



Carey

Baptist
College
Harrisdale

Year 11 and 12 Course Information Handbook

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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 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.

This handbook provides a summary of all Year 11 courses offered by Carey Baptist College in 2021. It is also a reference point for Western Australian Certificate of Education (WACE) requirements, University and TAFE requirements and other vital information. Choosing subjects for Year 11 is not an easy decision, especially with the range of options that are available. This handbook is designed to make the transition to Year 11 as easy as possible, providing relevant information to assist in making informed decisions.

A Year 11 pathway consists of 6 courses that are challenging and achievable. Success in each course will lead to increased opportunities and desired post-school destinations. To make sense of how senior school works, it is important to understand its structure. Courses offered at Carey in Year 11 include:

ATAR Courses

ATAR courses are for students who are aiming to go to university. These courses are examined by the School Curriculum and Standards Authority (SCSA). Student results in ATAR courses are used by the Tertiary Institutions Service Centre (TISC) to calculate a student's Australian Tertiary Admission Rank (ATAR). A minimum of 4 Year 12 ATAR subjects are needed to achieve an ATAR score. It is used to determine eligibility for university entrance.

General Courses

These courses are not externally examined. Each general course, however, has an externally set task (EST) which is set by SCSA. General courses are for students who are typically aiming to enter further vocationally based training or the workforce straight from school. General courses may be used for alternative entry to some university courses.

Endorsed Programs (coordinated by Mrs Post)

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

Vocational Education and Training Qualifications (coordinated by Mrs Shaw)

These courses include a full VET qualification and mandatory workplace learning. VET courses contribute towards the WACE as course units. Qualifications undertaken through VET can be used to meet a Certificate II or higher. The workplace learning component of the course contributes as unit equivalents towards the WACE. Students who intend to enrol in a TAFE or the workforce straight from school will choose the VET pathway.

The transition to senior school includes a culture of higher standards and expectations. As the leaders of our College community, we expect students to apply themselves diligently, maintain their good standing and exhibit exemplary behaviour. Senior 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 in all that they do. Our students are investing in their future. The greater the investment, the better the return they can expect.

Mr R. Stirling
Assistant Principal Curriculum

General Information

What is success in Year 11 and 12 based on?

Approach

Year 11 is a big step up in terms of your responsibility as a student. How you approach your studies will make ALL the difference. You need to:

- Understand the structure of Year 11 and 12 (and how the ATAR / WACE works).
- Be clear what subjects you wish to study in Year 11 and 12.
- Be goal oriented (i.e. have a target score or grade that you are aiming at).
- Know the syllabus in each subject.
- Expect an increase in workload.
- Undertake self-directed learning.
- Start revising for exams early.
- Keep on top of your work.

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.

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

Handing in your work on time

In Year 11 and 12 it is vital 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 commit to 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. This includes a self-directed component consisting of 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 put in the required effort.

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, carefully consider the following:

- Approach your subjects in both Years 11 and 12 as part of a two-year process. While it is possible to change subjects for Year 12, it is much better to go into your final year with the background provided by Year 11.
- Past success is an important factor to consider (i.e. choose what you have been good at in the past and avoid areas that you have found too difficult).
- You may already have a career and / or a university or TAFE course in mind. If this is the case you must check the career or university / TAFE prerequisites carefully.
- You will find increasingly that work in the Year 11 and 12 requires that you study more on your own than in previous years. Interest in subjects is a good motivator for this work.
- You should decide whether or not you want your subjects to overlap and complement each other. For some students, their choice might reflect an aim of acquiring a broad range of skills to keep their options open for the future. Other students will want to use the skills and knowledge from one area to back up another.
- It is unwise to base your decision on factors such as the choice of friends or particular teachers. Your friends' interests, aptitudes and abilities may not be the same and the College cannot guarantee that you will be placed in a class taught by a teacher you want.

Where can I find Career, Course and Subject Information?

Careers / Endorsed Programs - **Mrs A. Post**
Vocational Qualifications (VET) - **Mrs P. Shaw**

Workplace Learning Coordinator - **Mr M. Pollock**
ATAR and General courses - **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).

Each centre provides professional and practical advice on training and employment opportunities including careers advice, apprenticeships and training information. 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
Assists you to identify your interests, build your career profile and explore occupations.
- jobsearch.gov.au
Hints and tips to help your job search and make a great resume.
- jobsandskills.wa.gov.au
Explores industry areas to see the range of occupations they offer and find out the course that can get you there.
- fairwork.gov.au
Information and advice about workplace rights and obligations.
- centrelink.gov.au
Delivers social security payments and services; accessed by creating a MyGov account.
- joboutlook.gov.au
Guide to Australian careers; includes career quiz, skills match and career profiles with information on future outlook, pay, main tasks and demands of different careers.
- graduatecareers.com.au
Includes employment opportunities for job seeking University students and graduates.

Education

Department of Education

Information on job opportunities in education.
education.wa.edu.au

School Curriculum and Standards Authority

Responsible for developing and accrediting Year 11 / 12 courses and the WACE. Has information on curriculum, exams, assessment, syllabuses.

scsa.wa.edu.au
E: info@scsa.wa.edu.au

Tertiary Institutions Service Centre

Processes University applications to UWA, Curtin, Murdoch and ECU. Includes information on ATAR, an ATAR Calculator and conducts the STAT test.

tisc.edu.au

Australian University Guide

Rates Australian Universities and outlines their facilities / courses.

gooduniversitiesguide.com.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: 13 19 01

Website: defencejobs.gov.au

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

Open: Monday to Friday 7:45am to 4:30pm.

Australian Apprenticeships

Find a new apprenticeships centre in your region.

Phone: 13 38 73

Website: australianapprenticeships.gov.au

W.A. Police 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

Year 11 and 12 Courses and Programs

Carey Baptist College offers a range of SCSA accredited courses including the following:

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

ATAR Courses

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). **All students enrolled in a Year 12 ATAR subject must sit the external exam at the end of the year. This exam covers the Year 12 syllabus only.**

General Courses

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.

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.

A range of accredited endorsed programs is on the SCSA website at scsa.wa.edu.au

Students should discuss endorsed programs with **Mrs A. Post (Careers Coordinator)**.

Vocational Education and Training

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

The VET delivery to Secondary Students (VETdSS) training options are:

1. VET qualifications undertaken on-site

These are offered in a variety of industry contexts within the College's weekly timetable and as extra-curricular programs. The link can be found at: southmetrotafe.wa.edu.au/futurestudents/vetdss

2. VET qualifications undertaken off-site

These 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**. Some incur an additional cost (covering fees paid to the RTO).

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 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 available vocational programs with **Mrs P. Shaw (VET Coordinator)**.

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 one or more of the following:

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

The Western Australian Statement of Student Achievement (WASSA)

A WASSA is issued to all Year 12 students and formally records what students have completed during their senior secondary schooling:

- Achievement of the WACE (WA Certificate of Education) requirements.
- Achievement of the literacy (reading and writing) standard.
- Achievement of the numeracy standard.
- Achievement of exhibitions and awards.
- School grades, school marks, and combined scores in ATAR (Australian Tertiary Admissions Rank) units.
- School grades, school marks in General and Foundations units.
- Completed Preliminary units.
- Completed VET (Vocational Education and Training) industry specific units.
- Successfully completed VET units of competency.
- Completed endorsed programs.
- Number of community service hours undertaken (if reported by the school).

The WASSA is similar to the academic transcript students receive from universities and training providers. Students can use the detail in the WASSA to support their applications for employment, further education and training.

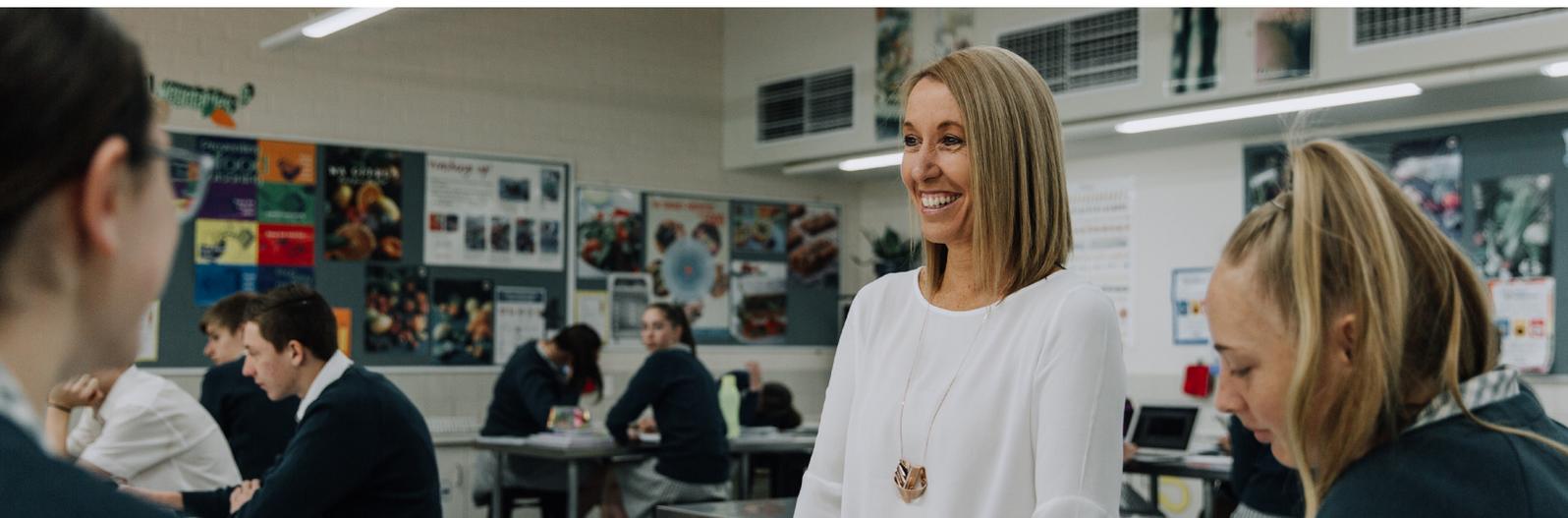
Even if the WACE has not been achieved, the WASSA provides a statement that indicates how well students are prepared for further study, training and employment. It can be added to over a student's lifetime.

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 by employers when students submit job applications and for education providers when considering background requirements for course applications.

The Western Australian Certificate of Education (WACE)

The WACE is the certificate that students in WA receive on successful completion of the WACE requirements at the conclusion of their senior secondary school.

Students typically complete the WACE in their final two years of senior secondary schooling. The majority of students in WA achieve the WACE (about 91%). Study towards the WACE can be undertaken over a lifetime.



WACE Requirements

To achieve a WACE, students must satisfy the following:

General requirements

- Complete a minimum of 20 units (10 subjects) or equivalents.
- Complete
 - ✓ At least four Year 12 ATAR courses OR
 - ✓ At least five Year 12 General courses and/or ATAR courses or equivalents OR
 - ✓ A Certificate II (or higher) VET qualification in combination with ATAR, General or Foundation courses.
- Demonstrate a minimum standard of literacy (reading and writing) and a minimum standard of numeracy.
- Meet the requirements for breadth and depth of study.
- Meet the achievement standard.

Literacy and Numeracy

For the WACE literacy and numeracy standard, students may:

- Pre-qualify through achieving Band 8 or higher in the Year 9 reading, writing and numeracy NAPLAN assessment program, OR
- Demonstrate the minimum standard of literacy and numeracy by successfully completing the relevant components of the OLNA test in Year 10, 11 or 12.

Breadth and Depth

Students must complete a minimum of 20 units (10 subjects), which may include unit equivalents attained through VET and / or endorsed programs.

This requirement must include at least:

- A minimum of ten Year 12 units (5 subjects) or the equivalent.
- Four units from an English course (post-Year 10) including at least one pair of Year 12 units from an English learning area course.
- One pair of Year 12 units from each of List A (Arts / Languages / Social Sciences) and List B (Mathematics / Science / Technology) subjects.

Achievement standard

Students must achieve at least 14 C grades or higher (or equivalents) in Year 11 and Year 12 units (7 subjects), including at least six C grades (or equivalents) in Year 12 units (3 subjects).

Unit equivalents

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

Study options

Students are offered three study options which they can mix and match:

- WACE courses (ATAR, General, Foundation and VET industry specific).
- VET programs.
- Endorsed programs.

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 still at school. 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 (or above) level qualifications can contribute toward the WACE.**

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.

Partial completion of a Certificate qualification will result in recognition of the units of competencies achieved. However, the qualification will not be attained, and achievement of the WACE may be placed at risk. Further enquiries in regard to VET opportunities can be directed to **Mrs P. Shaw (VET Coordinator)**.

Workplace Learning

This is a SCSA endorsed program which is **compulsory for Year 11 students enrolled in a Vocational or General 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. There is a selection / application process that takes place in Term 3. Further enquiries in regard to Workplace Learning opportunities can be directed to **Mr M. Pollock, WPL Coordinator**.

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. 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.

Students will need to discuss their eligibility with **Mrs K. Bonciani, Head of Languages**.

Work Experience

A number of opportunities exist for students to 'try out' various occupations whilst studying, such as holiday work experience. Families are responsible for finding these placements, and notifying the WPL Coordinator at least one month prior to commencement of the placement.

Useful Information

- **WACE Manual**
senior-secondary.scsa.wa.edu.au/further-resources/wace-manual
- **Year 12 Information Handbook**
senior-secondary.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. The WACE Checker can be found at 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. Students will also receive a school mark in the range 0 to 100 (written and / or practical) for each ATAR or General course 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 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 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 at 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 exams. Students must complete both examinations in these courses. 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.

The Tertiary Institution (TISC) uses the results achieved in the ATAR courses to calculate a students tertiary Admission Rank (ATAR) which is used to determine University entrance.

Special Examination Provisions

Special arrangements may be made if students have permanent or temporary disabilities that may disadvantage them in an examination. If a student's disability prevents them having reasonable access to an examination, the College will assist them with submission of an application. 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 Accessing Curriculum)**. Students who are granted Special Examination Provisions sit their ATAR exams at a different exam centre (i.e. not at Carey).

VET Qualifications

Vocational Education and Training engages students in workplace related learning built on partnerships between schools, training organisations, business, industry and the wider community. It is undertaken as an integral part of the WACE and provides students with a broad range of post-school options and pathways.

To enrol in a VET qualification, students require a **Unique Student Identifier (USI)** 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. 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. Year 11 and 12 students changing courses by the **Term 1 deadline of Friday 26 March** will receive credit for the full course; whereas students changing subjects 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 implications for their achievement of the WACE.

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.

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.

Successful ATAR students ...

Manage their time

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

Set Effective Goals

1. Set clear and well defined goals.
2. 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. It is easy to fall behind, so students need to be organised from the start.

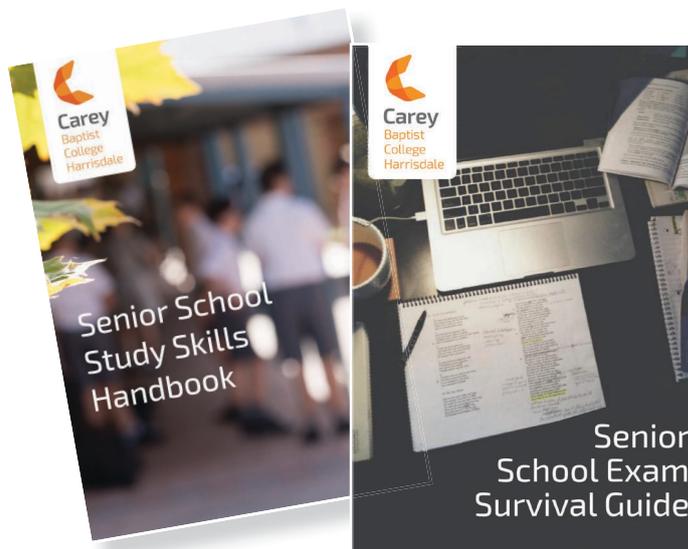
Learn Independently

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 teacher's 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 assistance with study strategies and techniques, refer to the **Senior School Study Skills Handbook**. For assistance with exam preparation, strategies and revision, refer to the **Senior School Exam Survival Guide**. These handbooks are available either from the Curriculum Office (Building J) or the College website, carey.wa.edu.au.



University Entrance

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

1. WACE

Universities require students to demonstrate breadth of study. Students are able to address this requirement by qualifying for the WACE.

2. Competence in English

Students must achieve the selected university's requirement for **English Language Competence**:

- Scaled mark of at least 50 in ATAR English, Literature or EALD, or
- Meet university specific concessions where a scaled mark of 50 has not been achieved, or
- Demonstrate competence through the Special Tertiary Admissions Test (STAT).

Students can find out more information about university concessions and alternative admission pathways by visiting the websites of each university. Further information is available from the following websites:

- Tertiary Institutions Service Centre (TISC) tisc.edu.au
- School Curriculum and Standards Authority (SCSA) scsa.wa.edu.au

3. Prerequisites

Many university courses specify that certain subjects must be undertaken by students in Year 12 as background knowledge needed to be able to apply to enter their particular course. **Students need to achieve a scaled mark of at least 50% in the specified ATAR courses.**

4. Sufficiently high ATAR

TISC is responsible for the ranking of students for university entrance. An ATAR is calculated using **school assessment and WACE examination results.**

The Tertiary Institutions Service Centre (TISC) **calculates the ATAR based on the school and exam score provided.** The School Curriculum and Standards Authority provide TISC with school and WACE exam results. **Each course result is based 50% on school assessment and 50% on the examinations.** Statistical adjustments are made to these results, the best four of which are added together to calculate a **Tertiary Entrance Aggregate (TEA)**. The TEA is used to derive a student's ATAR.

The ATAR is a number between 99.95 and zero (0) that reports a student's position relative to all other standard Year 12 school leavers. An ATAR of 96 indicates that a student is in the top 4% of Year 12 school leavers. An ATAR of 96 equates to a scaled average of approximately 77%.

TISC then offers university places based on this ranking. Students are not able to include certain combinations of courses in the calculation of their ATAR (see page 17 for details).

Bonuses (for LOTE and Maths Specialist / Methods)

Language bonuses of 10% of the scaled score are added to students of Japanese: Second Language (LOTE bonus). A Mathematics bonus of 10% of the scaled score also applies for each of Mathematics Methods and Mathematics Specialist. **Note that this is 10% of the scaled score and NOT an additional 10%** (a student with 60 would get an additional 6%).

Alternative Entrance

Completion of a Certificate IV or Diploma through the VET Program + English competency can also gain university entry to some courses. Successful completion of University 'Enabling Courses' can provide entry to Curtin (UniReady) or Murdoch (OnTrack).

All universities offer alternative entry pathways.

Go to each university's web site for full up-to-date details. The Tertiary Institutions Service Centre (TISC) also regularly updates their website with useful university information.

See Mrs Post (Careers Coordinator) for any assistance needed in this area.

University admissions requirements for school leavers completing Year 12 in 2022 are published by TISC in University Admissions 2023 (available on the TISC website, tisc.edu.au)

Applying to Interstate Universities

Information about universities and courses can be found at universitiesaustralia.edu.au and on the university websites Australia-wide. Applications in other states is mostly made via the tertiary admissions centres in each (similar to TISC in WA).

The different state bodies and their contact details are:

STATE	APPLICATIONS	YEAR 12 CERTIFICATE	WEBSITE
WA	Tertiary Institution Service Centre (TISC) University of Notre Dame	WACE	tisc.edu.au notredame.edu.au
NSW/ACT	Universities Admissions Centre (UAC)	HSC	uac.edu.au
NT	Charles Darwin University	NTCE	cdu.edu.au Applications through SATAC
Qld	Queensland Tertiary Admissions Centre (QTAC)	QCE	qtac.edu.au
SA	South Australian Tertiary Admissions Centre (SATAC)	SACE	satac.edu.au
TAS	University of Tasmania (including Australian Maritime College)	TCE	utas.edu.au/apply
Vic	Victorian Tertiary Admissions Centre (VTAC)	VCE (ATAR) VCAL (non-ATAR)	vtac.edu.au

Relationship between the ATAR, TEA and Marks

ATAR

The ATAR reports the students 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 students in the Year 12 school leaving age in the total population.

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 to have at least 4 scaled scores from ATAR courses for an ATAR to be calculated using the Tertiary Entrance Aggregate (TEA).

TEA

The Tertiary Entrance Aggregate is the sum of the student's best four scaled scores, plus any bonuses for LOTE subjects or Mathematics Specialist and Mathematics Methods (if students have sat exams in these subjects – irrespective of whether they are included in the best 4) subjects. **The maximum possible TEA score is 430** (400 from the best 4 subjects, plus a possible 30 additional bonus marks). The TEA is then converted to an ATAR, which informs students where they are ranked relative to other students.

Calculating the ATAR

When trying to work out how a student's marks relate to a possible ATAR score, it must be remembered that 50% of their ATAR score will come from their ATAR exam. Therefore, their semester results can only be used as an indication of their final ATAR score. In addition, the processes of statistical **moderation, standardisation and scaling** are used by TISC to determine the final score. These are used to ensure fairness to all students.

Students can use the TISC ATAR Online calculator to approximate their ATAR score. This site assists students to calculate the ATAR for a given TEA score. The following table is a summary of the minimum TEA score (sum of best four subjects) required to achieve an ATAR. This data is based on real data from last year's Year 12 ATAR results (2019) taken from the TISC ATAR Online calculator.

ATAR	Min TEA for ATAR	FOUR SUBJECT AVERAGE	POSSIBLE DEGREE COURSES
60.70	200	50%	
64.35	208	52%	
70.25	220	55%	Minimum entry to ECU, Murdoch, Curtin
75.70	232	58%	Nursing/Midwifery at ECU, Laboratory Medicine at Curtin
78.75	240	60%	
80.20	244	61%	Minimum entry to UWA (Arts, Commerce, Science, Biomedical Science), Engineering, Speech Pathology at Curtin, Engineering at Murdoch
82.90	252	63%	Engineering at ECU
85.25	260	65%	Law at ECU, Occupational Therapy, Oral Health at Curtin
88.55	272	68%	
90.40	280	70%	Physiotherapy, Optometry, Law, Medical Imaging at Curtin; Law at Murdoch
92.80	292	73%	
95.45	308	77%	Medicine/Surgery at Curtin
96.40	316	79%	Curtin Excellence Scholarship 1*
97.15	324	81%	Curtin Excellence Scholarship 2*
97.80	332	83%	
98.60	344	86%	Veterinary Science at Murdoch
98.95	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	50%
Modern History	67%
Economics	70%
Careers and Enterprise (General)	A
Four subject aggregate: $66 + 50 + 67 + 70 = 253$ TEA = 253 > ATAR 83.25 (Meets entry to Commerce at UWA)	

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.

Example 2: Five WACE ATAR Courses

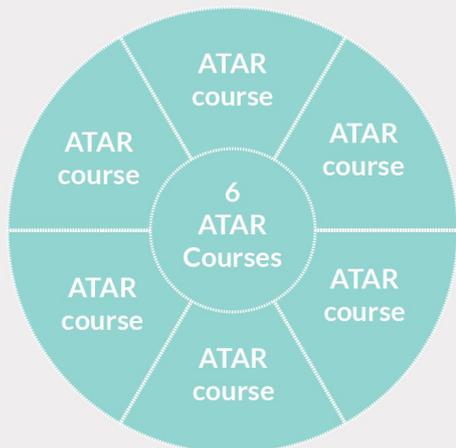
COURSE	SCALED SCORE
English	72%
Maths Methods*	65%
Japanese*	66%
Human Biology	70%
Chemistry	48%
Food Science (General)	C
Best four course aggregate: $72 + 65 + 6.5$ (*Methods bonus - gains 10%) $+ 66 + 6.6$ (*LOTE bonus - gains 10%) + 70 = 286.1 TEA = 286.1 > ATAR 91.65 (Meets entry to Physiotherapy at Curtin)	

ATAR Pathway

An ATAR pathway is made up of a minimum of 4 x ATAR courses. This must include either English OR Literature OR English as an Additional Language/Dialect (EAL/D).

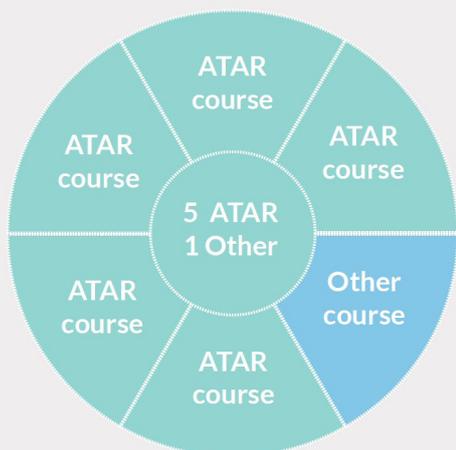
Typical Course Selection Combinations

University bound students would typically choose:



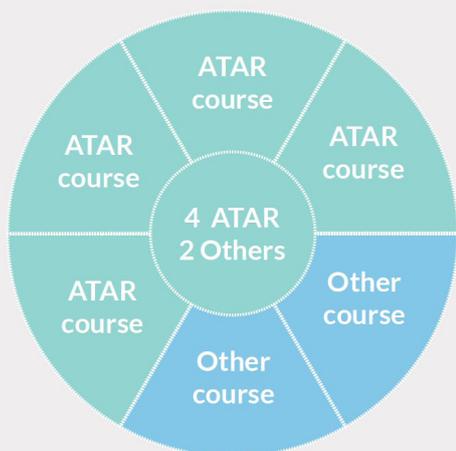
6 ATAR Courses

This is usually undertaken by 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 most 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 sixth course is selected from either a General course or a Certificate qualification.



4 ATAR Courses & 2 others

This combination is 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 courses or Certificate qualifications (often one of each).

Students should note that 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 have to complete the time requirement during holiday breaks. An ATAR course can also be required by a TAFE or other provider as part of their entry criteria. All students need to check that their courses meet the prerequisites for entry into their likely Tertiary pathways.

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**. 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.

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. External exams are not conducted for General and Foundation courses. There are procedures for students who are sick or encounter a misadventure on the scheduled date of an exam.

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

University Scholarships

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

Curtin Excellence Scholarship*(see pg15) 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.

E: scholarships@curtin.edu.au

T: 9266 2992

Universities

For courses and admissions advice, contact:

Curtin University

Curtin Connect (Building 102)

T: 1300 222 888

study@curtin.edu.au

Edith Cowan University

Future Students

T: 13 43 28

ecu.edu.au/future-students

Murdoch University

The Student Centre

T: 1300 687 3624

murdoch.edu.au/study

University of WA

UWA Future Students Centre

T: (08) 6488 2477

uwa.edu.au/study

University of Notre Dame

Prospective Student Office

T: (08) 9433 0533

Freecall: 1800 640 500

notredame.edu.au



TAFE Entrance

Applicants for entry into TAFE 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
- 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
T: (08) 9471 6600
- **Motor Trade Association WA**
mtawa.com.au
T: (08) 9233 9800
- **Everthought Education (Trades Training)**
everthought.com.au
T: 1300 656 498
- **College of Electrical Training**
cet.asn.au
T: (08) 6595 6600 (Jandakot)
T: (08) 9233 5000 (Joondalup)

TAFE Information

North Metropolitan TAFE | 1300 300 822

E: enquiry@nmtafe.wa.edu.au

Campuses include: Balga, Clarkson, East Perth, Joondalup (2), Leederville, Midland, Mt. Lawley, Nedlands (Oral Health Centre), Perth (Northbridge).

Visit northmetrotafe.wa.edu.au

The North Metro TAFE 2020 Course Guide and Student Handbook are available at northmetrotafe.wa.edu.au/publications

South Metropolitan TAFE | 1800 001 001

E: info@smtafe.wa.edu.au

Campuses include: Armadale, Bentley, Carlisle, Fremantle, Jandakot, Kwinana, Mandurah, Munster, Murdoch, Naval Base, Rockingham, Thornlie.

Visit southmetrotafe.wa.edu.au

TAFE Admissions | 6212 9888

tasonline.tafe.wa.edu.au

E: tafe.admissions@dtwd.wa.gov.au

Vocational Pathway

A Vocational pathway is made up of a minimum of three General courses. This must include 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.

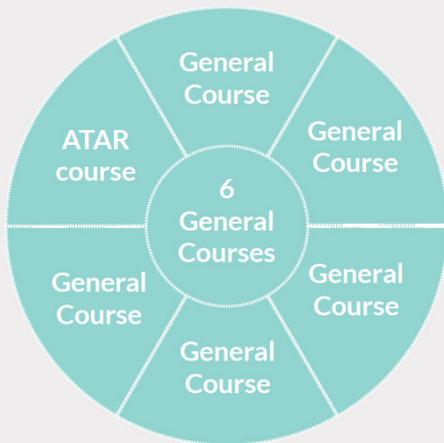
Vocational Education and Training (VET) – Certificate Qualifications

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.

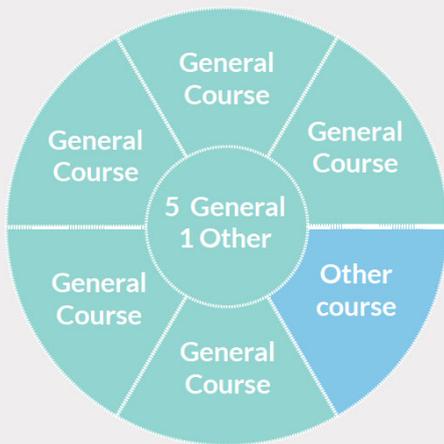
Typical Course Selection Combinations

Vocational students would typically choose:



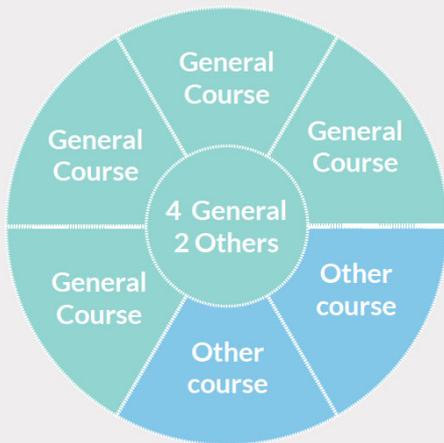
6 General Courses

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



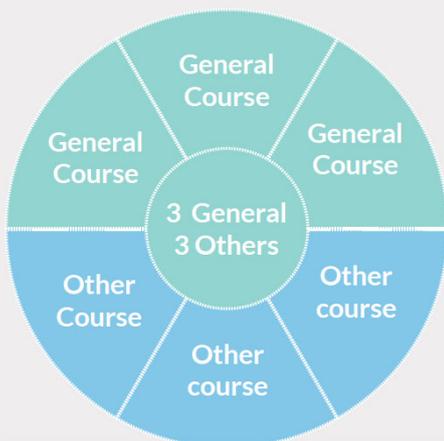
5 General Courses & 1 other

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 & 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 & 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 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.

All Carey Vocational and General pathway students are enrolled in Workplace Learning, which is an additional subject to the 6 subjects on their timetable, and is undertaken 'off the grid'.

Students who elect to move from an ATAR course to UniReady (also an enrolled subject) in Year 12 are exempt from WPL.

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.
- Combination of online and face to face, in school time.
- Fee for service charges are not included in school fees. 52689WA Certificate IV in Preparation for Nursing Education is an example.

Composite online plus community based program, out of school time.

- Fee for service charges are not included in school fees. CHC24015 Certificate II in Active Volunteering (Christian Ministry) is an example.

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 RTOs.

- 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

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 in Year 12.

There will be additional expenses related to this course. \$700 is charged for Workplace learning for the two placements (these figures are based on 2020 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.

Exams take precedence over all other activities.

Further enquiries regarding WPL can be directed to:

Mr M. Pollock, WPL Coordinator

mpollock@carey.wa.edu.au

Year 11 Courses at Carey in 2021

University (ATAR) Pathway Courses

LIST A (ARTS / LANGUAGES / SOCIAL SCIENCE)	
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
Politics and Law	AEPAL

LIST B (MATHS / SCIENCE / TECHNOLOGY)	
Biology	AEBLY
Chemistry	AECHE
Human Biology	AEHBY
Mathematics Applications	AEMAA
Mathematics Methods	AEMAM
Mathematics Specialist	AEMAS
Physical Education Studies	AEPES
Physics	AEPHY
Psychology	AEPSY

General Pathway Courses

LIST A (ARTS / LANGUAGES / SOCIAL SCIENCE)	
Career and Enterprise	GECAE
English	GEENG
Visual Art	GEVAR

LIST B (MATHS / SCIENCE / TECHNOLOGY)	
Applied Information Technology	GEAIT
Food Science and Technology	GEFST
Human Biology	GEHBY
Integrated Science	GEISC
Mathematics Essential	GEMAE
Outdoor Education	GEOED
Physical Education Studies	GEPES

Endorsed Programs

- ADWPL Workplace Learning
- LAMDA Theatre and Dramatic Arts
- UNIREADY UniReady in Schools
(Year 12 only)

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
- SIT20116 Certificate II in Tourism

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.

This subject is 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.

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	The Mystery of Life

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 inter-school 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 3:00pm. 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, and organised games. 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 Process

Key Dates for Year 11 Course Selection

Year 11-12 Reports live on SEQTA	Friday 26 June
Year 11-12 Course Information Handbook issued	Tuesday 30 June
WACE / Course Selection Information Evening	Tuesday 30 June
Year 11 Webchoices Opens	Monday 20 July
Year 11 Webchoices Closes - Initial Course Selection	Thursday 6 August, 6pm
2021 Year 11 Gridlines Issued	Monday 7 September
2021 Year 11 Gridlines Close - Final Course Selection	Thursday 17 September

Course Selection Steps Explained

The Year 11 and 12 Course Selection Handbook is issued to families on the WACE Information / Course Selection evening on Tuesday 30 June. This explains the process of subject selection, WACE, graduation, ATAR scores, University and TAFE pathways.

Webchoices

- Webchoices (online system) goes live on Wednesday 20 July. This is the system where students make their initial subject choices – 6 subjects + 2 reserves. An English subject must be one of these (this is a compulsory WACE requirement).
- 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. They are required to **print out a copy of their choices which parents are required to sign, prior to submission**. Students should not attempt to enrol in their courses during class time.
- **Two reserve choices are needed** in case a student misses out on one of their chosen courses (i.e. if there are not sufficient numbers to run a course). Subjects with insufficient student numbers WILL NOT INCLUDED IN THE FINAL GRID.
- It is crucially important for students to choose the subjects they need / want **in 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**.

Webchoice Timeline

- The initial webchoices course selection closes at 6:00pm on Thursday 6 August, so there is no rush.
- The 2021 Year 11/12 Gridlines will be completed by Monday 7 September. This is where the course enrolments are confirmed.
- 2021 course changes can be completed between Monday 7 September and Thursday, 17 September. **This is where the enrolment into classes is finalised.**

Prerequisites

- **Students will only be able to choose the subjects where they have achieved the prerequisite grades on their First Semester reports** (this was explained in the letter that was sent to Year 10 parents and students on 14 February, 2020 entitled, 'Year 10: A Launching Pad to your Future'). These prerequisites can be found in the Course Description section of this handbook. **If students try to select a subject in which they have not met the prerequisites for entry, it will come up as 'ineligible' and students will need to choose a different subject.**

Second Semester Entry

- If students achieve the prerequisites for entry into courses in their Second Semester Reports or wish to change their subject choice for 2021, they can submit a Course Change Form until Tuesday 15 December, or in the two weeks prior to the start of school in 2021 (**please note that changes ARE subject to the availability of places**).

Course Selection Interviews

- Individual course selection interviews with Mr Stirling are recommended for all Year 10 students and parents. Appointments will be available from the start of Term 3, on Tuesday 21 July – Wednesday 5 August. These Course Selection interviews (allow 30 minutes) can be booked following the Information evening on Tuesday 30 June, through the Edval Interview portal. These interviews can be booked during normal hours or on Wednesday or Thursday evenings until 8:00pm, or Saturday mornings between 9:00am and 1:00pm in Term 3. Appointments with **Mrs Post (Careers Counsellor)** and **Mrs Shaw (VET Coordinator)** can also be made on this portal.

Semester 1 Report Interviews

- Semester 1 Report meetings with teachers are scheduled on Tuesday 21 July (10:00am–6:00pm). Student achievement should be discussed with subject teachers, and advice on Year 11 subject suitability should be sought.

Private Study

- Private Study is **not an option for Year 11 students**. The exception to this is if students 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 the first 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.

How to Choose Subjects using Webchoice

Choices are due by 6:00pm on Thursday 6 August

one

A link and Webcode will be emailed to student's Carey Email Address.

two

Click on the link and type in your Webcode.

three

Click on the Elective Selection button.

four

Choose your 6 subjects from the drop-down menu in each box, nominating the subjects that **you want the most first**.

five

Choose your 2 reserve choices, in case your first preferences are unavailable, nominating the subjects that **you want the most**.

six

Click on the submit button.

seven

Print out your subject selections, and get your parents/guardians to sign it. Bring the signed copy to the Curriculum Office in Building J and give it to Mrs Rentenaar. **Forms will be approved by Mr Stirling once he has checked that students have a valid course that meets WACE requirements.**

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 during the year.

- The **first cut-off is Friday 26 March** (end of Week 8) – 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). Students changing to a Unit 2 in an ATAR subject will sit an end of year exam in that subject, which will cover second Semester content. 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 or General 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 26 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 (usually in August) 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 subject 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 eligible student who achieves the top WACE award score.

Beazley Medal: VET

The Beazley Medal VET is for excellence in studies that includes VET qualifications. 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; and the achievement of the WACE.

General Exhibitions

Fifty General Exhibitions awards are given to the eligible students who obtain the highest WACE award scores. These are awarded to recognise outstanding academic achievements in Year 12 ATAR courses with a SCSA exam.

Subject Exhibitions (ATAR courses)

A Subject Exhibition may be awarded to the eligible student obtaining the highest examination mark for each ATAR course, with at least 100 students sitting the ATAR exam.

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.

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 accumulates:

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

These points are accrued from 5 x Year 11 subjects and 5 x Year 12 subjects (20 units). 5 of these must be Year 12 subjects (10 units)

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 QUALIFICATIONS	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	YEAR 11 COURSE	GRADE	POINTS
1. English	B	2 x 9 = 18	1. English	B	2 x 9 = 18
2. Maths Application	A	2 x 10 = 20	2. Maths Application	B	2 x 9 = 18
3. Modern History	B	2 x 9 = 18	3. Modern History	B	2 x 9 = 18
4. Politics & Law	B	2 x 9 = 18	4. Politics & Law	C	0
Human Biology	C	0	5. Human Biology	B	2 x 9 = 18
5. Career & Enterprise (General)	A	2 x 8 = 16	Private Study		0
TOTAL		90	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 Grid (based on the 2020 grid)

Please note that all Year 11 students must choose 6 courses - one from each of the 6 grid

	ATAR Courses						GENERAL Courses			VOCATIONAL	
	Modern History	English	English	Human Biology	Japanese	Human Biology	General English	Food Science & Technology		1 Year	2 Year
1	Modern History	English	English	Human Biology	Japanese	Human Biology	General English	Food Science & Technology			Construction Cert II
2	Maths Specialist	Chemistry	Human Biology	Health Studies	Politics & Law	Health Studies	Maths Essential	Food Science & Technology			Community Services Cert II
3	Literature	English	Economics	Maths Application	Physical Education Studies	Maths Application	General English	Human Biology	Applied Information Technology		
4	Physics	Biology	Human Biology	Maths Application	Music	Maths Application	Maths Essential	Outdoor Education		Business Cert II	Dance Cert II
5	Maths Methods	Maths Application	Maths Application	English	Psychology	English	General English	Maths Essential	Career & Enterprise		
6	Chemistry	Biology	Health Studies	Geography		Geography	Physical Education Studies	Integrated Science		Tourism Cert II	Engineering Cert II
										Active Volunteering Chn Ministry Cert II	

This Grid is generated by the initial online Course Selections in August. In September, students submit their final Course Selections, making sure they have selected one course on each of the six grid lines. Courses offered on lines 1 to 6 will only run if sufficient students choose to enrol in the courses. **Note that this is a SAMPLE only.** Active Volunteering (Christian Ministry) can be chosen instead of a subject on line 1 to 6, as it runs off the grid (outside regular timetabled hours).

Glossary of Terms

AQF	Australian Qualifications Framework. This is the national policy that regulates qualifications in Australian education and training.
ATAR	Australian Tertiary Admission Rank. This is used for entry to Curtin, ECU, Murdoch and UWA. Notre Dame has its own separate admissions procedure. It is determined by using the TEA (Tertiary Entrance Aggregate).
Certificate I - IV	Nationally recognised qualifications in the Vocational Education and Training sector designed to provide training and knowledge in a specific industry area.
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 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.
Curtin Excellence Scholarship	Students apply by selecting an eligible Curtin degree through TISC as their first preference. Application forms are not required. Curtin Excellence Scholarships are awarded to students obtaining an ATAR over 96.
Diploma	Qualification awarded by TAFE, between a Certificate and a Bachelor Degree. A Diploma can also be used as a pathway to further education. There are two tiers: Diploma and Advanced Diploma.
Endorsed Program	A significant learning program approved by the School Curriculum and Standards Authority. The program may have been developed by SCSA OR developed by a private provider OR a school.
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 P. Fallon • 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 R. Stirling • Visual and Performing Arts Mrs S. Cuellar
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 other schools for that course. This enables a fair comparison of school marks to be achieved at different schools.

NMTAFE	North Metropolitan TAFE. This has ten campuses across the northern Perth region.
Prerequisites	Minimum entry requirements that must be successfully completed for entry to particular courses. These operate at both Secondary and Tertiary level.
RTO	Registered Training Organisations audit and auspice VET Certificate Courses.
SAAR	Students at Academic Risk. This is a monitoring process giving Year 11 and 12 students and parents feedback and advice when students are 'at risk'. This occurs in weeks 6-8 of Term 1, and again in weeks 8-10 of Term 2.
Scaling	TISC uses scaling to adjust for differences in difficulty between courses. It 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 scored for different ATAR courses are on the same scale.
SCSA	School Curriculum and Standards Authority. This is the WA Government body which oversees education in private and state schools. It sets curriculum and external examinations, and monitors standards.
SMTAFE	South Metropolitan TAFE. This has twelve campuses across the southern Perth region.
Standardisation	TISC uses standardisation to adjust for differences in the difficulty of exam papers. It aims to ensure that a difficult exam paper does not disadvantage students, while subjects with a relatively easier paper are not advantaged.
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 which is used to determine the ATAR. The maximum achievable score is 430.
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	Unique Student Identifier (USI). This is required for students enrolling in a Vocational Education and Training qualification.
VET	Vocational Education and Training. This system focuses on providing students with essential skills and knowledge to enter the workforce.
VETdSS	Vocational Education and Training delivered to Secondary Students. Courses delivered by SMTAFE or NMTAFE that students can apply for as part of their Year 11 or 12 program.
WACE	Western Australian Certificate of Education (WACE). This is a certificate that demonstrates significant achievement over Years 11 and 12. It is expected to be attained by about 91% of students across Western Australia.
WASSA	Western Australian Statement of Student Achievement (WASSA). This 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 and General pathway students at Carey are required to undertake WPL as part of their program in Year 11.



Course Descriptions

All subject fees are indicative and based on fees charged in 2020. They are subject to change and the fee schedule for 2021 will be published in November.

Beliefs and Values

Mr J. Birt (Head of Department)





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 create a dynamic learning experience which equips students to participate in and lead in any organisation that has a volunteer workforce, especially one with specifically Christian goals. A significant emphasis is placed on understanding the Bible as it is central to most overtly Christian workplaces.

Active Volunteering can be chosen instead of a subject on the Grid Lines as it runs 'off the grid' (i.e. outside regular timetabled hours).

This certificate is currently offered in partnership with IVET.

Year 11 or Year 12

This qualification is delivered in one year.

Prerequisites: Nil

Desirable: Nil

Subject Fee: Nil

Further Information: Mr J. Birt



CODE: 40548

English

Mr P. Fallon (Head of Department)



English

Course Description:

The English ATAR course focuses on developing students' analytical, creative, critical thinking and communication skills in reading, writing, speaking, listening and viewing. Through close study and wide reading of texts such as novels, short stories, still images, poetry and media texts, students develop the ability to analyse and evaluate the purpose, stylistic qualities and conventions of texts. Students are also given the opportunity to create their own imaginative, interpretive, persuasive and analytical responses. This course is intended for students who possess strong essay writing skills, who enjoy wide reading, and who can demonstrate effective speaking skills.

Year 11

Units 1 & 2

Prerequisites: C Grade in Year 10 English Extension or B Grade (minimum of 70%) in Year 10 English Mainstream

Desirable: Nil

Subject Fee: Nil

Further Information: Mr P. Fallon

Unit 1: Language, Text, Purpose and Context

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: Language and Structural Choices

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 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 P. Fallon

Unit 3: Language, Genre and Context

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: Interpretations and Perspectives

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.



English as an Additional Language / Dialect

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 26 February, 2021, with the required 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. Applications are submitted online, and a student guide can be found at senior-secondary.scsa.wa.edu.au

Year 11

Units 1 & 2

Prerequisites: Students must meet SCSA's eligibility requirements

Desirable: Nil

Subject Fee: Nil

Further Information: Mr P. Fallon

Unit 1: Effective Communication

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: Making Choices

The 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 and communities 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 P. Fallon

Unit 3: The Influence of Culture

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: Language and Power

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.

Literature

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 Extension or A Grade in Year 10 Mainstream

Desirable: Nil

Subject Fee: Nil

Further Information: Mr P. Fallon

Unit 1: Literary Conventions and Storytelling

Students explore how 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 study literary texts using these frameworks.

Unit 2: Intertextuality

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 (60%) or better in Literature ATAR Units 1 and 2

Desirable: Nil

Subject Fee: Nil

Further Information: Mr P. Fallon

Unit 3: The Power of Language

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: Dynamic Nature of Literacy Interpretation

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

Course Description:

This course provides entry into a TAFE pathway and is strongly recommended for students who have found English difficult, 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 P. Fallon

Unit 1: Comprehending and Responding

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: Interpreting Ideas and Arguments

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 for interactions with others. Students will evaluate and create oral, written and multimodal texts for different purposes.

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: Exploring Different Perspectives

This 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: Community, Local and Global Issues

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)





Health Studies

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. They will also explore 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: B 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: Mr C. Bolton

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 that create 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 arguments, and draw evidence-based conclusions.

Physical Education Studies

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 contributes to the final course score.

Year 11

Units 1 & 2

Prerequisites: B Grade in Year 10 Physical Education or C Grade in Year 10 Physical Education Specialist

Desirable: B 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 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' performances. Students critically evaluate training programs designed to improve performance.

Outdoor Education

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 and physical activity skills, an understanding of the environment and a positive relationship with nature. The course aims to develop skills that will enable students 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, practicing 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

Course Description:

The Physical Education Studies General course focuses on the physical, mental, social and emotional growth of students. Students learn 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. As students develop and improve their understanding of the relationship between skill, movement production and fitness will be further enhanced.

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.

An aerial photograph of a coastline. The top half of the image shows a dense, lush green forest covering a steep cliffside. Below the forest is a narrow, sandy beach. The bottom half of the image shows the ocean with turquoise water and white waves crashing against the shore. The overall color palette is dominated by greens, blues, and browns.

Humanities and Social Sciences

Mr C. Austin (Head of Department)

Economics

Course Description:

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

This 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: 1 full day excursion

Year 12: 1 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 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.

Geography

Course Description:

The 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: 2 full day excursions

Year 12: 2 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 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.

Modern History

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 their institutions, structures, motives and ideologies.

Time off campus

Year 11: 1 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.

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 context is Communist China and the course covers the crises that confronted this nation, their responses to these crises and the different paths that China took to fulfil its goals.

Unit 4: The Modern World since 1945

Students explore some significant features of the modern world within the 1945-2001 period. The context is Australia's engagement with Asia. Students examine how the growth of this relationship has influenced the building of our nation and its identity.



Politics and Law

Course Description:

Politics and Law is a critical study of the processes of decision-making concerning society's collective future. Politics examines the structures and processes through which individuals and groups with different interests, beliefs and goals, deliberate and negotiate 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: 1 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 W.A. civil and criminal law processes; 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.



Career & Enterprise

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: Exploring Work and Networks

This unit covers career choices, networking and the transition from school-to-work. 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: Entry-Level Work Readiness

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 them 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: Securing and Maintaining Work

Students focus on adopting a proactive approach to securing and maintaining work, especially using word search tools, developing career competencies and accessing learning opportunities essential for career building.

Unit 4: Career Management

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 portfolio 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 12 Units; 4 core and 8 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.

Year 11 or Year 12

This qualification is delivered in one year.

Prerequisites: Nil

Desirable: Nil

Subject Fee: Nil

Further Information: Mr C. Austin



CODE: 2401

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 provide technical advice and support to a team. To obtain a Certificate II in Business, students are required to complete 12 units in 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.

Year 11 or Year 12

This qualification is delivered in one year.

Prerequisites: Nil

Desirable: Nil

Subject Fee: Nil

Further Information: Mr A. Kilminster



CODE: 40548

Languages

Mrs K. Bonciani (Head of Department)





Indonesian: Second Language

Course Description:

This course focuses on further developing a student's knowledge and understanding of the culture and language of Indonesian-speaking communities. Students are equipped with 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 Indonesian language as well as extending literacy development in English. This course is aimed at students for whom Indonesian is a second or subsequent language. Students are required to **complete a WACE language eligibility application** to enrol in Indonesian: Second Language.

Time off campus

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

Year 12

Units 3 & 4

Prerequisites: C Grade (55% or better) in Indonesian Second Language ATAR Units 1 and 2 and a successful WACE language application

Desirable: B Grade in Year 11 Indonesian SL

Subject Fee: Nil

Further Information: Mrs K. Bonciani

Unit 3: Exploring Texts

Students extend and refine their communications skills in Indonesian and gain a broader understanding of the language and culture by studying three topics: Texts and Genres; Media and Entertainment; and Globalisation and the Media.

Unit 4: Exploring Issues

Students examine issues such as: Youth Issues - family, school, social life and health; Social Issues, and their impact on everyday life in Indonesia; and Australian / Indonesian Relations.

Japanese: Second Language

Course Description:

This course is designed to further develop student's knowledge and understanding of the culture and language of Japanese-speaking communities. 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 extending literacy development in English.

This course is aimed at students for whom Japanese is a second or subsequent language. Students are required to **complete a WACE language eligibility application** to enrol Japanese: Second Language.

Time off campus

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

Year 11

Units 1 & 2

Prerequisites: B Grade in Year 10 Japanese and a successful WACE language application

Desirable: B Grade in Year 10 English Mainstream

Subject Fee: Nil

Further Information: Mrs K. Bonciani

Unit 1: Daily Life

Students examine the daily life of young people and how they exchange information and opinions. The topics studied are: My Life; Home Life; and Daily Routine.

Unit 2: Welcome to My Country

Students explore this theme through three topics: Welcoming a Guest; Seasonal Activities and Celebrations; and Healthy Lifestyle.

Year 12

Units 3 & 4

Prerequisites: C Grade (55% or better) in Japanese: Second Language ATAR Units 1 and 2 and a successful WACE language application

Desirable: B Grade in Year 11 Japanese SL

Subject Fee: Nil

Further Information: Mrs K. Bonciani

Unit 3: Young Travellers

Students discuss travel experiences including preparation, highlights and problems; and examine earning, saving and spending. The topics studied are: Travel; and Part-time Jobs and Money.

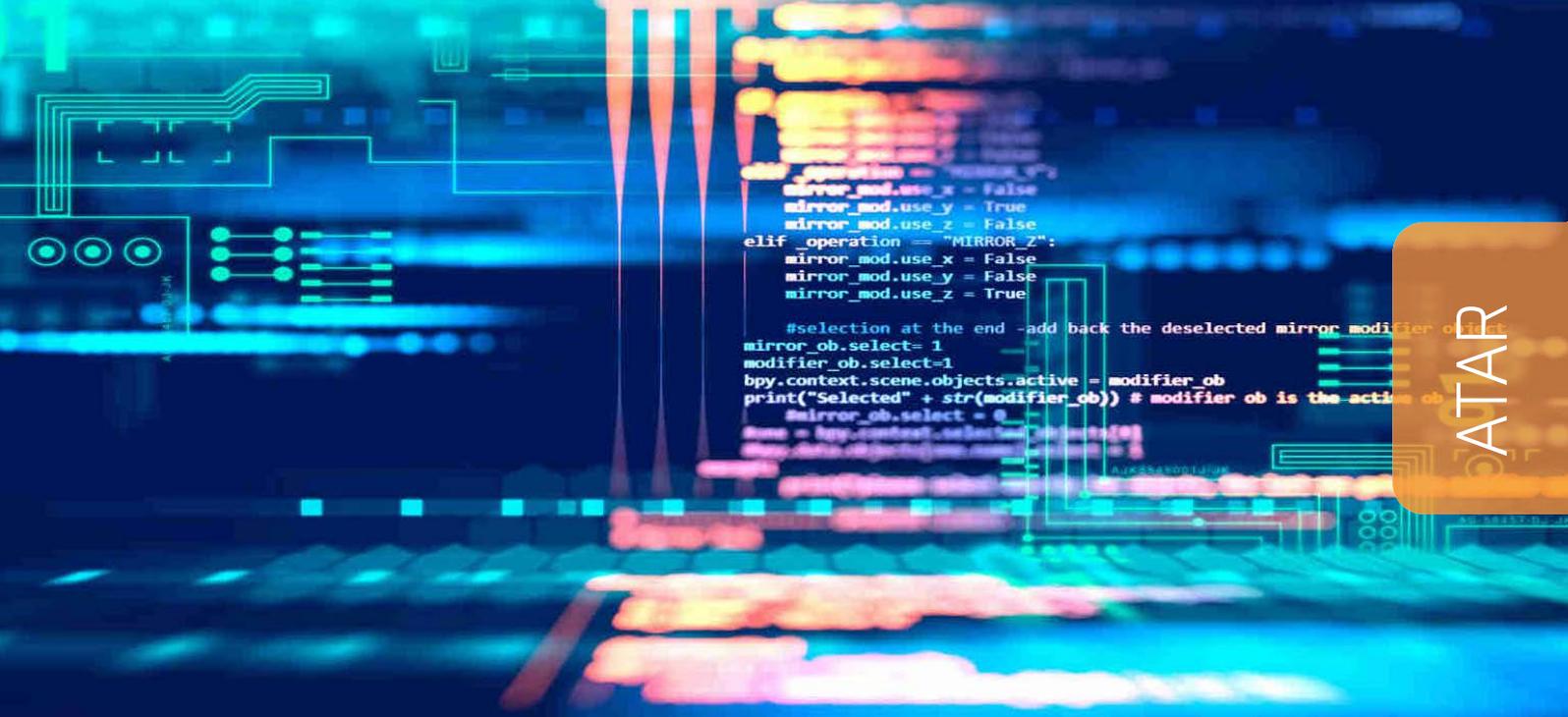
Unit 4: Reflections and Horizons

Students look at several key areas of Year 12 student life, including the school ball, getting a driver's licence, graduation and plans for the future. The topics studied are: This Year; Yearly Events; and Future Plans.

Mathematics

Mrs L. Karasavas (Head of Department)





Mathematics Specialist

Course Description:

This ATAR course provides students with opportunities to develop rigorous mathematical arguments and proofs, and 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: 75% or better in Year 10 Mathematics Extension exam

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

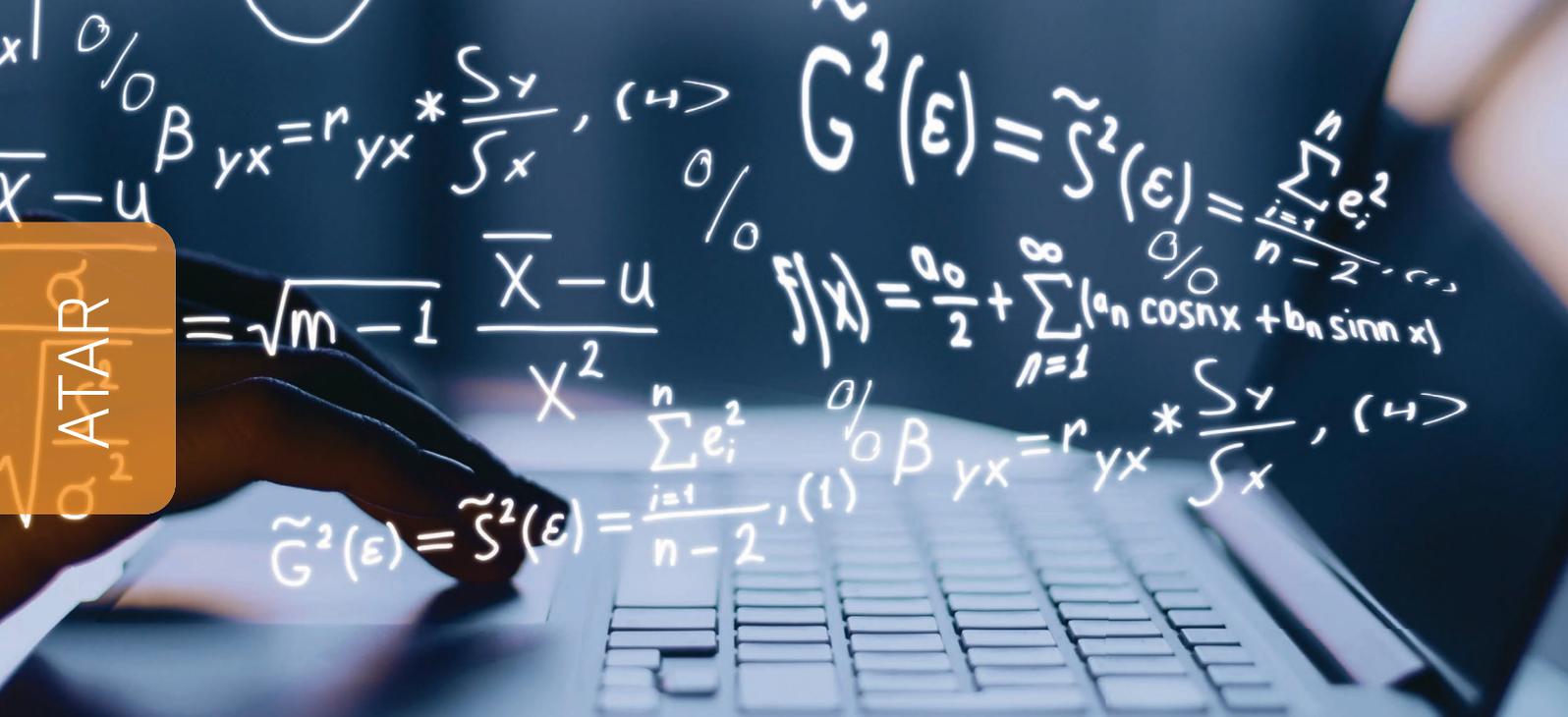
Further Information: Mr S. Wong, Mr S. Walker

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



ATAR

Mathematics Methods

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 (minimum of 70%) in Year 10 Mathematics Extension

Desirable: 70% or better in Year 10 Mathematics Extension exam

Subject Fee: \$25

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 (minimum of 60%) or better in Mathematics Methods ATAR Unit 1 and 2

Desirable: 60% or better in Mathematics Methods ATAR Semester 2 exam

Subject Fee: \$25

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

Mathematics Applications

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 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 does not require knowledge of calculus. It is either a prerequisite or is recommended for many University courses, including Accounting, Finance, Business and Economics.

Students will require a Casio Graphic CAS Class Pad FX-CP400 calculator.

Year 11

Units 1 & 2

Prerequisites: B Grade in Year 10 Mathematics Mainstream

Desirable: 65% or better in Mathematics Mainstream exam

Subject Fee: \$25

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% or better in Mathematics Applications ATAR Semester 2 exam

Subject Fee: \$25

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

Mathematics Essential

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: \$25

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: \$25

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)





Music

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** (Western Art) context (which takes place every two years).

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 (Jazz Context)

Written Component

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 (Jazz Context)

Written Component

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 (Jazz Context)

Written Component

Students 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 (Jazz Context)

Written Component

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)





Biology

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. Students discover what makes up the code and how it works to create structure and function in organisms. They will examine questions, such as how we use DNA to fight viruses, produce salt tolerant crops, 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

Students explore the DNA code, DNA control of cell structure and function, inheritance of genes, biotechnology tools and their use in conservation. They evaluate the genetic evidence for the theory of evolution and natural selection.

Unit 4: Surviving in a Changing Environment

Students examine how the regulation of organisms internal systems respond to environmental changes such as water composition, salt, wastes and temperature. They study the types, characteristics, effects and control measures of infectious diseases.

Chemistry

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 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; and models of acid-base behaviour that explain their properties and uses. They explore 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.



Human Biology

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 its 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 have the opportunity to visit the Harry Perkins Institution of Medical Research and experience PCR and gel electrophoresis. 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.

Physics

Course Description:

Physics endeavours to explain the natural phenomena that occurs 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 Physics 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 (minimum of 70%) 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: Dr B. McGuiness

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 learn 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 D. Braithwaite

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 discoveries in the universe.

Psychology

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 students 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: B Grade in Year 10 Psychology

Subject Fee: Nil

Further Information: Mr R. Redner

Unit 1: The Brain and Behaviour

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

Unit 2: Developmental 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.

Year 12

Units 3 & 4

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

Desirable: Nil

Subject Fee: Nil

Further Information: Mr R. Redner

Unit 3: Understanding Human Behaviour

Students examine the theories and models of how humans interact and communicate with each other, the development and influences on human memory, and the influence of biological factors on these concepts.

Unit 4: Theories of Development

Students explore the theories and models of how humans develop personality over a period of time, the influence of groups on individual behaviour, the development of the sense of community, and the impacts of significant events on individuals and communities.

Human Biology

Course Description:

In this course, students learn about themselves, relating the structure of the different body systems to their function and exploring 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: Mrs S. Roberts-Brown

Unit 1: Healthy Body

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: Coordination of 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

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, including 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 energy resources.

Technologies

Mr R. Stirling (Head of Department)





Applied Information Technology

Course Description:

In Applied Information Technology (AIT), students investigate client issues and challenges, devise solutions, produce models or prototypes, and then evaluate and refine the design solution. Students are provided with experience in developing digital solutions for real situations. The practical application of skills, techniques and strategies to solve information problems is a key focus of the course. Students also gain an understanding of computer systems and networks.

AIT provides students with the opportunity to develop the knowledge and skills of digital technologies. It also encourages students to use digital technologies in a responsible and informed manner. The course provides a sound theoretical and practical foundation, offering pathways to further studies and a wide range of technology based careers.

Year 11

Units 1 & 2

Prerequisites: Nil

Desirable: Nil

Subject Fee: Nil

Further Information: Mr S. Murua

Unit 1: Personal Communication

The focus of this unit is to enable students to use technology to meet personal needs. Students develop a range of skills that enable them to communicate using appropriate technologies and to gain knowledge that assists in communicating within a personal context.

Unit 2: Working with Others

The focus of this unit is to enable students to use a variety of technologies to investigate managing data, common software applications and wireless network components required to operate within a small business environment. They examine the legal, ethical and social impacts of technology.

Food Science & Technology

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

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 knowledge and skills related to participating in community organisations that assist community groups to identify their needs and develop appropriate services and facilities. 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.



CODE: 40548

Year 11 and 12

This qualification is delivered over two years.

Prerequisites: Nil

Desirable: Nil

Subject Fee: Nil

Further Information: Mrs P. Shaw



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.



SKILLHIRE CODE: 0361

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.

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

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.



CODE: 121314

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.

Year 11 and 12

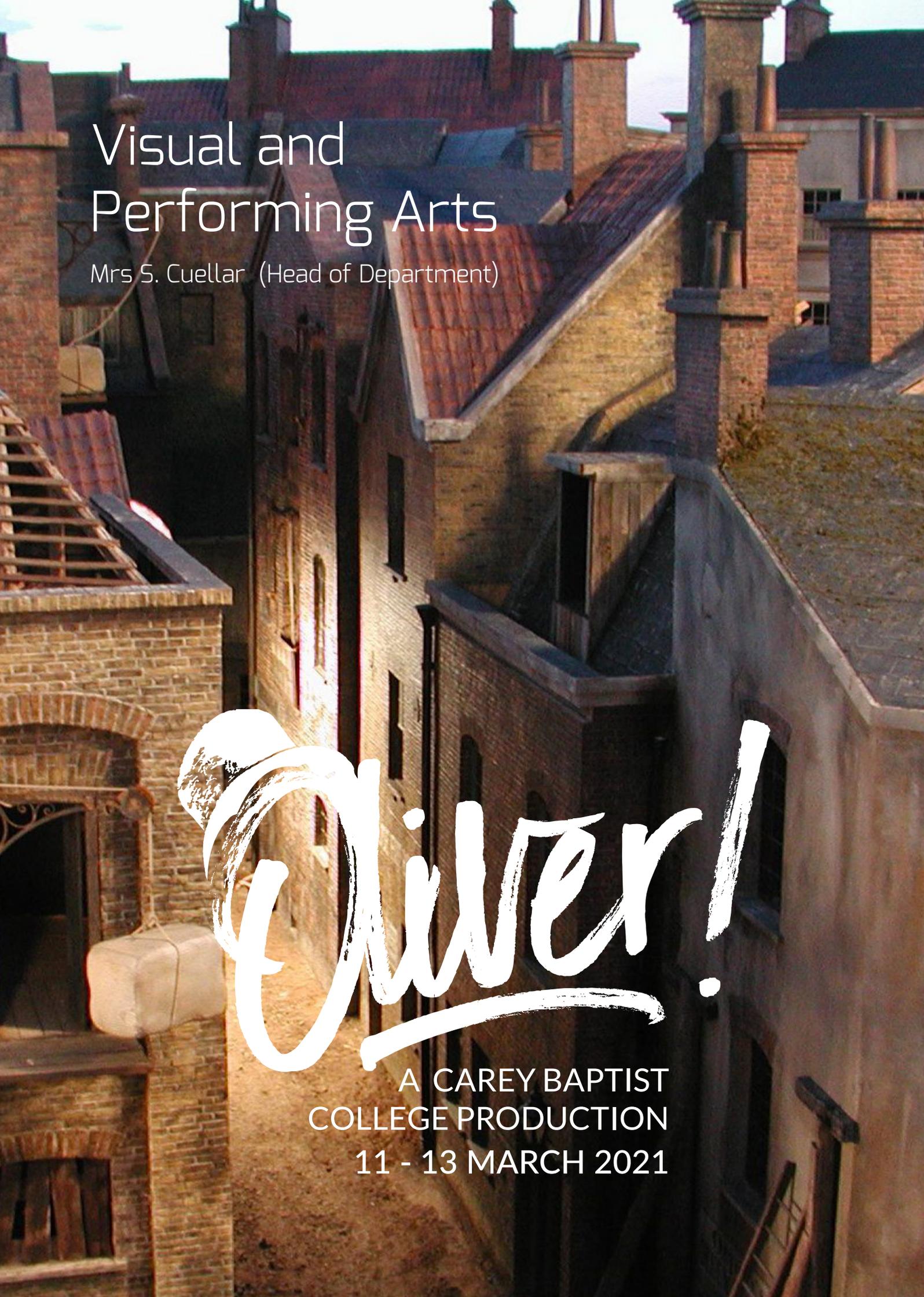
This qualification is delivered over two years.

Prerequisites: Nil

Desirable: Year 9/10 Metalwork / Engineering

Subject Fee: Nil

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



Visual and Performing Arts

Mrs S. Cuellar (Head of Department)

Winter!

A CAREY BAPTIST
COLLEGE PRODUCTION
11 - 13 MARCH 2021



Visual Arts

Course Description:

This is an ideal subject for those who love to create, learn about and produce Art. It is divided into two main areas of learning: Art Making and Art Interpretation. The course assessments are weighted in favour of the students' practical art making as this is where students excel through their enjoyment of producing artwork. Visual Art students will learn about art, artists, art culture and practice in this course.

Students will explore techniques such as drawing and illustrating, three dimensional work such as sculpture and installations, through to design affiliated careers. These relate to the Fashion, Textile, Fine Art and Graphic Design industries, where students can also prepare a portfolio for University or TAFE entrance.

Students will also participate in a number of Art competitions and have the opportunity to submit works for the Year 12 Perspectives; 'Outside the Frame' Art Awards; Atwell Art Youth Awards; St George's Cathedral Art Awards, as well as many others. Visual Art students participate in excursions and gallery visits to broaden their knowledge of the practice of Art and Design. They will also have opportunities to develop their art skills further by working on Landscape and Cityscape related artworks in scenic locations in the Metropolitan area.

Year 11

Units 1 & 2

Prerequisites: Nil

Desirable: C Grade in Year 10 Visual Art

Subject Fee: \$150

Further Information: Mr P. Leeming

Unit 1: Experiences

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

Unit 2: Exploration

Students explore ways to generate and develop ideas using a variety of stimulus materials from their local environment.



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. These may include a professional dancer or performer, dance teacher in a private dance studio or educational setting, dance therapist, choreographer and / or dance management.

This Certificate is currently offered in partnership with Ausdance Victoria.

Time off campus

Various opportunities will arise for students to attend professional performances and dance industry workshops around the metropolitan area (approximately 2-3 full days).

Co-Curricular Requirements

To fulfil the requirements of this course, students will prepare and engage in performances, festivals, workshops and events as scheduled. These include, but are not limited to: Youth on Health Festival, South of the Swan Dance Festival, Carey Orientation Day, Arts Showcases, workshops/classes taught by dance industry professionals, 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



CODE: 20949

Endorsed Courses

Mrs A. Post (Careers Coordinator)



Authority Developed Workplace Learning (WPL)

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 and General pathway students at Carey undertake Workplace Learning. This takes place during the exam blocks. Students changing from an ATAR to a Vocational / General pathway in Year 12 are also required to undertake Workplace Learning. Students enrolling in UniReady in Year 12 are exempt from this requirement.

Unit Equivalents

Unit equivalents are 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 (N.B. There are two placements per year)

Further Information: Mrs A. McElroy, Mr M. Pollock (WPL Coordinator)



Endorsed

Theatre & Dramatic Arts

LAMDA (London Academy of Music and Dramatic Art) Program Level 3 Certificate in Performance – Bronze Level (Grade 6) or Silver Level (Grade 7)

LAMDA has been offering speech and drama exams internationally for over 130 years.

Course Description:

Theatrical and Drama training helps students to develop a broad range of skills that will serve them throughout life. The Drama skills gained by preparing for the Acting Performance examination develops students' abilities to: read easily, fluently and with good understanding; expand vocabulary to improve powers of self-expression; improve confidence in speaking and listening; memorise and recall information; research and create persuasive formal presentations; and work on their own and as a member of a team.

Course Structure

Students participate in weekly lessons that are timetabled as an **after-school extra-curricular class** and is chosen in addition to the 6 timetabled subjects required on the Year 11 grid line (as is the case with WPL).

Sessions are highly engaging and involve practical theatre skills development and supervised rehearsals. Students will also be given opportunities to participate in local drama festivals, competitions and school-based showcases of their work.

Completion Requirements and Recognition

Unit equivalents are allocated on the basis of 55 hours of coursework = 1 unit equivalent, which contributes to the WACE. Students must also complete a LAMDA Training Workbook. Students who successfully complete the LAMDA examination (usually at the beginning of Term 4) receive feedback from the examiner; a LAMDA Certificate of Achievement (according to the grade level achieved), and a Bronze or Silver Medal of Recognition.

Year 11 and 12

The qualification is delivered in one year.

Students may complete a second year at a higher grade:

- Year 11 – Bronze Level (Grade 6)
- Year 12 – Silver Level (Grade 7)

Prerequisites: Nil

Desirable: Participation in lower-school Drama, OR involvement in College / Community Theatre Productions

Subject Fee: \$250

Further Information: Mr T. Bowles

LAMDA

UniReady in Schools

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. It may also be used for entry to other universities in WA. Students must contact those Universities to discuss entry into specific courses.

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. The units offered at Carey broadens the range of courses for which a student may apply.

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 and interview to be considered for this program.

Desirable: Nil

Subject Fee: \$600

Further Information: Mrs K. Lacey





Carey

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Carey Early
Development