 11 and two unit equivalents in Year 12.

VET Opportunities

Students at Carey can gain VET qualifications through a variety of on-site and off-site delivery modes.

On-site

Classroom based, mainly in school time

- Cost included in school fees.
- Online, in school time.
- Fee for service, charges not included in school fees.
- Example – 52689WA Certificate IV in Preparation for Nursing Education.

Composite online plus community based program, out of school time

- Fee for service, charge not included in school fees.
- Example – CHC24015 Certificate II in Active Volunteering (Christian Ministry).

Off-site

Government funded qualifications, including Pre-apprenticeships and School-Based traineeships

- Additional incidental costs.
- Delivered at TAFE or RTO premises during school time (usually a Friday).
- Entry is competitive and numbers are limited.

Fee for service, delivered during school time at external RTO's premises

- Fee for service, charges are not included in school fees.
- Students require some time away from school.

School-based Traineeships outside school time with an employer and RTO

- Additional incidental costs.
- No additional time away from school.
- Qualifications in student's workplace.

Further enquiries in regard to studies in VET can be directed to either:

Mrs P. Shaw, VET Coordinator: pshaw@carey.wa.edu.au

Mrs A. Post, Careers Coordinator: apost@carey.wa.edu.au

All Carey Vocational students are enrolled in Workplace Learning, which is an additional subject to the 6 subjects on their timetable, and is undertaken 'off the grid'. Only students who elect to move from an ATAR course to UniReady (which is also an enrolled subject) in Year 12 will be exempt from WPL.

Workplace Learning (WPL)

Workplace learning is an Authority-developed endorsed program. **Students on a Vocational Pathway are required to complete 110 hours of work placement during Year 11.** To complete this endorsed program, a student works in one or more industries to develop workplace skills. The student must record the number of hours completed and the tasks undertaken throughout the work placement in the WPL logbook that they receive on enrolment to the program. The student must also provide evidence of his/her knowledge and understanding of the workplace skills by completing the Skills Journal.

Students changing from ATAR course in Year 11 to a Vocational Course in Year 12 are required to undertake WPL. Completion of the 110 hours may require additional time during the term breaks or at other times in the school year.

There will be additional expenses related to this course.

\$700 is charged for Workplace learning for the two placements (these figures are based on 2019 charges). There may also be other costs (such as footwear) depending on the workplace chosen.

Block work placements are completed at the same time as ATAR course examinations. Including an ATAR course in student's General Pathway selections is likely to create clashes making it difficult for the student to complete the required hours. ATAR exams must take precedence over all other activities.

Further enquiries regarding WPL can be directed to:
Mrs K. Svensson, WPL Coordinator
kvensson@carey.wa.edu.au

Year 11 Courses at Carey

University (ATAR) Pathway Courses

List A (Arts / Languages / Social Science)	
Drama	AEDRA
Economics	AEECO
English	AEENG
English Additional Language/Dialect	AEELD
Geography	AEGEO
Health Studies	AEHEA
Japanese: Second Language	AEJSL
Literature	AELIT
Modern History	AEHIM
Music	AEMUS
Philosophy & Ethics	AEPAE
Politics & Law	AEPAL

List B (Maths / Science / Technology)	
Biology	AEBLY
Chemistry	AECHE
Human Biology	AEHBY
Mathematics Applications	AEMAA
Mathematics Methods	AEMAM
Mathematics Specialist	AEMAS
Outdoor Education	AEOED
Physical Education Studies	AEPES
Physics	AEPHY
Psychology	AEPSY

Vocational (General) Pathway Courses

List A (Arts / Languages / Social Science)	
Business Management & Enterprise	GEBME
Career & Enterprise	GECAE
English	GEENG
Visual Art	GEVAR

List B (Maths / Science / Technology)	
Food Science and Technology	GEFST
Human Biology	GEHBY
Integrated Science	GEISC
Mathematics Essential	GEMAE
Outdoor Education	GEOED
Physical Education Studies	GEPES

VET Certificate Qualifications

- CHC24015 Certificate II in Active Volunteering (Christian Ministry)
- BSB20115 Certificate II in Business
- CHC22015 Certificate II in Community Services
- CPC20211 Certificate II in Construction Pathways
- CUA20113 Certificate II in Dance
- MEM20413 Certificate II in Engineering Pathways
- ICT20115 Certificate in Information, Digital Media and Technology
- SIT20116 Certificate II in Tourism

Endorsed Programs

- ADWPL Workplace Learning
- UNIREADY UniReady in Schools (Year 12 only)

Compulsory Subjects

Beliefs and Values

Beliefs and Values education at Year 11 and 12 level takes the form of an interactive one-day seminar format held each term.

The aim of these days is two-fold. Firstly, to give students evidence based information about topics that are relevant and challenge them to make good life choices. Secondly, to help develop community amongst the year group by providing a space for relationships to develop between students and between teachers and students.

Topics covered in the Beliefs and Values Days include:

	Year 11	Year 12
Term 1 – Camp	Poverty and Social Justice	Life as a Story
Term 2	Drug and Sexual Abuse, and Self-Protective Behaviours	Love and Relationships
Term 3	Happiness	Life and Death

These topics are taught in an environment where beliefs and values can be challenged, understood and applied to real life situations with an open, honest and thought provoking approach. During the course, we encourage students to look at Jesus and his way, as an alternative to the consumer driven, ego-centred modern western society.

Along with guest speakers, who are experts in their field, students also participate in simulation activities as well as discussion groups, with their tutor teachers.

Physical Education (SAS – Southern Associated Schools)

As part of the Carey Baptist College Physical Education Curriculum, Years 11 and 12 students are required to participate in sporting activities. Some will participate in SAS (the Southern Associated Schools sporting competition), while others will participate in fitness or other activities. It is the aim of SAS (which is a sub-association of the ACC - Associated and Catholic Colleges) to provide an interschool sporting competition promoting participation, sportsmanship, leadership and socialisation amongst students.

Involvement: This is a timetabled subject therefore participation is compulsory. There are separate boys' and girls' teams, as well as some mixed teams. The competition is played on a Tuesday afternoon on a home and away basis. The official playing time of games is from 1.30pm until 3pm. Games played at an away fixture will sometimes result in students not returning to the College until 3.30pm. Students who are unsuccessful in gaining a team placement will be offered other options including fitness classes, run by qualified personal trainers. In terms 3 and 4, options will include a Study line.

Only students with injuries or medical conditions can be exempted from SAS. Parents should contact Mr R. Stirling and provide documentation in order for an exemption to be approved.

Dress: For all sports, players' dress standards must be consistent with the traditional expectations for that sport and the Physical Education Uniform Policy, including hats in Term 1. Please also note that mouthguards and/or shin pads will be required for sports such as soccer and football. Some protective equipment will be supplied by the College.

Course Selection and Webchoices

Key Dates for Year 11 Course Selection

Year 11-12 Reports live on SEQTA	Thursday, 27 June
Year 11-12 Course Selection Handbook issued	Tuesday, 2 July
WACE / Course Selection Information Evening	Tuesday, 2 July
Year 11 Webchoices Opens	Wednesday, 3 July
Year 11 Webchoices Closes - Initial Course Selection	Thursday, 8 August, 6pm
2020 Year 11 Gridlines Issued	Monday, 2 September
2020 Year 11 Gridlines Close - Final Course Selection	Wednesday, 11 September

Course Selection Steps Explained

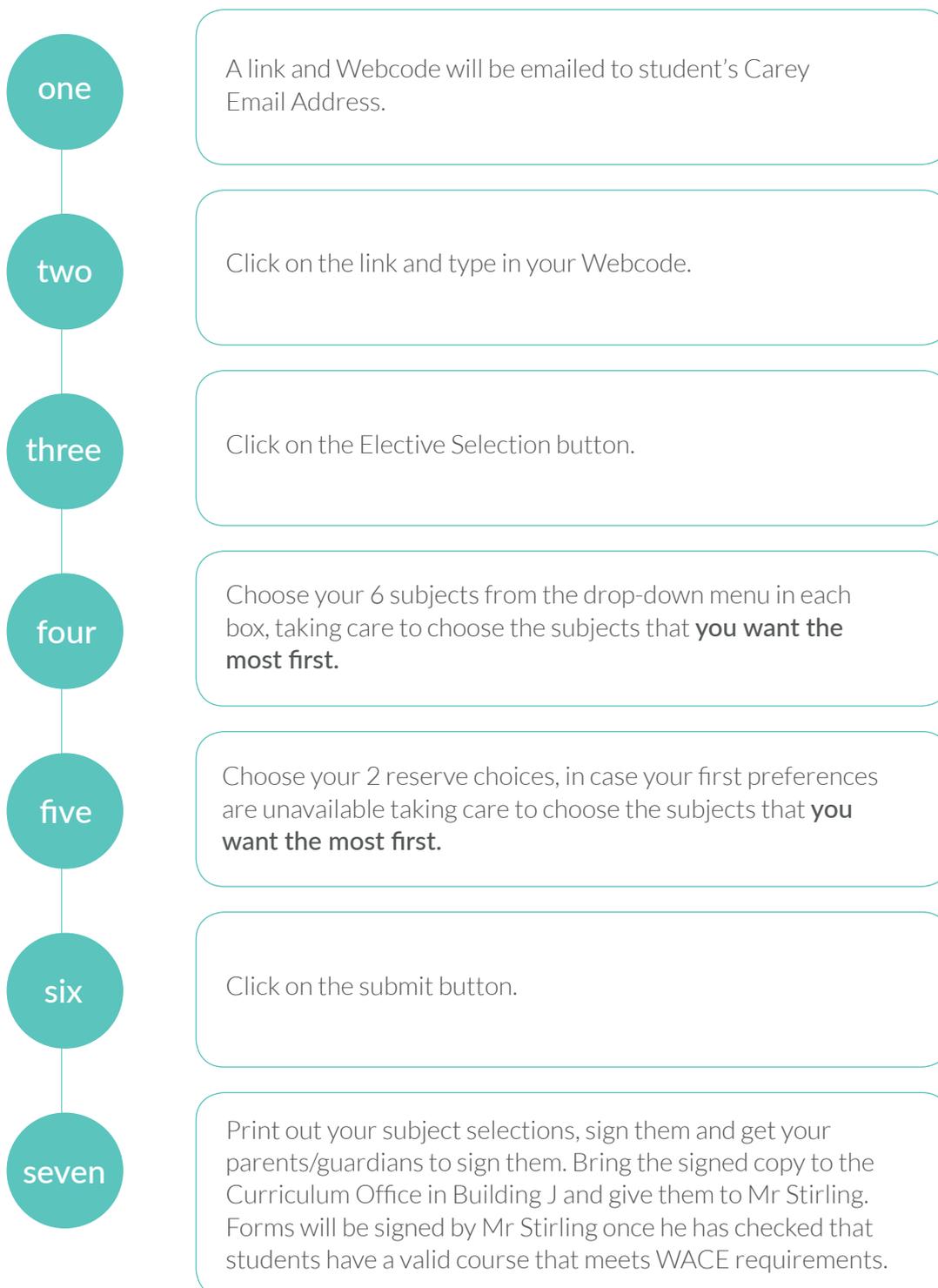
The Year 11 and 12 Course Handbook is issued to families on the WACE Information / Course Selection evening on Tuesday, 2 July. This explains the process of subject selection, WACE, graduation, ATAR scores, University and TAFE pathways.

- Webchoices (online internet system) goes live on Wednesday, 3 July. This is the system where students make their initial subject choices – 6 subjects + 2 reserves. One subject must be English (compulsory for WACE requirements) and one must be Mathematics.
- Students will only be able to choose the subjects where they have achieved the prerequisite grades (these were outlined in the letter that was sent to Year 10 parents and students on 25 February, 2019).
- A link and webcode will be emailed to student's Carey email address. If students have problems with their access codes, please contact Mrs Lacey. Students should choose their courses in conjunction with their parents, and they are required to print out a copy of their choices which requires parental signatures. Students should not attempt to enrol in their courses during class time.
- Reserve choices are needed in case a student misses out on one of their chosen course (i.e. if there are not sufficient numbers to run a course or other issues regarding resources or Staffing). Subjects with insufficient student numbers WILL NOT BE OFFERED.
- It is crucially important for students to choose the subjects they need / want in the order of preference, as the Edval timetable system constructs the grid lines from this data. Students are more likely to be offered the subjects that they rate at the top of the list (i.e. those with the highest priority). This data determines which subjects will be offered, how many classes there will be, and where on the gridlines the subject will be offered. This is necessary as schools cannot offer every subject on each of the six final grid lines.
- Individual Course Selection Interviews with Mr Stirling are available to Year 10 students and parents. Appointments will be available from the start of Term 3, from Tuesday, 23 July – Wednesday, 7 August. These Course Selection Interviews (please allow 30 minutes) can be booked following the Information evening on Tuesday 2 July, by contacting Mrs Bye (9394 9116) in the Curriculum Office, and can be booked on some evenings. Appointments with Mrs Post (Careers Counsellor) can also be made.
- Semester 1 Report meetings with teachers are scheduled on Tuesday, 30 July (3–6.30pm), and on Tuesday, 6 August (from 3–6.30pm). This is where student achievement should be discussed with teachers, and advice on Year 11 subject suitability should be sought.
- The initial webchoices course selection closes at 6.00pm on Thursday, 8 August, so there is no rush.
- The Year 11/12 Gridlines will be completed by Monday, 2 September. This is where the final course enrolments are confirmed. If students have chosen two subjects that are positioned on the same grid line (because few other students have chosen this combination) they may be issued with their reserve choice. The subjects they will be allocated are the ones which are higher on their initial Course selection. Students missing out on one of their lower rated choices will have the opportunity to choose another course, based on which subjects are available on the gridlines (see the sample grid on page 22).
- 2020 course changes can be completed between Monday, 2 September and Wednesday, 11 September. This is where the enrolment into classes is finalised.

- Private Study is not an option for Year 11 students. The exception to this is if they apply for and are accepted into an off-site TAFE course (usually on a Friday). This is to enable students to catch up on work missed, while at TAFE. After two weeks at TAFE, students are permitted to submit a Course Change Form and select a grid line on which to have supervised Private Study.
- If students achieve the prerequisites for entry into courses in their Second Semester Reports or wish to change their subject choice for 2020, they can submit a Course Change Form until Tuesday, 17 December, or in the two weeks prior to the start of school in 2020 (but changes ARE subject to the availability of places).

How to Choose Subjects using Webchoice

Choices are due by 6.00pm on Thursday 8 August



Changing Courses

SCSA publishes a series of dates after which students may not change courses as they cannot complete the

assessment program of any new courses. There are three opportunities for Year 11 students to change courses.

- The first cut-off is Friday, 20 March (end of Week 7) – this follows a **SAAR review** (Student at Academic Risk), which takes place between Week 5 and Week 7 of the term. Staff are asked to set two assessments (including a test) and return them by the end of Week 5, to demonstrate student's capacity in their courses. Students can change a course in this period, without penalty, although there will be some catch-up on work required.
- The second opportunity follows the Semester 1 exam and occurs during Weeks 8-10 of Term 2. At this point a student can withdraw from a subject and have the first Unit grade credited, and change to a Unit 2 of another subject in Semester 2 (for example, they may change from Unit 1 Maths

Methods to Unit 2 Maths Applications ATAR.

These students must sit the end of year exam in that subject, which requires them to cover the first Semester content, but they do not need to catch up on any missed Semester 1 assessments.

- The third opportunity for changing courses is at the end of the year. This is usually done after the Year 11 exams / reports in Term 4, or can be done in the two weeks prior to the commencement of students in the following year. Year 11 and 12 courses have different content and the Year 12 exam is based on Year 12 work. Students commonly change courses at this point, with a number of ATAR students choosing to move into a Vocational pathway. Some Year 12 ATAR students may elect to change one of their subjects to a private study class.

Year 12 is a shorter year (basically three terms), so only the first cut-off date for course changes of Friday, 20 March applies. For Year 12s, it is usually only practical to change from an ATAR to a General course in this period, as catching up another ATAR course is impractical in most cases. The deadline for moving into private study occurs later, as no new course is being picked up. Students can begin the course change procedure by completing a Year 11/12 Course Change Request Form, obtainable from the Curriculum Office (Building J).

SCSA Exhibitions and Awards

General Criteria for Eligibility for Exhibitions and Awards

In order to be eligible to receive the Beazley Medal WACE, the Beazley Medal VET Award, a General Exhibition, a Subject Exhibition, a VET Exhibition, a Certificate of Excellence, a Certificate of Distinction or a Certificate of Merit, a student must:

- be an Australian citizen or a permanent resident of Australia;
- have been enrolled as a full-time student in a registered Secondary School; and
- have satisfied the requirements for a WACE at the time of the determination of the award/exhibition (except for subject exhibitions and certificates of excellence).

Special awards may be awarded to students who do not meet the general eligibility criteria.

Beazley Medal: WACE

The Beazley Medal WACE is awarded for excellence in ATAR courses. It is awarded to the highest ranked eligible student with a General Exhibition.

Beazley Medal: VET

The Beazley Medal VET is for excellence in studies that include training qualifications and SCSA courses. It is awarded to an eligible student who has demonstrated the most outstanding performance in a VET Certificate II or higher and in their other WACE achievements. Eligibility requires the achievement of a VET Exhibition.

General Exhibitions

Fifty General Exhibitions awards are given to the eligible students who obtain the highest WACE award score based on the average of five equated examination scores in ATAR courses, calculated to two decimal places, with at least two from each of List A and List B (any practical and written marks will be combined appropriately). At least three examination scores must have been obtained in the final year of senior secondary schooling. Scores achieved as a non-school candidate in an ATAR course are not eligible to be counted in the calculation for this award.

Subject Exhibitions (ATAR courses)

A Subject Exhibition may be awarded to the eligible student obtaining the highest examination mark for each ATAR course, subject to certain conditions.

VET Exhibitions

A VET exhibition may be awarded to the eligible student who has demonstrated the most outstanding performance in an AQF VET Certificate II or higher and in their other course achievements. The student who is ranked first in the selection process for a VET Certificate of Excellence will be awarded the VET exhibition in that industry area.

Certificates of Excellence (ATAR Courses)

Certificates of Excellence are awarded to eligible students who are in the top 0.5% of candidates, based on the examination mark, or the top two candidates (whichever is the greater) in courses where there are at least 100 students sitting the ATAR exam.

Certificates of Excellence (VET)

VET certificates of excellence may be awarded to eligible Year 12 students who complete an Australian Qualification Framework (AQF) VET Certificate II or higher in one of the nine industry areas, in their final WACE year. Additionally, students must complete at least two unit equivalence of workplace learning (ADWPL).

For a specific industry area, the number of certificates of excellence that can be awarded is:

- 0.5% of the number of Year 12 students completing a Certificate II or higher in the Industry area in the year of the award, or
- a maximum of two (for training package industry areas with less than 400 students completing a Certificate II or higher).

Eligibility criteria can be obtained from the School Curriculum and Standards Authority website.

Certificates of Merit and Certificates of Distinction

Certificates of Merit and Certificates of Distinction recognise student achievement in the WACE and are dependent on the degree of difficulty of the courses and programs undertaken, together with the student's level of achievement. These awards will be based on the grades awarded to students by their schools. A Certificate of Merit or a Certificate of Distinction is to be awarded to each eligible student who obtains:

- Certificates of Merit 150–189 points
- Certificates of Distinction 190–200 points

Currently, all Certificate of Distinction winners are acknowledged in the West Australian.

Calculating points for the achievement of Certificates of Merit and Certificates of Distinction

Points are awarded as follows:

Points per Unit	ATAR Course	General Course	Foundation Course	VET Industry Qualification	Max points per VET Qualification
10	A				
9	B			Cert IV	54
8		A		Cert III	48
7					
6				Cert II	24

Example: Note that each subject is made up of two Units

Year 11 Course	Grade	Points
English	B	2 x 9 = 18
Maths Application	A	2 x 10 = 20
Modern History	B	2 x 9 = 18
Politics & Law	B	2 x 9 = 18
Human Biology	C	0
Careers & Enterprise (General)	A	2 x 8 = 16
Total		90

Year 12 Course	Grade	Points
English	B	2 x 9 = 18
Maths Application	B	2 x 9 = 18
Modern History	B	2 x 9 = 18
Politics & Law	C	0
Human Biology	B	2 x 9 = 18
Private Study		0
Total		72

This student would receive 90 (Year 11) + 72 (Year 12) points totalling 162 points and be awarded a Certificate of Merit.

Year 11 Grid Lines – Sample

UNIVERSITY (ATAR) Pathway Courses							VOCATIONAL Pathway Courses		CERTIFICATES	
									1 Year	2 Years
1	English	Biology	Maths Applications	PE Studies	Japanese	English General	Integrated Science	Business Cert II	Dance Cert II	
2	English	Chemistry	Maths Specialist	Maths Applications	Modern History	English General	Career & Enterprise		Construction Cert II	
3	English	Physics	Human Biology	Music	Politics & Law	Human Biology General	Food Science		Engineering Cert II	
4	English	Literature	Psychology	Outdoor Education	Geography	Career & Enterprise	Outdoor Education A + G		Community Services Cert II	
5	Chemistry	Maths Applications	Health Studies	Economics		Maths Essentials	PE Studies General	Tourism Cert II		
6	Maths Methods	Maths Applications	Human Biology	Philosophy & Ethics	Drama	Maths Essentials	Visual Art	Information, Digital Media & Technology Cert II		

This Grid is generated by the initial Course Selection data. In September, students select one course per grid line, totalling six courses. The courses offered on Lines 1 to 6 will only run if sufficient students choose to enrol in the course. **Active Volunteering (Christian Ministry)** can be chosen off the grid.

Glossary of Terms

AQF	Australian Quality Framework, see https://aqf.edu.au/aqf-levels
ATAR	Australian Tertiary Admission Rank, determined using the TEA. This is used for entry to Curtin, ECU, Murdoch and UWA. Notre Dame has its own separate admissions procedure.
Certificate	Nationally recognised qualification in the Vocational Education and Training sector.
Courses	Developed by the School Curriculum and Standards Authority. These include: <ol style="list-style-type: none">1. ATAR courses for students who are aiming to enrol in a university course direct from school. These courses contribute to the ATAR.2. General courses for students who are aiming to enter further training or the workforce directly from school.3. Foundation courses focus on functional literacy and numeracy skills, and are for students who have not been able to demonstrate the minimum standard for literacy and/or numeracy before Year 11 and who require significant support.4. VET (Vocational Education and Training) is accredited specific training leading to a Certificate qualification, delivered in accordance with the National Training Framework.
Curtin Excellence Scholarship	Students apply by selecting an eligible Curtin degree through TISC as their first preference. Application forms are not required. The Curtin Excellence Scholarships are awarded to students obtaining an ATAR over 96. For further information: scholarships.curtin.edu.au
Diploma	Qualification awarded by TAFE, between a Certificate and a Bachelor Degree. There are two tiers: Diploma and Advanced Diploma.
Endorsed	A significant learning program developed or approved by the School Curriculum and Standards Authority.
EST	Externally Set Task – students enrolled in a General Year 12 course and/or a Foundation Year 12 course are required to complete the externally set task (EST) developed by SCSA for that course. The EST is compulsory and forms part of the school-based assessment. It is included as a separate assessment type with a weighting of 15% for the pair of units.
HoD	Head of Department. At Carey, these are: <ul style="list-style-type: none">• Beliefs and Values Mr J. Birt• English Mr T. O'Connor• Health and Physical Education Mr C. Bolton• Humanities and Social Sciences Mr C. Austin• Languages Mrs K. Bonciani• Mathematics Mrs L. Karasavas• Music Mr B. Thompson• Science Mr P. van Dam• Technologies Mr S. Griffiths• Visual and Performing Arts Mr R. Stirling
Moderation	TISC uses statistical moderation of school marks in a course to place them on the same scale as the ATAR course examination marks at the school for that course. Because the ATAR course examination marks of students at all schools for the same course are comparable, the statistically moderated school marks for the same course are comparable in all schools.

Prerequisites	Minimum entry requirements that must be successfully completed for entry to particular courses. These operate at Secondary and Tertiary level.
RTO	Registered Training Organisations audit and auspices VET Certificate Courses.
Scaling	TISC uses scaling to adjust for differences in difficulty between courses and aims to ensure that, in terms of access to university, students are not disadvantaged if they choose to study difficult courses. It cannot be assumed that the combined scores for different ATAR courses are on the same scale.
SCSA	School Curriculum and Standards Authority – WA Government body which oversees education in private and state schools. It sets curriculum, monitors standards and sets external examinations.
Syllabus	A syllabus is a course guide which includes a description of the course rationale, aims, organisation of the course, content of each of the units and the assessment framework. These are issued by teachers and can also be found on the SCSA website.
TEA	Tertiary Entrance Aggregate. This is the sum of the best four scaled scores – maximum 430. This is used to determine the ATAR.
Tertiary Education	Post-secondary courses offered by universities, private providers and TAFEs.
TISC	Tertiary Institutions Service Centre. This is the governing body which calculates the TEA and ATAR and offers places at the four public universities.
USI	The Unique Student Identifier (USI) which is required for students enrolling in a Vocational Education and Training qualification.
VET	Vocational Education and Training.
WACE	Western Australian Certificate of Education (WACE) – a certificate that demonstrates significant achievement over Years 11 and 12; expected to be attained by about 91% of students across Western Australia.
WASSA	The Western Australian Statement of Student Achievement (WASSA) is issued to all Year 12 students who complete any study that contributes towards a WACE. It lists all courses and programs students have completed during Years 11 and 12.
WPL	Workplace Learning - this is an authority developed endorsed program (ADWPL) where students participate in one or more work places to develop a set of transferable workplace skills. All Vocational pathway students at Carey are required to undertake WPL as part of their program. For further information, please visit: senior-secondary.scsa.wa.edu.au/vet/endorsed-programs/authority-developed-endorsed-programs

Course Descriptions



Beliefs and Values

Mr J. Birt (Head of Department)





CERT II

Certificate II in Active Volunteering CHC24015 | Christian Ministry

Course Description:

This qualification will equip students to understand and practice Christian leadership.

There are several course components including a camp, a regular after school class and a practical project in which students serve and lead throughout the year. All these components work together to give them a dynamic learning experience. This qualification will equip students to participate in and lead well in any organisation that has a volunteer workforce, especially one with specifically Christian goals.

This Certificate is currently offered in partnership with IVET.
The MOA with all providers is renegotiated annually.

Year 11 or Year 12

This qualification is delivered in one year.

Prerequisites: A one page document outlining the motivation for students choosing this course needs to be sent to Mr Birt.

Desirable: Nil

Subject Fee: Nil

Further Information: Mr J. Birt



CODE: 40548

English

Mr T. O'Connor (Head of Department)





ATAR

English | ATAR

Course Description:

The study of English enables students to become proactive citizens in a rapidly changing world. It is intended for students who are comfortable with more complex content, who have the basics of essay writing, and who have good speaking skills. The course focuses on developing students' creative, critical thinking and communication skills, encouraging them to think about their role as a global citizen.

Year 11 Units 1 & 2

Prerequisites: C Grade in Year 10 English Extension or B Grade in Year 10 English Mainstream

Desirable: Nil

Subject Fee: Nil

Further Information: Mr T. O'Connor

Unit 1:

This unit focuses on the similarities and differences between texts and how visual, written and spoken language combine to make meaning. Students will develop an understanding of the way language can be used to analyse texts and can be used to work creatively. They will be taught to respond to texts in more than one way, and reflect on their own learning.

Unit 2:

Students look at the way ideas and attitudes are shared and will consider how texts reflect the world and human experience. By reading and creating texts, students will learn how imagination, interpretation and persuasion combine to influence in the world they live in.

Year 12 Units 3 & 4

Prerequisites: C Grade (55%) or better in English ATAR Units 1 and 2

Desirable: Nil

Subject Fee: Nil

Further Information: Mr T. O'Connor

Unit 3:

Through wide reading, viewing and listening, students will develop the ability to analyse and evaluate the texts they read. They will learn to enjoy creating imaginative, persuasive, interpretive, and analytical responses in a range of written, oral and digital forms.

Unit 4:

Students examine different interpretations and perspectives to further develop their knowledge and ability to analyse texts. They will learn to challenge perspectives, values and attitudes in texts, developing and testing their own interpretations through debate and argument.



Literature | ATAR

Course Description:

The Literature ATAR course further develops students as independent, innovative and creative learners and thinkers who appreciate the artistic use of language. They will learn to evaluate viewpoints and challenge ideas. Students will learn to create their own texts, including essays, poems, short stories and plays. This course has both written and oral content.

Year 11 Units 1 & 2

Prerequisites: B Grade in Year 10 English Mainstream or 60% or better in Year 10 Extension

Desirable: Nil

Subject Fee: Nil

Further Information: Mr T. O'Connor

Unit 1:

Students explore the way texts shape the way we see the world and enable us to enter other worlds of the imagination. They actively participate in analysis and the creation of imaginative texts in a range of forms. Students engage with literary theory and will study literary texts using these frameworks.

Unit 2:

This unit develops students' knowledge and understanding of the ways literary texts connect with each other. The ideas, language and structure of different texts are compared and contrasted. Students create analytical responses that are logical and supported by evidence.

Year 12 Units 3 & 4

Prerequisites: C Grade (55%) or better in Literature ATAR Units 1 and 2

Desirable: Nil

Subject Fee: Nil

Further Information: Mr T. O'Connor

Unit 3:

Students will engage with literary theory and learn to read texts in terms of their cultural, social and historical contexts. They will engage in discussions about readings, reading practices and the possibility of multiple readings.

Unit 4:

The focus of this unit is on the dynamic nature of literary interpretation and considers the insights texts can offer. Students will learn to create texts paying attention to values and conventions. Students will learn about the way language, stories and images are used in the world around us. They will experience the intellectual pleasure that reading and creating literary texts can bring.



English as an Additional Language / Dialect | ATAR

Course Description:

The EAL/D courses are designed for students who speak another language or dialect as their first or 'home' language. EAL/D focuses on the development of the competent use of Standard Australian English in a range of contexts and develops academic English skills to prepare students for tertiary study.

Enrolment into EAL/D in Year 12 cannot occur without eligibility approval. For a student to gain approval to enrol, the appropriate eligibility application must be completed and submitted to the Authority by 12 February, 2020, along with the required supporting documentation. Students who are registered as eligible to be enrolled in a Year 12 EAL/D course will be granted an extra ten minutes to complete the components of the OLNA.

Year 11 Units 1 & 2

Prerequisites: Nil

Desirable: Nil

Subject Fee: Nil

Further Information: Mr T. O'Connor

Unit 1:

Students will develop skills that enable them to use written English so they can communicate effectively in a range of contexts and for a variety of purposes in order to become effective cross-cultural users of language.

Unit 2:

The thematic focus for this unit is making choices. Using knowledge and skills from their existing languages and cultures, students learn to use English to identify and examine choices facing them, their families, communities and societies in relation to issues of global concern. They will examine and use language to analyse choices, influence attitudes and effect change.

Year 12 Units 3 & 4

Prerequisites: C Grade (55%) or better in EAL/D ATAR Units 1 and 2; students must meet SCSA's eligibility requirements

Desirable: Nil

Subject Fee: Nil

Further Information: Mr T. O'Connor

Unit 3:

Using knowledge and skills from their existing language and culture, students will learn to use English to further explore how culture influences the way in which they and other people view the world, particularly in an Australian context.

Unit 4:

Students will use English to explore the relationship between language and power. They will examine the ways in which language can be used to influence, persuade and position people, and how it can also be used to privilege or marginalise social groups.



English | General

Course Description:

This course provides entry into a TAFE pathway and is strongly recommended for students whose achievement in English has been limited, but who have good work habits and intend to pursue further training or directly enter the workforce. The course will focus on developing the skills and knowledge needed by students to become competent, confident users of English in every day, community, social and workplace contexts.

Year 11 Units 1 & 2

Prerequisites: Nil

Desirable: Nil

Subject Fee: Nil

Further Information: Mr T. O'Connor

Unit 1:

Study in this unit focuses on students' ability to understand and respond to the ideas and information presented in texts. Students combine the skills and knowledge needed to become confident users of English in every day, community, social, further education, training and workplace contexts.

Unit 2:

This unit is designed to provide students with the skills to succeed in a wide range of post-secondary pathways by developing their language and communication skills. Students will evaluate and create analytical, imaginative, and persuasive texts in a range of written, oral and digital forms.

Year 12 Units 3 & 4

Prerequisites: Nil

Desirable: C Grade in English General Units 1 and 2

Subject Fee: Nil

Further Information: Mr T. O'Connor

Unit 3:

The course is designed to provide students with the skills to succeed in a wide range of post-secondary pathways by developing their language and speaking skills. Students will comprehend, interpret, evaluate and create imaginative, and persuasive texts in a range of written, oral and digital forms.

Unit 4:

Students explore ethical dilemmas through their engagement with texts, considering reasons for actions and the implications of decisions. Students will develop increasingly advanced communication, research and presentation skills to express their own viewpoints.

Health and Physical Education

Mr C. Bolton (Head of Department)





ATAR

Health Studies | ATAR

Course Description:

The Health Studies ATAR course focuses on the study of health as a dynamic quality of human life. Students develop the knowledge, understanding and skills to understand the importance of personal and community action in promoting health.

Students study the social, environmental, socio-economic and biomedical determinants of health, the influence of beliefs, attitudes and values on health behaviour, and the importance of self-management and interpersonal skills in making healthy decisions.

Year 11

Units 1 & 2

Prerequisites: C Grade in Year 10 Health Education

Desirable: C Grade in Year 10 English Extension or B Grade in Year 10 English Mainstream

Subject Fee: Nil

Further Information: Mrs A. Taylor

Unit 1:

Health of Individuals and Communities

This unit explores health promotion approaches to improve health. Students examine attitudes and beliefs and their impact on health decision-making.

Unit 2:

Community Health

This unit introduces the concept of community development. Comprehensive approaches to achieving greater equity in health are studied, along with emerging ethical issues arising from contemporary health practices.

Year 12

Units 3 & 4

Prerequisites: C Grade (55%) or better in Health Studies ATAR Units 1 and 2.

Desirable: Nil

Subject Fee: Nil

Further Information: Mr C. Bolton

Unit 3:

Specific Population Health

Students learn about factors creating disparities and inequities around the world and ways of improving the health and wellbeing of specific groups. They examine social justice principles and epidemiological data.

Unit 4:

Global Health

Students study global health inequity and international health agencies who work to improve health. Students apply investigative skills to analyse health issues, develop



Outdoor Education | ATAR

Course Description:

The Outdoor Education ATAR course aims to develop an understanding of students' relationships with the environment, others and themselves, and ultimately contribute towards a sustainable world. It provides students with an opportunity to develop essential life skills and physical activity skills, while developing a comprehensive understanding of the environment and a positive relationship with nature. The course aims to develop self-awareness and leadership by planning for, and facilitating, outdoor experiences.

Time off campus

Year 11: 9 days are spent off campus including 2 expeditions and 1 excursion

Year 12: 6 days are spent off campus including 2 expeditions

Year 11

Units 1 & 2

Prerequisites: Nil

Desirable: C Grade in Year 10 Outdoor Education

Subject Fee: \$550

Further Information: Mr C. May

Unit 1:

Responsibility in the Outdoors

Students undertake expeditions and participate in practical experiences. Students become more aware of the natural environment and develop interpretational skills.

Unit 2:

Independence Outdoors

This unit increases the level of self-sufficiency, technical understanding and physical fitness. Students become more proficient in roping, navigation and emergency response.

Year 12

Units 3 & 4

Prerequisites: C grade (55%) or better on Outdoor Education ATAR Units 1 and 2

Desirable: Nil

Subject Fee: \$550

Further Information: Mr C. May

Unit 3:

Outdoor Development

Students learn risk assessment, emergency response and logistical planning in the outdoors. They consider personal and group development and develop leadership strategies.

Unit 4:

Leadership

Students draw from their previous experiences and knowledge to develop, manage, instruct and facilitate experiences in the outdoors. They practice outdoor leadership to explore values related to self, others and the environment.



Physical Education Studies | ATAR

Course Description:

The Physical Education Studies ATAR course focuses on the physical, mental, social and emotional growth of students. Students learn about physiological, psychological and biomechanical principles, and apply these to analyse and improve personal and group performances in physical activities and sport.

The course incorporates both practical and theoretical elements. Fitness and sport performance contribute to the final course score.

Year 11 Units 1 & 2

Prerequisites: 60% or better in Year 10 Physical Education or C Grade in Year 10 Physical Education Specialist

Desirable: C Grade in Year 10 Science Mainstream

Subject Fee: Nil

Further Information: Mr C. Bolton

Unit 1: Anatomy and Biomechanics

This unit explores the anatomical and biomechanical concepts as they apply to sport. Students also explore the body's responses to physical activity and learn stress management processes to improve their own performance and that of others.

Unit 2: Skill and Strategy in Sport

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

Year 12 Units 3 & 4

Prerequisites: C Grade (55%) or better in Physical Education Studies ATAR Units 1 and 2

Desirable: Nil

Subject Fee: Nil

Further Information: Mr C. Bolton

Unit 3: Scientific Understandings

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

Unit 4: Competitive Performance

Students will extend their understanding of complex biomechanical, psychological and physiological concepts to evaluate their own and others' performance. Students critically evaluate training programs designed to improve performance.



Outdoor Education | General

Course Description:

This course aims to develop an understanding of students' relationships with the environment, others and themselves, and ultimately contribute towards a sustainable world. It provides students with an opportunity to develop essential life skills and physical activity skills, and an opportunity to develop an understanding of the environment and a positive relationship with nature. The course aims to develop skills that will enable them to pursue personal interests and careers in the outdoors.

Time off campus

Year 11: 9 days are spent off campus – including 2 expeditions and 1 excursion

Year 12: 7 days are spent off campus – including 2 expeditions

Year 11

Units 1 & 2

Prerequisites: Nil

Desirable: Nil

Subject Fee: \$550

Further Information: Mr C. May

Unit 1:

Active Outdoors

Students engage in outdoor adventure activities, where they develop skills in roping and navigation while improving their interpersonal skills. These include self-awareness, communication and leadership.

Unit 2:

Planning and Risk Assessment

Students conduct planning for expeditions, while conducting simple risk assessments, practice time management and goal setting. Features of natural environments and components of weather are studied, along with conservation, biodiversity and environmental management planning.

Year 12

Units 3 & 4

Prerequisites: Nil

Desirable: Nil

Subject Fee: \$550

Further Information: Mr C. May

Unit 3:

Weather, Sustainability and Survival Skills

Students participate in outdoor adventure activities where they develop survival skills. Weather patterns and forecasting are explored along with the concept of sustainability.

Unit 4:

Emergency Response and Environmental Impact

Students build on their skills to ensure safe participation in outdoor adventure activities. They learn to respond to an emergency in the outdoors while focusing on resilience and conflict resolution skills. Students explore sustainability projects and responsibility for the environment.



Physical Education Studies | General

Course Description:

The Physical Education Studies General course focuses on the physical, mental, social and emotional growth of students. Students learn about how to improve performance and develop the skills for a healthy and active lifestyle.

The course incorporates both practical and theoretical elements, where fitness and sport performance contribute to the final course score.

Year 11 Units 1 & 2

Prerequisites: C Grade in Year 10 Physical Education

Desirable: Nil

Subject Fee: Nil

Further Information: Mr C. Bolton

Unit 1: Anatomy and Physiology

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

Unit 2: Team and Individual Performance

Students examine the impact of physical activity on the body's anatomical and physiological systems. They are introduced to concepts which support them to improve their performance as team members and/or individuals.

Year 12 Units 3 & 4

Prerequisites: Nil

Desirable: Nil

Subject Fee: Nil

Further Information: Mr C. Bolton

Unit 3: Skills, Fitness and Movement

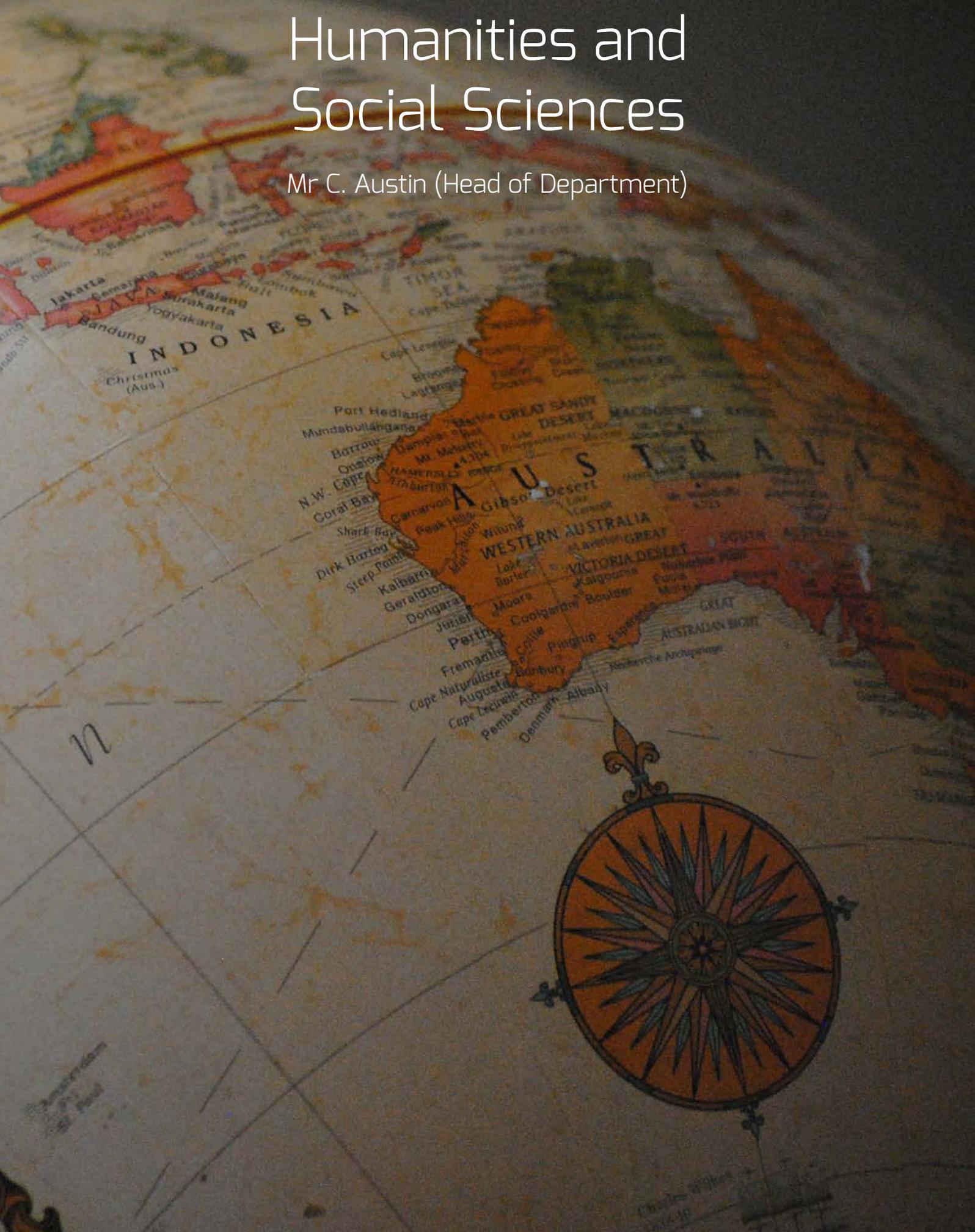
Students explore simple movement, biomechanical, physiological, psychological, functional anatomy and motor learning concepts. The understanding of the relationship between skill, movement production and fitness will be further enhanced as students develop and improve.

Unit 4: Training and Nutrition

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.

Humanities and Social Sciences

Mr C. Austin (Head of Department)





ATAR Economics | ATAR

Course Description:

The level of community interest in economic matters has never been higher. Media treatment of economic matters has given economics a high profile. Economics explores the choices which all people, groups and societies face as they confront the ongoing problem of satisfying their unlimited wants with limited resources.

The Economics ATAR course aims to develop students' ability to analyse the allocation, utilisation and distribution of scarce resources that determine our wealth and wellbeing. It 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.

Time off campus

Year 11: One full day excursion

Year 12: One full day excursion

Year 11 Units 1 & 2

Prerequisites: C Grade in Year 10 Humanities Extension or B Grade in Year 10 Humanities Mainstream

Desirable: Nil

Subject Fee: Nil

Further Information: Mr A. Kilminster

Unit 1: Microeconomics

Students study the interaction between consumers and producers and the ability of market places to satisfy the wellbeing of society.

Unit 2: Macroeconomics

This unit involves understanding how the economy operates on a larger scale and how the Australian Government can best manage it.

Year 12 Units 3 & 4

Prerequisites: C Grade (55%) or better in Economics ATAR Units 1 and 2

Desirable: Nil

Subject Fee: Nil

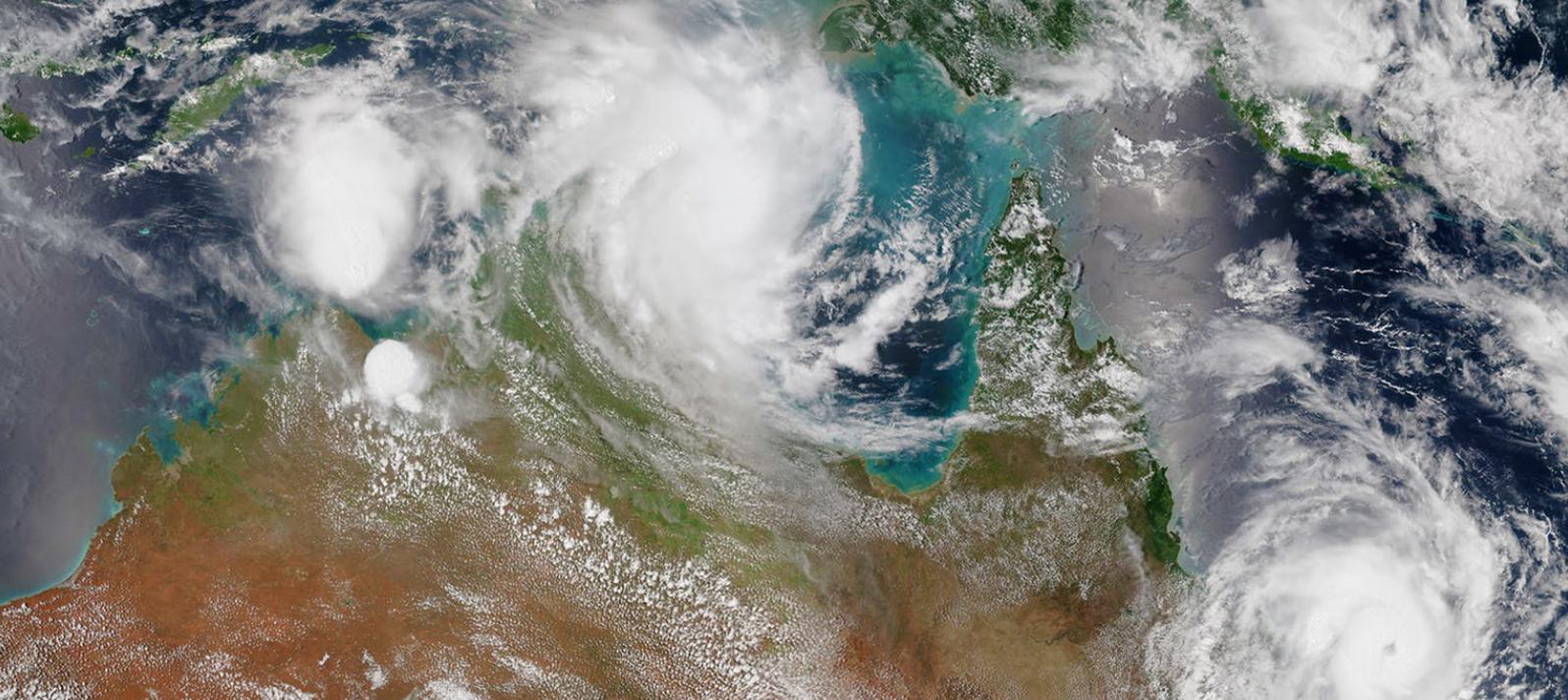
Further Information: Mr A. Kilminster

Unit 3: Australia and the Global Economy

Students explore the global economy and how Australia interacts with it; and the benefits and costs this can bring to the domestic economy.

Unit 4: Economic Policies and Management

This unit builds on previous understandings of the Australian economy and the global economy focusing on the decisions made by government. Students will complete the course with a deeper understanding of the economy of which they are a crucial component.



ATAR

Geography | ATAR

Course Description:

The study of this Geography 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. It also explores possible solutions to real life current global issues facing humanity. Students learn how to collect information from primary and secondary sources, such as field observation and data collection, mapping, monitoring, case studies and reports.

Time off campus

Year 11: Two full day excursions

Year 12: Two full day excursions

Year 11

Units 1 & 2

Prerequisites: C Grade in Year 10 Humanities Extension or B Grade in Year 10 Humanities Mainstream

Desirable: Nil

Subject Fee: Nil

Further Information: Mr C. Austin, Mr M. Gethin

Unit 1:

Natural and Ecological Hazards

Students explore the idea of hazard networks of both natural and ecological significance. They will undertake studies specifically within the context of the natural hazard of cyclones and the ecological hazard of malaria.

Unit 2:

Global Networks and Interconnections

This unit focuses on interconnections and the idea of our world shrinking due to increasing technology. Contextual studies in this unit are the geography of both football and wine.

Year 12

Units 3 & 4

Prerequisites: C Grade (55% or better) in Geography ATAR Units 1 and 2

Desirable: Nil

Subject Fee: Nil

Further Information: Mr C. Austin, Mr M. Gethin

Unit 3:

Global Environmental Change

This unit investigates the global environment specific to land cover and the management of this with biodiversity loss, environmental change and the impacts of climate change. There is a focus on the South West of WA.

Unit 4:

Planning Sustainable Places

This unit looks at Perth and New York City in order to consider planning issues and problems in each of these cities. Consideration is given to improvements from a sustainable perspective in order to support growth for the future and the wellbeing of all people.



ATAR

Modern History | ATAR

Course Description:

The study of History is about understanding the world in which we live by unpacking the past and evaluating its impact on the present. In this sense, History is about events; it's about how and why people influence change to shape their worlds. Through exploring the past, a society can obtain insights into its current practices, problems and values, providing an informed basis for determining its future.

Students will have the opportunity to examine and learn about the historical foundations of a range of societies and cultures including the institutions, structures, motives and ideologies that characterise these.

Time off campus

Year 11: One excursion

Year 11

Units 1 & 2

Prerequisites: C Grade in Year 10 Humanities Extension or B Grade in Year 10 Humanities Mainstream

Desirable: Nil

Subject Fee: Nil

Further Information: Mr M. Gethin, Mr L. Mullane

Unit 1:

Understanding the Modern World

Students investigate developments of significance in the modern era. The context is Capitalism – the American Experience from 1907-1941, through which the foundations of the modern era will be explored more deeply.

Unit 2:

Movements for Change in the 20th Century

Students evaluate significant movements for change in the 20th century that led to change in society, including people's attitudes and circumstances. Students will study the growth and impact of Nazism in Germany.

Year 12

Units 3 & 4

Prerequisites: C Grade (55%) or better in Modern History ATAR Units 1 and 2

Desirable: Nil

Subject Fee: Nil

Further Information: Mr L. Mullane

Unit 3:

Modern Nations in the 20th Century

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

Unit 4:

The Modern World since 1945

Students explore some significant and distinctive features of the modern world within the period 1945-2001. They can then build their understanding of the world we live in today and why we are here at this point in time.



ATAR

Philosophy & Ethics | ATAR

Course Description:

Philosophical thought shapes what people think, what they value, what they consider to be true, and how they engage with others and the world around them. It is one of the foundations of all academic disciplines. It seeks to shed light on questions such as: What is real? What and how do we understand? How should we live? What is it to be human? Who am I? It deals with issues and problems that cannot be addressed adequately by appealing to experience and experiment alone. Philosophical inquiry requires that we question our assumptions and beliefs, and our reasons for holding them.

Time off campus

Year 11: One full day excursion

Year 11 Units 1 & 2

Prerequisites: C Grade in Year 10 Humanities Extension or B Grade in Year 10 Humanities Mainstream

Desirable: Nil

Subject Fee: Nil

Further Information: Mr J. Limb

Unit 1: Reason and Persons

Students examine reasoning, inference, doubt and proof; the construction of world-views; ideas of mind, body and personhood; ideas of action, motives, free will and determinism; and the elements of a personal ethic.

Unit 2: Reason and Culture

Students explore ideas of beauty and aesthetics; the interpretation of art and the idea of culture; intuition and emotion; and personal relationships and friendship.

Year 12 Units 3 & 4

Prerequisites: C Grade (55%) or better in Philosophy and Ethics ATAR Units 1 and 2

Desirable: Nil

Subject Fee: Nil

Further Information: Mr J. Limb

Unit 3: Reason and Society

Students investigate the mapping of arguments; humanism, religion and values; individualism and social identity; the ideals of a good society; and the ideals of politics and government.

Unit 4: Reason and Meaning

This unit enables students to examine complex arguments; a number of high order systems of inquiry; ways of understanding the relationship between religion and science; and ethical issues of life and death.



ATAR

Politics and Law | ATAR

Course Description:

Politics and Law is a critical study of the processes of decision-making concerning society's collective future. The study of politics examines the structures and processes through which individuals and groups with different interests, beliefs and goals, deliberate and negotiate in order to make choices, respond to changing circumstances and enact laws. This course examines the systems of law governing the conduct of the people of a community, society or nation, in response to the need for regularity, consistency and justice. Students will have the opportunity to participate in the State Mock Trial competition.

Time off campus

Year 11: One full day excursion

Year 11

Units 1 & 2

Prerequisites: C Grade in Year 10 Humanities Extension or B Grade in Year 10 Humanities Mainstream

Desirable: Nil

Subject Fee: Nil

Further Information: Mr J. Siddons, Mr B. de Vries

Unit 1:

Democracy and the Rule of Law

Students study the principles of a liberal democracy; the structures and processes of Australia's political and legal system; the functioning of a non-democratic system; and the processes of a non-common law system.

Unit 2:

Representation and Justice

Students examine the principles of fair elections and the voting systems in Australia, with reference to a recent election in Australia. The unit also investigates the electoral system of another country; an analysis of the civil and criminal law processes in W.A.; and an analysis of a non-common law system.

Year 12

Units 3 & 4

Prerequisites: C Grade (55%) or better in Politics and Law ATAR Units 1 and 2

Desirable: Nil

Subject Fee: Nil

Further Information: Mr J. Siddons, Mr B. de Vries

Unit 3:

Politics and Legal Power

Students explore the political and legal system established by Australia's Commonwealth Constitution and the power wielded within the system.

Unit 4:

Accountability and Rights

Students consider the effectiveness of accountability in the three branches of government in Australia. They compare the ways in which rights and democratic principles are protected or undermined in Australia with another country.



GENERAL

Business Management & Enterprise

General

Course Description:

Business Management and Enterprise aims to prepare all students for a future where they will need to identify possibilities and create opportunities within a business environment. This course gives students the opportunity to understand how vital business is to individuals and society, and how it impacts on many aspects of our lives.

This course equips students to proactively participate in the dynamic world of business, behave responsibly, demonstrate integrity in business activities, and to develop entrepreneurship.

Year 11 Units 1 & 2

Prerequisites: Nil

Desirable: C Grade in Year 10 Humanities Mainstream

Subject Fee: Nil

Further Information: Mr A. Kilminster

Unit 1:

Establishing a Small Business in Australia

Students will look at opportunities to explore business start-ups and recognise the factors leading to success in business. Entrepreneurship and innovative thinking will be encouraged as students develop their own proposals in order to create a business plan.

Unit 2:

Operating a Small Business in Australia

Students will have the opportunity to run a small business in the school or local environment or use a business simulation. Innovation, marketing, competitive advantage, consumer choice and the legal aspects of running a business will be investigated at a fundamental level.



Career & Enterprise | General

Course Description:

This course engages students in learning about developing their career in a constantly changing digital and globalised world. Careers are now considered to be about work, learning and life. Individuals need to be proactive, enterprising career managers who engage in lifelong learning.

The course aims to provide students with the knowledge, skills and understanding to enable them to manage their own careers. It reflects the importance of career development knowledge, understanding and skills in securing, creating and sustaining work. This course helps to integrate career pathways with a global perspective in mind.

Year 11 Units 1 & 2

Prerequisites: Nil

Desirable: Nil

Subject Fee: Nil

Further Information: Mr B. de Vries, Mrs A. McElroy

Unit 1:

This unit covers career choices, networking and school to work transition. Students learn how to use personal and professional networks in order to gain employment and expand their horizons. Students demonstrate practical application of these skills through hosting a mini market day.

Unit 2:

Students develop employability skills such as group-work, initiative, time management and working under pressure. They also look at their personal strengths and how to use these in interview situations, completing a real-time Skype interview.

Year 12 Units 3 & 4

Prerequisites: Nil

Desirable: Nil

Subject Fee: Nil

Further Information: Mr B. de Vries, Mrs A. McElroy

Unit 3:

Students learn real-life application of enterprise skills, completing a group project of a class yearbook. This project explores techniques of self-management and research skills. It engages online collaboration and develops students practical technology skills.

Unit 4:

Students explore their personal and professional skills, looking for career opportunities that are the best fit for them. They gain practical skills through group interviews and complete a professional website compilation of their work and personal experiences ready for study or job applications.



Certificate II in Tourism | SIT20116

Course Description:

This qualification is designed to develop fundamental knowledge and skills in the field of Tourism. It provides a pathway for students to work in Tourism-related industries, or access further vocational education and training within the sectors of tourism, travel and hospitality. To obtain a Certificate II in Tourism students are required to complete 11 Units; four core and seven elective units.

Students will be involved in two excursions travelling to Perth based tour operators that are leaders in the Tourism industry in Australia.

This qualification may lead to students pursuing further studies or employment in customer service, public relations, hospitality, tourism, administration or business.

This Certificate is currently offered in partnership with Skills Strategies International.
The MOA with all providers is renegotiated annually.

Year 11 or Year 12

This qualification is delivered in one year.

Prerequisites: Nil

Desirable: Nil

Subject Fee: Nil

Further Information: Mr C. Austin



Certificate II in Business | BSB20115

Course Description:

This qualification reflects the role of individuals who apply a broad range of competencies in a varied work context. It incorporates self-paced learning, simulated workplace activities and business operations. Students learn how to communicate in a business environment, contribute to their workplace and may provide technical advice and support to a team. To obtain a Certificate II in Business, students are required to complete 12 units in a time period of one school year.

This qualification may lead to students pursuing further studies or employment in business or administration, customer service, data entry, clerical, payroll, or word processing.

This Certificate is currently offered in partnership with IVET Institute.
The MOA with all providers is renegotiated annually.

Year 11 or Year 12

This qualification is delivered in one year.

Prerequisites: Nil

Desirable: Nil

Subject Fee: Nil

Further Information: Mr A. Kilminster, Mr S. Murua



CODE: 40548

Languages

Mrs K. Bonciani (Head of Department)





Japanese: Second Language | ATAR

Course Description:

This course is designed to further develop students' knowledge and understanding of the culture and the language of Japanese-speaking communities. It will provide them with opportunities to gain a broader understanding of Japanese and extend and refine their communication skills. Students will develop the skills needed to function in an increasingly globalised society, and a culturally and linguistically diverse local community. Relevant and engaging tasks develop literacy in the Japanese language as well as extend literacy development in English.

Time off campus:

Students may have the opportunity to participate in an immersive overseas tour which provides opportunities to practise and enhance language skills while experiencing the Japanese culture and lifestyle.

Year 11

Units 1 & 2

Prerequisites: B Grade in Year 10 Japanese

Desirable: B Grade in Year 10 English Mainstream

Subject Fee: Nil

Further Information: Mrs K. Bonciani

Unit 1:

This unit focuses on daily life through the topics of: My Life, Home Life, and Daily Routine. Students examine the daily life of young people and how they exchange information and opinions.

Unit 2:

This unit is called 'Welcome to my country'. Students explore this theme through three topics: Welcoming a guest, Seasonal activities and Celebrations, and Healthy Lifestyles.

Year 12

Units 3 & 4

Prerequisites: C Grade (55% or better) in Japanese: Second Language ATAR Units 1 and 2

Desirable: B Grade in Year 11 Japanese

Subject Fee: Nil

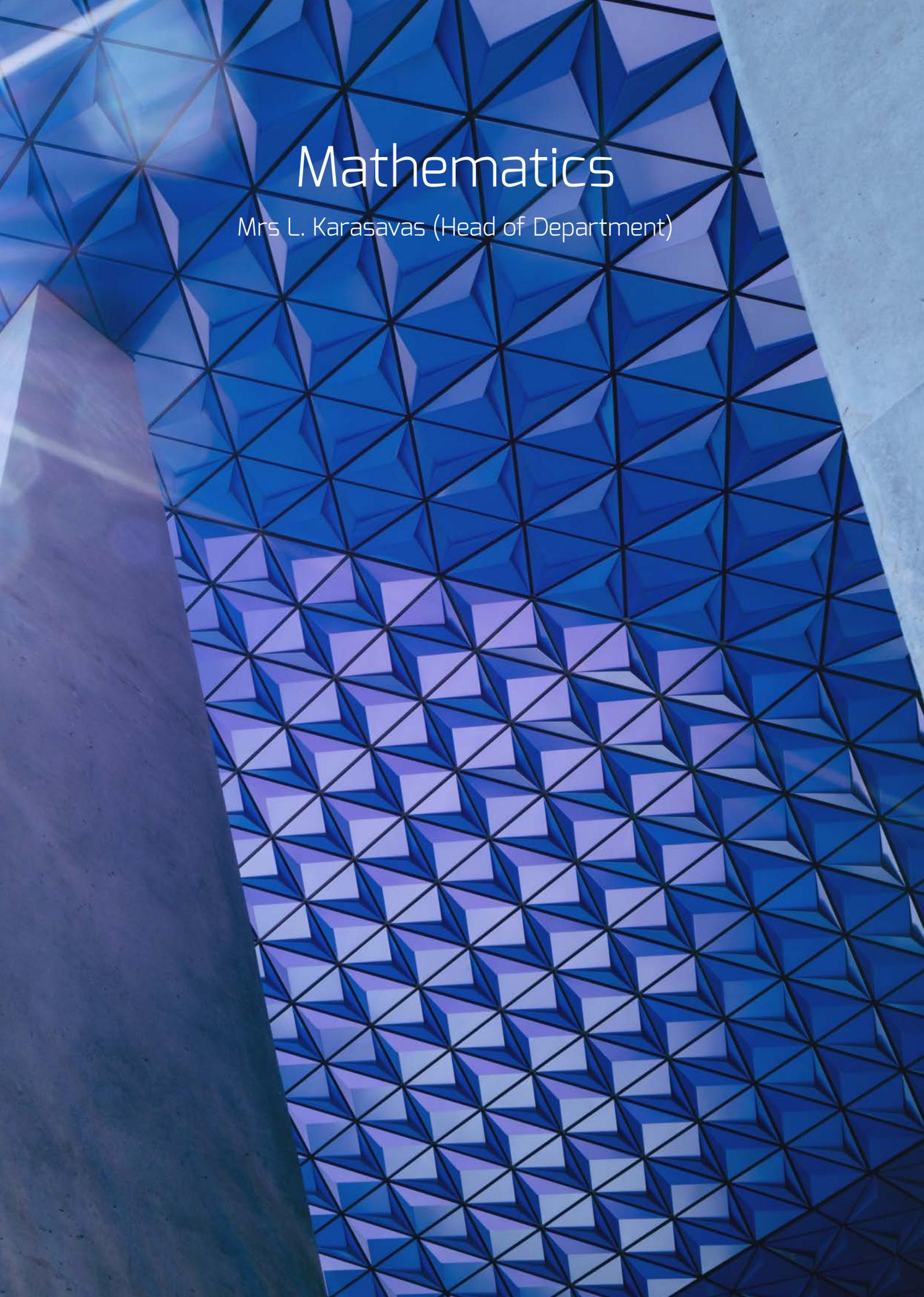
Further Information: Mrs K. Bonciani

Unit 3:

This unit focuses on 'Young Travellers' through two topics: Travel and Part-time jobs and money. Students discuss travel experiences including preparation, highlights and problems; and examine earning, saving and spending money.

Unit 4:

Through the three topics: This year, Yearly events and Future plans, students look at several key areas of Year 12 student life, including the school ball, getting a driver's licence, graduation, and plans for next year.



Mathematics

Mrs L. Karasavas (Head of Department)

Mathematics Specialist | ATAR

Course Description:

This ATAR course that provides students with opportunities, to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. It gives students an opportunity to extend their knowledge of Euclidean Geometry which is of great benefit in further mathematical study. It builds on the ideas presented in the Mathematics Methods ATAR course. This course is suitable for students who enjoy the challenge of mathematical thinking or need a strong foundation of mathematics for future tertiary studies.

This course should be studied concurrently with Mathematics Methods ATAR Units 1 & 2 and may not be taken on its own.

Year 11 Units 1 & 2

Prerequisites: A Grade in Year 10 Mathematics Extension

Desirable: Nil

Subject Fee: Nil

Further Information: Mrs L. Karasavas, Mr S. Wong,
Mr S. Walker

Unit 1:

- Combinatorics
- Vectors in the plane
- Geometry

Unit 2:

- Trigonometry
- Matrices
- Real and complex numbers

Year 12 Units 3 & 4

Prerequisites: C Grade (55%) or better in Mathematics Specialist ATAR Units 1 and 2

Desirable: 55% or better in Mathematics Specialist ATAR Semester 2 exam

Subject Fee: Nil

Further Information: Mr S. Wong, Mr S. Walker

Unit 3:

- Complex Numbers
- Functions and sketching graphs
- Vectors in three dimensions

Unit 4:

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



Mathematics Methods | ATAR

Course Description:

This course is suited to students who display a strong ability in Mathematics and a passion for the subject. It is enjoyed by students who derive their satisfaction from wrestling with complex problems. This course focuses on the use of calculus and statistical analysis. The study of calculus provides a basis for understanding rates of change in the physical world, and includes the use of functions, their derivatives and integrals, in modelling physical processes. The study of statistics develops students' ability to describe and analyse phenomena that involve uncertainty and variation.

Mathematics Methods provides a foundation for tertiary studies in Engineering, Architecture, Physics, Science and Business. It also is a co-requisite for students wishing to study Mathematics Specialist.

The difficulty level and abstract concepts involved requires a commitment to sustained practice. Students will require a Casio Graphic CAS Class Pad FX-CP400 calculator.

Year 11

Units 1 & 2

Prerequisites: B Grade in Year 10 Mathematics Extension

Desirable: Nil

Subject Fee: \$20

Further Information: Mrs L. Karasavas, Mr G. Morgan

Unit 1:

- Functions and graphs
- Trigonometric functions
- Counting and probability

Unit 2:

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

Year 12

Units 3 & 4

Prerequisites: C Grade (55%) or better in Mathematics Methods ATAR Unit 1 and 2

Desirable: 55% in Mathematics Methods ATAR Semester 2 exam

Subject Fee: \$20

Further Information: Mr G. Morgan, Mrs H. Murua

Unit 3:

- Further differentiation and applications
- Integrals
- Discrete random variables

Unit 4:

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



ATAR

Mathematics Applications | ATAR

Course Description:

This course focuses on the use of Mathematics to solve problems in contexts that involve consumer arithmetic, geometric and trigonometric analysis and functions. Loans, investments and annuities are also studied. The course also provides opportunities for students to develop systematic strategies based on the statistical investigation process for answering statistical questions that involve analysing univariate and bivariate data, including time series data.

The Mathematics Applications ATAR course is designed for students who want to extend their mathematical skills beyond Year 10 level, but whose future studies or employment pathways do not require knowledge of calculus. It is either a prerequisite or is recommended for many University courses, including Accounting, Finance, Business and Economics.

Year 11 Units 1 & 2

Prerequisites: B Grade in Year 10 Mathematics
Mainstream

Desirable: Nil

Subject Fee: \$20

Further Information: Mr S. Walker, Mrs H. Murua

Unit 1:

- Consumer Arithmetic
- Algebra and Matrices
- Shape and Measurement

Unit 2:

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

Year 12 Units 3 & 4

Prerequisites: C Grade (55%) or better in Mathematics
Applications ATAR Units 1 and 2

Desirable: 55% in Mathematics Applications ATAR
Semester 2 exam

Subject Fee: \$20

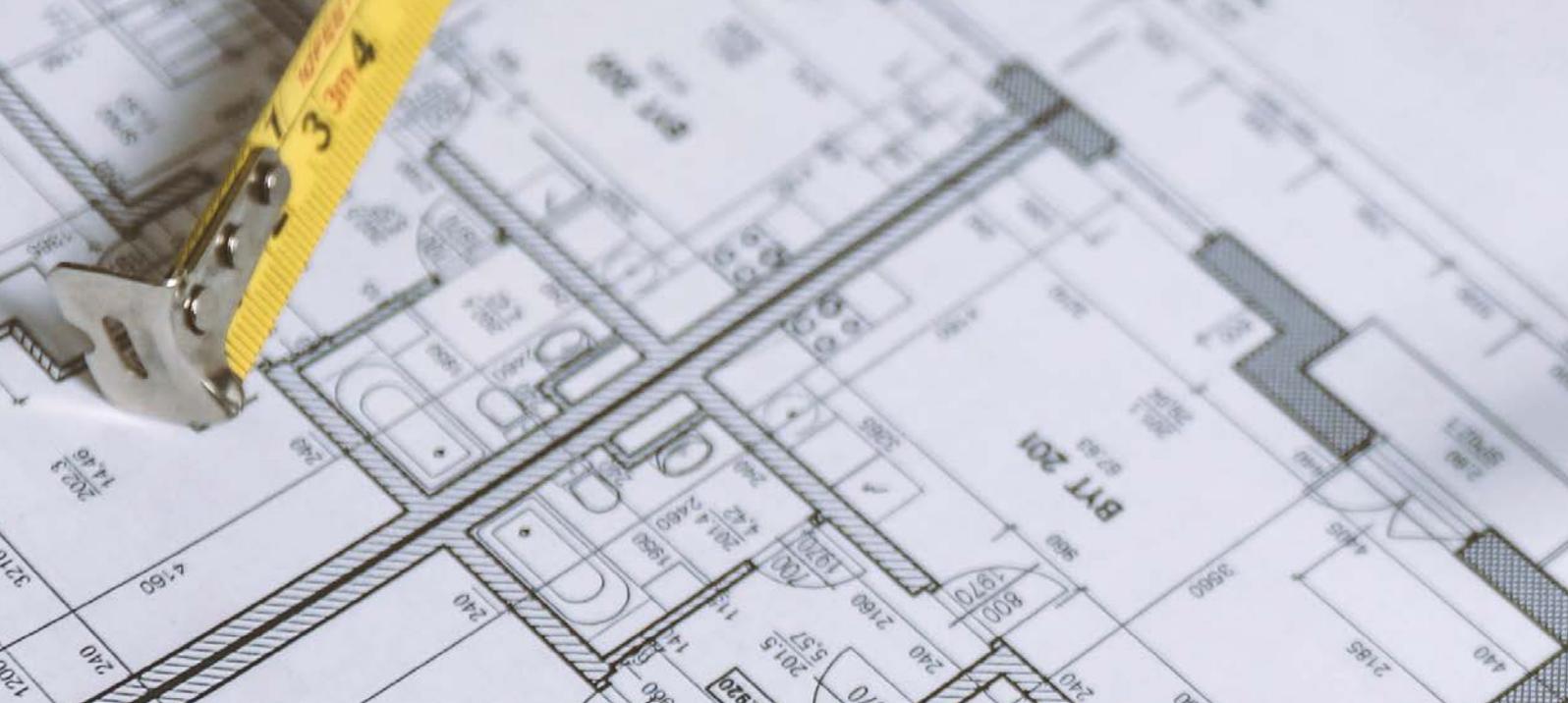
Further Information: Mrs L. Karasavas

Unit 3:

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

Unit 4:

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



GENERAL

Mathematics Essential | General

Course Description:

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

Year 11 Units 1 & 2

Prerequisites: C Grade in Year 10 Maths Foundation

Desirable: Nil

Subject Fee: \$20

Further Information: Mrs K. Miller, Mrs W. Ramirez

Unit 1:

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

Unit 2:

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

Year 12 Units 3 & 4

Prerequisites: Nil

Desirable: C Grade in Mathematics Essential Units 1 and 2

Subject Fee: \$20

Further Information: Mrs W. Ramirez

Unit 3:

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

Unit 4:

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

Music

Mr B. Thompson (Head of Department)





Course Description:

The course encourages students to explore a range of musical experiences, developing their musical skills, understanding, as well as their creative and expressive potential. It consists of a written component, composition and arrangement, and cultural and historical analysis, based on the context of Jazz. Assessment is weighted at 50% for the practical component of the course and 50% for the theoretical (written) component. The major instrument of study (practical component) can be either in a jazz, contemporary or classical music context.

Co-Curricular Requirements

These include: individual music tuition (instrument lessons) one hour per week; and participation in one of the College Co-Curricular Music Ensembles. Consistent attendance at ensemble rehearsals will result in students being extended an invitation to attend the annual College Music Camp. Students may also be invited to the Mt Gambier Generations in Jazz tour.

Year 11

Units 1 & 2

Prerequisites: C Grade in Year 10 Music Specialist

Desirable: C Grade in Year 10 English Extension or B Grade in English Mainstream

Subject Fee: Nil

Further Information: Mr B. Thompson

Unit 1:

Big Band / Swing

Students focus on the music of eminent Jazz performers such as Count Basie and Duke Ellington in an era spanning the 1930s and 1940s.

Unit 2:

Be-Bop

Students focus on the music of eminent Jazz performers such as Charlie Parker, Dizzy Gillespie and Ella Fitzgerald in an era that follows on chronologically from Big Band / Swing.

Year 12

Units 3 & 4

Prerequisites: C Grade (55%) or better in Music ATAR Units 1 & 2

Desirable: Nil

Subject Fee: Nil

Further Information: Mr B. Thompson

Unit 3:

Be-Bop

Students again focus on the era of music from Unit one, strengthening and reinforcing their knowledge as they approach WACE exams.

Unit 4:

Hard Bop / Cool School

Students focus on the music of eminent Jazz performers such as Miles Davis, John Coltrane and Dave Brubeck in jazz music styles that originates from the mid 1950s.

Science

Mr P. van Dam
(Head of Department)





Course Description:

In a world where we can be distant from the importance and wonder of plants and animals, this course gives an insight into these amazing organisms, how they function, and their importance to us. Plants and animals are the origin for many of our medical drugs, and design in organisms contributes to engineering and building materials. Behind this is the DNA code. We will discover what makes up the code and how it works to create structure and function in organisms. How can we use DNA to fight viruses, produce salt tolerant crops, produce wanted chemicals, and assist in species conservation?

Regular laboratory activities include microscopy, plant and animal dissections, research skills, and environmental analysis.

Time off campus

Students venture out of the classroom into the living world via excursions. In Year 12, students visit a state-of-the-art biotechnology research facility.

Year 11

Units 1 & 2

Prerequisites: C Grade in Year 10 Biology Extension or B Grade in Year 10 Biology Mainstream

Desirable: C Grade in English Mainstream

Subject Fee: Nil

Further Information: Mr P. van Dam

Unit 1:

Ecosystems and Biodiversity

Topics include: food webs, biotic and abiotic environments, populations, and conservation biology.

Unit 2:

From Single Cells to Multicellular Organisms

Topics include: cell structure, microscopy, photosynthesis, respiration, gas exchange, circulatory systems, and transport in plants and animals.

Year 12

Units 3 & 4

Prerequisites: C Grade (55%) or better in Biology ATAR Units 1 and 2

Desirable: Nil

Subject Fee: Nil

Further Information: Mr P. van Dam

Unit 3:

Continuity of Species

This unit examines DNA and how it functions, inheritance, biotechnology tools and uses, origins of life and evidence.

Unit 4:

Surviving in a Changing Environment

This unit explores homeostasis and how do organisms keep their body regulated in changing environments. Students study the causes and control of disease.



ATAR Chemistry | ATAR

Course Description:

Chemistry is concerned with the nature of the substances that surround us and how they interact to bring about change. This includes addressing the global challenges of climate change and resource scarcity, and designing processes to efficiently use the Earth's finite resources.

Year 11

Units 1 & 2

Prerequisites: B Grade in Year 10 Chemistry Extension or A Grade in Year 10 Chemistry Mainstream

Desirable: C Grade in Year 10 Maths Extension or B Grade in Year 10 Maths Mainstream

Subject Fee: Nil

Further Information: Mr D. Lin

Unit 1:

Chemical Fundamentals, Structure, Properties and Reactions

Students learn how models of structure and bonding enable chemists to predict properties and reactions and to adapt these for particular purposes. Students explore some of the recent advances in technology commonly used today in various industry processes such as mass spectrometry, nanotechnology, and biofuels.

Unit 2:

Molecular Interactions and Reactions

Through the investigation of appropriate contexts, students explore how evidence from multiple disciplines and individuals have contributed to develop an understanding of intermolecular forces and chemical reactions. This unit will focus on theories that predict the properties of acids, bases, solutions, as well as gases.

Year 12

Units 3 & 4

Prerequisites: C Grade (55%) or better in Chemistry ATAR Units 1 and 2

Desirable: Nil

Subject Fee: Nil

Further Information: Mr D. Lin

Unit 3:

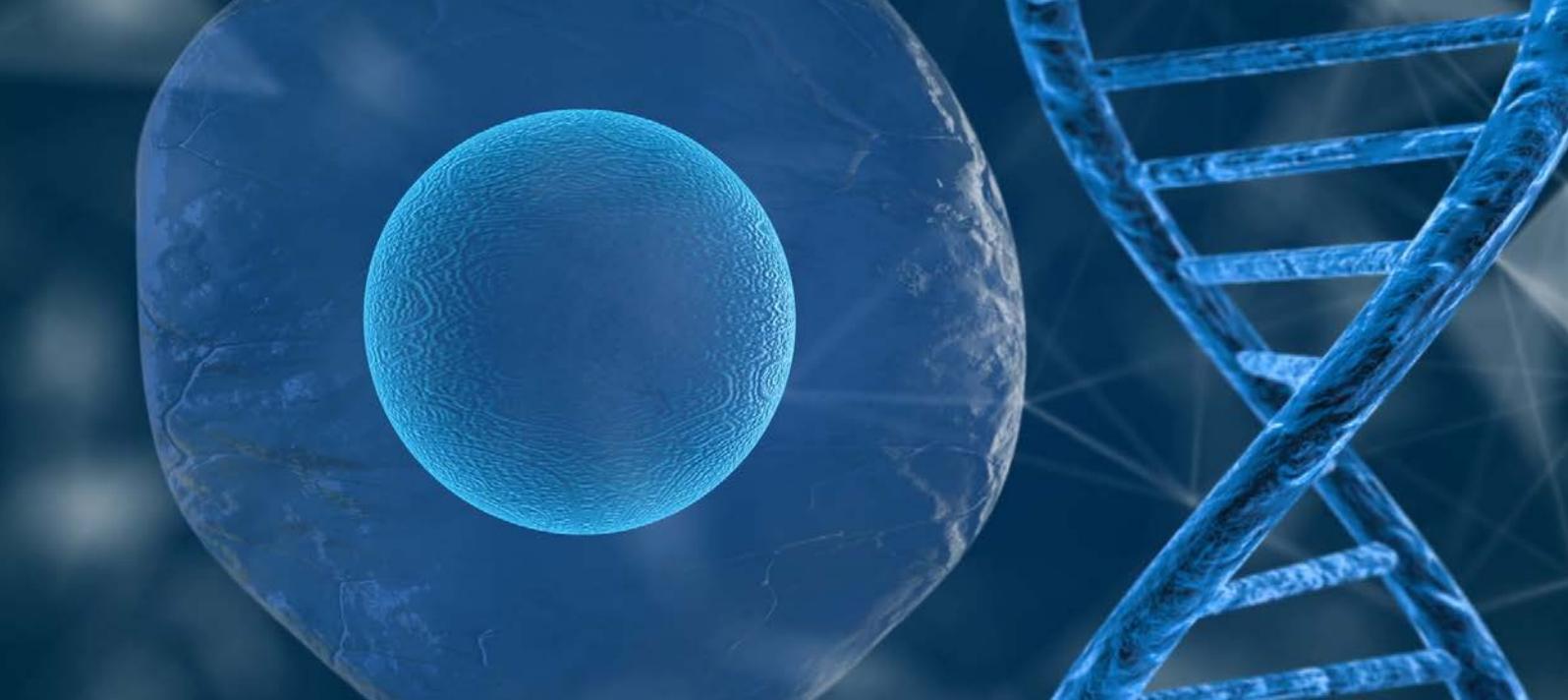
Equilibrium, Acids and Bases, and Redox Reactions

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

Unit 4:

Organic Chemistry and Chemical Synthesis

Students develop their understanding of different organic functional groups, and investigate the process of chemical synthesis to form useful substances and products.



ATAR

Human Biology | ATAR

Course Description:

The human body is a fascinating series of systems that interconnect. Students will discover that the human body is extremely good at keeping the bodies systems in sync with each other to keep us alive. Through the course, students will also look at the future of modern day science implemented into medical practices. They will also have the opportunity to visit the Harry Perkins Institution of Medical Research to get a first and experience of PCR and gel electrophoresis. Finally, as the course progresses, students investigate the evolution of the human species over time and discuss the evolutionary trends and theories of the origin of species.

Year 11

Units 1 & 2

Prerequisites: C Grade in Year 10 Biology Extension or B Grade in Year 10 Biology Mainstream

Desirable: C Grade in English Mainstream

Subject Fee: Nil

Further Information: Mr M. Nguyen

Unit 1:

The Functioning Human Body

Topics include: cell and organelle functions, the digestive system, the respiratory system, the circulatory system, immunity etc.

Unit 2:

Reproduction and Inheritance

Topics that are studied include: male and female reproduction, genetic inheritance and mutations.

Year 12

Units 3 & 4

Prerequisites: C Grade (55%) or better in Human Biology ATAR Units 1 and 2

Desirable: Nil

Subject Fee: Nil

Further Information: Mr M. Nguyen

Unit 3:

Homeostasis and Disease

Students learn how the body regulates all body systems to maintain an equilibrium when there is a disruption.

Unit 4:

Human Variation and Evolution

Students examine what can influence change within our genetic makeup and the causes of the variations between us. They will investigate how this has led us to the belief that the human species has evolved from a common ancestor.



ATAR

Physics | ATAR

Course Description:

Physics endeavours to explain the natural phenomena that occur in the universe, and is concerned with the study of matter, energy and its interactions. It is a discipline which relies on experimental methods to support theories and mathematics to explain observations. Physics provides the foundation of understanding upon which modern technologies and all other sciences are based.

The Physic ATAR course provides a strong platform of physics knowledge, understanding and skills for students who wish to pursue tertiary subjects in Science, Engineering, Medicine and Technology.

Year 11 Units 1 & 2

Prerequisites: B Grade in Year 10 Physics Extension or A Grade in Year 10 Physics Mainstream

Desirable: C Grade in Year 10 Maths Extension or A Grade in Year 10 Maths Mainstream

Subject Fee: Nil

Further Information: Mr D. Braithwaite

Unit 1: Thermal, Nuclear and Electrical Physics

Students explore how heat energy is transferred and why energy is released from nuclear reactions. Students also look at the effects and uses of radiation and then go on to model how energy is used in electrical circuits.

Unit 2: Linear Motion and Waves

Students investigate how energy can move objects, and how it can be transferred through waves. This includes analysing forces involved in impacts, and generating standing sound waves.

Year 12 Units 3 & 4

Prerequisites: C Grade (55%) or better in Physics ATAR Units 1 and 2

Desirable: Nil

Subject Fee: Nil

Further Information: Mr S. Walker

Unit 3: Gravity and Electromagnetism

Students examine electrical generation, equilibrium and planetary motion which are two key forces that operate in the Universe and affect the world we live in.

Unit 4: Revolutions in Modern Physics

Students explore concepts like Quantum Mechanics and the dual nature of Light and Special Relativity. This allows students to consider some of the most exciting and mysterious parts of recent discovery in the universe.



ATAR

Psychology | ATAR

Course Description:

Psychology is the study of how people think, feel and act. It aims to answer important questions such as what factors influence human development. Students will explore the complexities of human behaviour based on evidence gathered through planned investigations. Psychological knowledge helps to understand the way that individuals function within groups in areas such as socialisation; moral development; the formation of attitudes; and how people relate and communicate. Psychology also helps us to understand how culture shapes people's values, attitudes and beliefs.

Year 11

Units 1 & 2

Prerequisites: C Grade in Year 10 Science Extension or B Grade in Year 10 Science Mainstream; C Grade in Year 10 Humanities Extension or B Grade in Year 10 Humanities Mainstream

Desirable: 60% in Year 10 Psychology

Subject Fee: Nil

Further Information: Mr J. Limb, Mr R. Redner

Unit 1:

Biological Influence of Behaviour, Intelligence and Human Communication

Students explore the theories that influence human actions, thoughts and emotions, as well as the theories behind human intelligence. Students will also learn about how individuals and social groups communicate with other.

Unit 2:

Developmental Psychology, Personality and Social Psychology

Students investigate the theories that underpin the development of human thought, emotions and behaviours as they grow older; how an individual's personality forms during that time; and human social interactions.



GENERAL

Human Biology | General

Course Description:

In this course, students learn about themselves, relating the structure of the different body systems to their function and explore the interdependence of these systems in maintaining life.

Year 11 Units 1 & 2

Prerequisites: Nil

Desirable: C Grade in Year 10 Science Mainstream

Subject Fee: Nil

Further Information: Mr R. Redner

Unit 1: Body Systems

Students explore several of the key body systems that are required for survival. They investigate what it takes to keep those systems healthy, and what happens to our bodies when we don't.

Unit 2: Reproduction

Students investigate the biology behind pregnancy, including genetics, variation and the health risks that are associated with reproduction.

Year 12 Units 3 & 4

Prerequisites: Nil

Desirable: C Grade in Year 11 Human Biology General Units 1 and 2

Subject Fee: Nil

Further Information: Mr R. Redner

Unit 3: Body Systems

Students engage in activities exploring the coordination of the musculoskeletal, nervous and endocrine systems, and investigate the conditions and diseases that can affect those systems.

Unit 4: Infectious Diseases

Students explore the various causes and methods of transmission of infectious diseases, as well as the responses of the human immune system. They research new discoveries that help increase our understanding of the causes and spread of disease in a modern world.



Integrated Science | General

Course Description:

Integrated Science is a hands-on course that equips students with the necessary skills and knowledge to be able to succeed in applied science vocations or extend their natural interest in science.

Year 11 Units 1 & 2

Prerequisites: Nil

Desirable: C Grade in Year 10 Science Mainstream

Subject Fee: Nil

Further Information: Mr R. Redner

Unit 1: Marine Biology

Students explore the wondrous biological and ecological relationships of the marine environment within the WA context. They investigate how ecosystems are managed, which includes an excursion to AQWA.

Unit 2: Forensic Science and Kitchen Chemistry

Students explore two topics. The first is forensic science, where students explore the science behind criminal investigations. The second is kitchen chemistry, where students investigate common chemicals found in their home.

Year 12 Units 3 & 4

Prerequisites: Nil

Desirable: C Grade in Year 11 Integrated Science General Units 1 and 2

Subject Fee: Nil

Further Information: Mr R. Redner

Unit 3: Wetlands

Students examine the diverse range of wetlands found within Western Australia, and how they compare to other globally important wetlands. They investigate the ecological relationships found, as well as the human impact on wetlands.

Unit 4: Water

Students investigate the chemical and physical properties of water, and how those properties allow humans to use water for a variety of uses. They explore water as an energy source and the importance of other emerging

Technologies

Mr S. Griffiths (Head of Department)





Food Science & Technology | General

Course Description:

In this course, students will explore and develop food-related interests and skills. Students need to be committed to completing both the practical and theoretical components of the course to a high standard.

Year 11 Units 1 & 2

Prerequisites: Nil

Desirable: Nil

Subject Fee: Nil

Further Information: Mrs A. Rushby, Miss J. Stone, Mrs A. Post

Unit 1: Food Choices and Health

This unit focuses on the sensory and physical properties of food that affect the consumption of raw and processed foods. Students investigate balanced diets, the function of nutrients in the body and apply nutrition concepts that promote healthy eating. Students devise food products, and interpret and adapt recipes to prepare healthy meals.

Unit 2: Food for Communities

This unit focuses on the supply of staple foods, the factors that influence food choices and ethical considerations. Students explore food sources and the role of macronutrients for health, and nutrition-related health conditions. Students consider how food and beverage labelling and packaging requirements protect consumers. Students adapt recipes and apply the technology process to investigate, and produce food products to achieve specific dietary requirements.

Year 12 Units 3 & 4

Prerequisites: Nil

Desirable: Nil

Subject Fee: Nil

Further Information: Mrs A. Rushby, Mrs A. Post

Unit 3: Food Science

This unit explores the societal, lifestyle and economic issues that influence food choices. Students research the effect of under-consumption and over-consumption of nutrients on health and investigate a range of diet related health conditions that affect individuals and families.

Unit 4: The Undercover Story

This unit focuses on food spoilage and contamination and explores reasons for preserving food. Students investigate food processing techniques and the principles of food preservation. They examine the regulations which determine the way food is packaged, labelled and stored to guide the production and provision of safe food. Students investigate the food supply chain and value-adding techniques applied to food to meet consumer and producer requirements.



Certificate II in Community Services | CHC22015

Course Description:

This qualification provides students with the practical skills and knowledge to participate in local government and community organisations that seek to encourage and assist community groups to identify their needs and develop appropriate services and facilities to meet those needs. Instruction will focus on the community services sector and ethical behaviour.

This qualification has been contextualised for work in Early Childhood Education where students have the unique opportunity for close collaboration with Jump Carey Early Development. They will have the opportunity to gain direct, relevant experience in the work skills required in the services of this community sector. Students will complete nationally recognised units of competency.

This Certificate is currently offered in partnership with IVET.
The MOA with all providers is renegotiated annually.

Year 11 and 12

This qualification is delivered over two years.

Prerequisites: Nil

Desirable: Nil

Subject Fee: Nil



CODE: 40548



Certificate II in Construction Pathways | CPC20211

Course Description:

Students will learn about the properties of common construction materials and basic plan reading. They will work with a variety of materials and develop a range of practical skills in the fields of bricklaying, paving, concrete pouring and carpentry. The program will include ongoing projects such as: framing, limestone wall construction and school bricklaying renovation projects.

The qualification has core and elective units of competency. The elective units of competency are structured to allow choice from areas of trade skills as an introduction to a range of occupations.

This Certificate is currently offered in partnership with Skill Hire WA.
The MOA with all providers is renegotiated annually.

Year 11 and 12

This qualification is delivered over two years.

Prerequisites: Nil

Desirable: Nil

Subject Fee: Nil

Further Information: Mr S. Griffiths, Mr C. Burns



SKILLHIRE

CODE: 0361

Certificate II in Engineering Pathways | MEM20413

Course Description:

This qualification covers the skills and knowledge required of workers employed as engineering / manufacturing employees working under supervision. Students will be trained in the safe and correct use of a range of equipment and machinery such as: hand tools, power tools, welders, lathes and heavy plant equipment.

Possible projects include, but are not limited to: sheet metal toolbox, a fire pit, or a pot belly oven and a trailer program. This involves the building of a selection of trailer types for the Carey community. Students will complete nationally recognised units of competency.

This Certificate is currently offered in partnership with AIET.
The MOA with all providers is renegotiated annually.

Year 11 and 12

This qualification is delivered over two years.

Prerequisites: Nil

Desirable: Year 9/10 Metalwork / Engineering

Subject Fee: Nil

Further Information: Mr S. Griffiths, Mr J. Wilmot.



CODE: 121314

Certificate II in Information, Digital Media & Technology | ICT20115

Course Description:

This course covers the basics in communication, information technology, digital literacy and computer maintenance, making it ideal for students looking for a career in ICT. Students will also learn how to maintain inventories for equipment, software and documentation, and communicate effectively in an ICT environment.

Technology and digital communication are vital tools in any business, and employees with information computer technology skills are always in demand. As many as 50,000 job openings are anticipated in this area over the next five years. Cyber safety / cyber security is a large growing area in this field.

Carey Baptist College will deliver this qualification in partnership with a Registered Training Organisation.
The MOA with all providers is renegotiated annually.

Year 11 and 12

This qualification is delivered over one year.

Prerequisites: Nil

Desirable: Nil

Subject Fee: Nil

Further Information: Mr S. Murua

Visual and Performing Arts

Mr R. Stirling (Head of Department)





Course Description:

Drama is a vibrant and varied art form that equips students with skills that may be used across multiple disciplines and careers. Assessment types are equally weighted between practical and theoretical components, allowing students to play-build with the theoretical approaches taught in the syllabus. While engaging with the works of drama practitioners, students work as an ensemble to refine the skills of creating, performing and reflectioning. Time outside of class may be required for students to rehearse their performance ahead of assessments.

Year 11

Units 1 & 2

Prerequisites: Nil

Desirable: B Grade in Year 10 English Mainstream

Subject Fee: Nil

Further Information: Mrs M. Lovel, Mrs A. Ash

Unit 1:

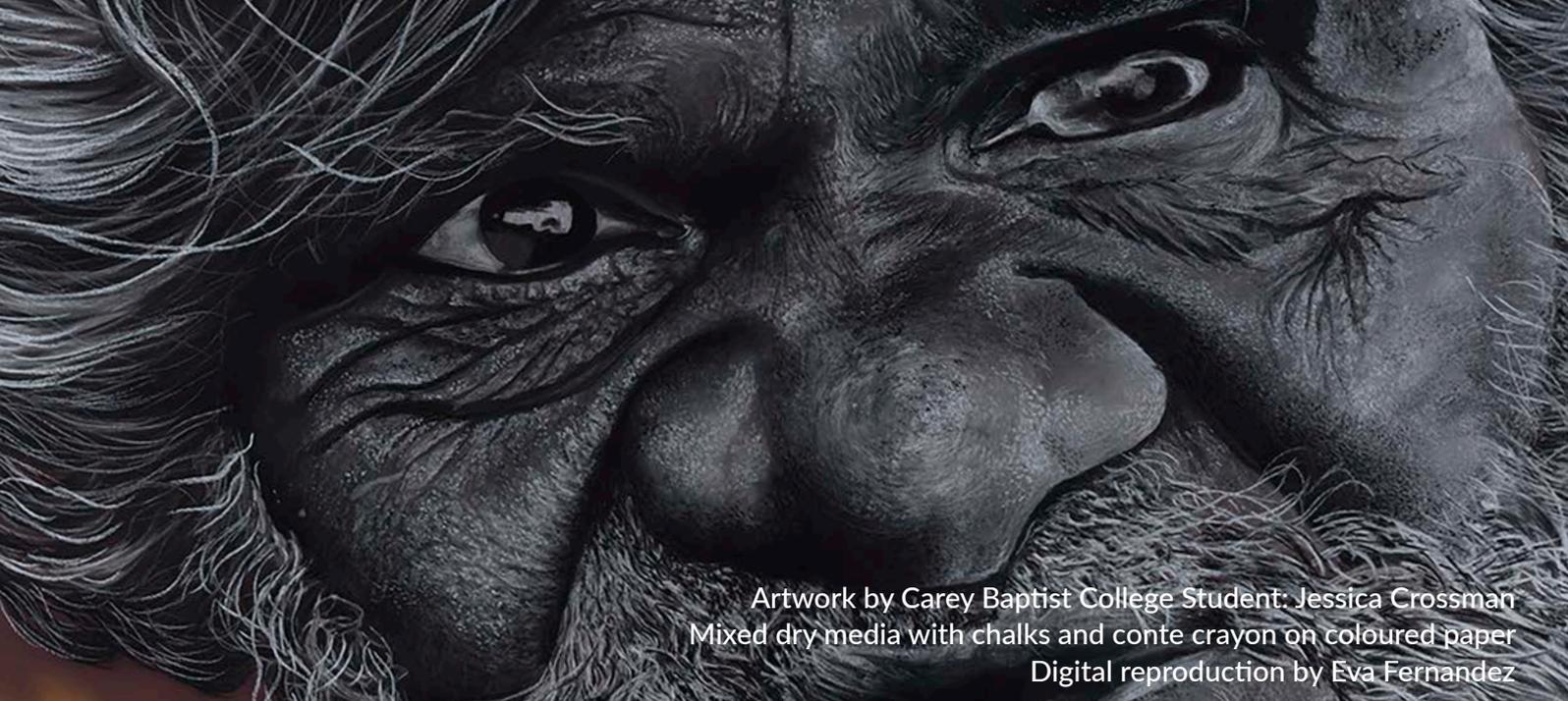
Representational, Realist Drama

Students explore techniques of character construction through different approaches, particularly those based on the work of Stanislavski and others. Students have the opportunity to research, collaboratively workshop, interpret, perform and produce texts in forms and styles related to representational, realistic drama that presents perspectives.

Unit 2:

Presentational, Non-Realistic Drama

Students explore the techniques of design roles and / or character through different approaches to group based text interpretation, particularly those based on the work of Brecht and others. They have the opportunity to research, interpret and perform drama texts in forms and styles related to presentational, non-realistic drama that questions perspectives.



Artwork by Carey Baptist College Student: Jessica Crossman
Mixed dry media with chalks and conte crayon on coloured paper
Digital reproduction by Eva Fernandez

GENERAL Visual Arts | General

Course Description:

In this course, students engage in traditional, modern and contemporary media and techniques within the broad areas of art forms. The course promotes innovative practice. Students explore and represent their ideas and gain an awareness of the role that artists and designers play in reflecting, challenging and shaping societal values. Students are encouraged to appreciate the work of other artists and engage in their own art practice.

Additional time may be required to finish work and prepare for exhibitions. Some students will be selected to have their work exhibited at public galleries and exhibitions.

Year 11 Units 1 & 2

Prerequisites: Nil

Desirable: C Grade in Year 10 Visual Art

Subject Fee: \$140

Further Information: Mr P. Leeming

Unit 1: Experiences

Students base art making and interpretation on their personal experiences and observations of the immediate environment, events and / or special occasions.

Unit 2: Exploration

Students explore ways to generate and develop ideas using a variety of stimulus materials and explorations from their local environment in their art making and interpretation.

Year 12 Units 3 & 4

Prerequisites: Nil

Desirable: C Grade in Visual Art General Units 1 and 2

Subject Fee: \$140

Further Information: Mr P. Leeming

Unit 3: Inspirations

Students become aware that artists gain inspiration and generate ideas from diverse sources, including what is experienced, learned about, believed in, valued and imagined or invented.

Unit 4: Investigations

Students explore and develop ideas for art making and interpretation through the investigation of different artists, art forms, processes and technologies.



CERT II

Certificate II in Dance | CUA20113

Course Description:

This qualification is designed for students who love to dance and it will provide them with an opportunity to achieve competencies that will enhance their employment prospects in the performing arts industry. To complete this qualification, students must study Dance in both Year 11 and 12. Successful completion of the course will see students receive a nationally recognised qualification. Students will complete nationally recognised units of competency.

This Certificate is currently offered in partnership with Ausdance Victoria.
The MOA with all providers is renegotiated annually.

Time off campus

Various opportunities will arise for students to attend performances and workshops around the Metropolitan area (approximately 2–3 full days).

Co-Curricular Requirements

Requirements include performance at competitions and festivals as scheduled. These include: YOHeast; South of the Swan Dance Festival; performance at College events and assemblies; and the Annual Dance Concert.

Year 11 and 12

This qualification is delivered over two years

Prerequisites: Nil

Desirable: C Grade in Year 10 Dance

Subject Fee: \$25, plus equipment

Further Information: Ms S. Cuellar



Endorsed Courses

Mrs A. Post (Careers Coordinator)





ENDORSED

Authority Developed Workplace Learning (WPL) | Endorsed

Course Description:

This is an Endorsed Course which provides an opportunity for students to demonstrate and develop increasing competence in the core skills for work. Students learn to apply and adapt the workplace skills that are necessary to understand and carry out different types of work that play a key role in lifelong learning. Developing competence in workplace skills assists an individual to gain employment and progress within the organisation or industry areas. The endorsed program is based on the skills, knowledge and understandings that underpin successful participation in work.

All Vocational students not enrolled in UniReady at Carey undertake Workplace Learning. This takes place during the Exam blocks. Students changing from an ATAR to a Vocational pathway in Year 12 are also required to undertake Workplace Learning.

Unit Equivalence

Unit equivalence is allocated on the basis of 1 unit equivalent for each 55 hours completed in the workplace, to a maximum of 4 units. 55 – 109 hours = 1 unit equivalent; 110 – 164 hours = 2 unit equivalents

The total number of hours completed in the workplace is reported on a student's Western Australian Statement of Student Achievement.

Completion Requirements

For each 55 hours completed in the workplace, a student must complete the:

- Workplace Learning Logbook
- Workplace Learning Skills Journal

Year 11 and 12

This qualification is delivered in one year, but students are encouraged to take it again in Year 12.

Prerequisites: Nil

Desirable: Nil

Subject Fee: \$350 per 55 hour placement (x two placements per year)

Further Information: Mrs A. McElroy, Mrs K. Svensson (WPL Coordinator)

UniReady In Schools | Endorsed

Course Description:

Carey Baptist College has partnered with Curtin University to provide the 'UniReady in Schools' program. This is a pilot program which has Endorsed Course status with SCSA. This means that it can contribute to a student's WACE. Successful completion of the 4 units of study gives the students a nominal ATAR of 70 for Curtin University, allowing them to apply for direct entry into a limited range of Curtin's courses. See curtin.edu.au/uniready for the current list of courses that accept this entry pathway.

UniReady is a rigorous program which focuses on developing the transferable study and communication skills that students require for University study. The two core units focus on developing students' skills in terms of University style reading, writing and communication. The two additional units offered at Carey will introduce students to the different study areas, covering both the required academic content, as well as developing general study and technical skills.

To be eligible to attain the ATAR of 70, students must pass **all four** units, three of which have exams. These exams will be held during the standard Carey exam weeks. Consequently, these students will be exempt from Workplace Learning.

Core Units

- Fundamentals of Academic Writing (PCURAW)
- Foundations of Communications (PCURCM)

Optional Units (Selected by the school)

- Introduction to Commerce (PCURCO)
- Introduction to Health Science (PCURH)

Year 12 (only)

This endorsed qualification is delivered in one year.

Prerequisites: The program will be available to students moving from a Year 11 ATAR to a Year 12 General pathway. Student's will need to complete an application to be considered for this program.

Desirable: Nil

Subject Fee: \$600

Further Information: Mrs K. Lacey



Carey

E info@carey.wa.edu.au

T (08) 9394 9111

F (08) 9394 9112

51 Wright Rd Harrisdale WA 6112

PO Box 1409 Canning Vale WA 6970



Carey
Baptist
Church



Carey
Baptist
College



Carey
Centre



Jump
Carey Early
Development