



**COASTAL LAKES
COLLEGE**

Imagine, Believe, Inspire & Achieve.

Senior School Handbook



Introduction

Please note: If you need to find something quickly - check out our index on the last page.

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

Included is information about:

- WACE requirements - [page 12](#)
- Subject selection - [page 3](#) and [page 10](#)
- Year 11 and 12 pathways and courses - [page 6](#)

Please keep this Handbook for Year 11 and 12 at Coastal Lakes College and refer to it for clarification and assistance as needed.

Should you have questions at any time please contact the staff below by calling the College on (08) 9583 2831.

| | | |
|--|------------------------------------|--|
| Associate Principal | Paul Cooke | for all pathway, planning and course selection queries |
| Deputy Principals | Michael Watson Bianca Romagnolo | for all pathway, planning and course selection queries |
| Manager of Directions | | for all alternative pathway queries |
| Managers of Positive Support | | for all academic tracking queries for Year 11 and Year 12 |
| Manager of Inclusion and Learning Support Coordinator | | for all Inclusive Education and Intergrated Learning queries |
| The Heads of Learning Areas | | for all course related queries |

We are aware that the progression into Year 11 involves several significant changes for both parents and students. We at Coastal Lakes College are here to support you through these changes.

Device Usage

During the course of Year 11 and Year 12, students may be required to use personal devices, such as laptops, for work. You may be required to provide this type of device for your child's use.

Rules regarding the usage of devices on the Coastal Lakes College campus is currently being discussed with our Board. Information regarding device usage will be released at a later date.

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

Parent Information Session

| Date | Time | Location | Who |
|-------------------|-------------------|----------|-------------------------|
| Thursday 28 April | 5:00 pm – 6:00 pm | Gym | Year 10 Parents - A - K |
| Thursday 5 May | 5:00 pm – 6:00 pm | Gym | Year 10 Parents - L - Z |

This is an opportunity to gain essential information about Western Australian Certificate of Education (WACE) requirements; the Australian Tertiary Admission Rank (ATAR); subject selection for General and ATAR pathways; Vocational Education and Training (VET); entry into tertiary education institutions; and have your questions answered.

If we are unable to deliver face-to-face due to COVID-19 restrictions, these will be moved online.

Subject Selections Online open

Tuesday 19 July (9am) - Friday 5 August Week 1 to 3 of Term 3

Students will make their selections at home with a parent/guardian via Subject Selections Online. Students will be provided with log in details so this can be completed at home. Students who do not have access to the internet at home, can request a meeting with a Deputy Principal to complete their subject selections.

Counselling for subject selections

Monday 1 August - Friday 12 August Week 3 to 4 Term 3

Parents and Guardians whose child has not met course prerequisites, and has not been given approved by a HoLA to select a particular course, can book an interview. These interviews are not compulsory and are prioritised for students experiencing difficulty with their course selections.

Bookings for interviews with Manager of Directions or Deputy Principals can be made by calling the college administration office to make an appointment for a counselling session on 9583 2800.

Re-Counselling for subject selections

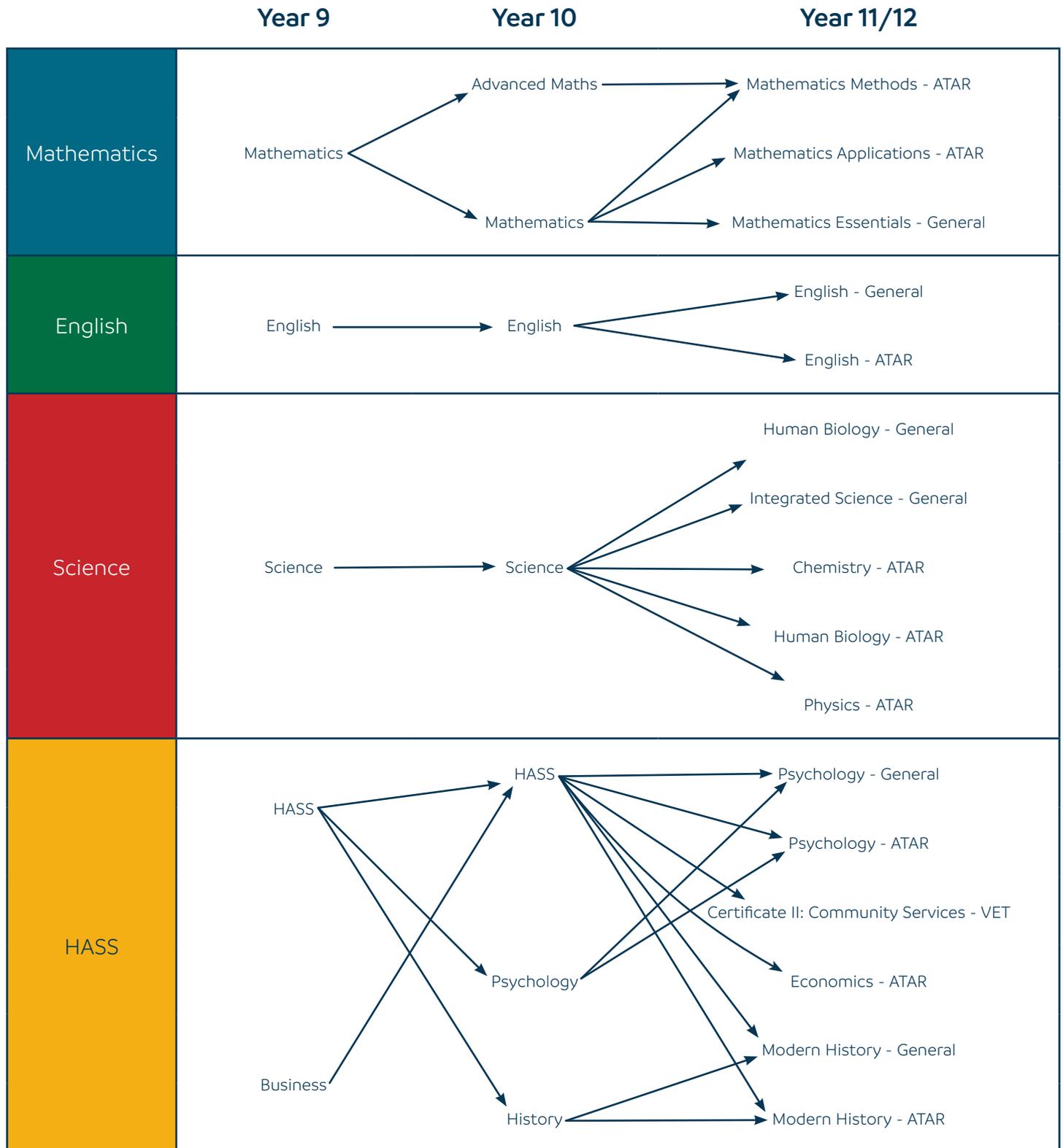
Monday 8 August - Friday 26 August Week 4 to 6 Term 3

If required, counselling sessions will be offered during Week 4 to 6 of Term 3. These interviews will only be for students who have initially selected subjects that have no longer on offer due to limited student numbers.

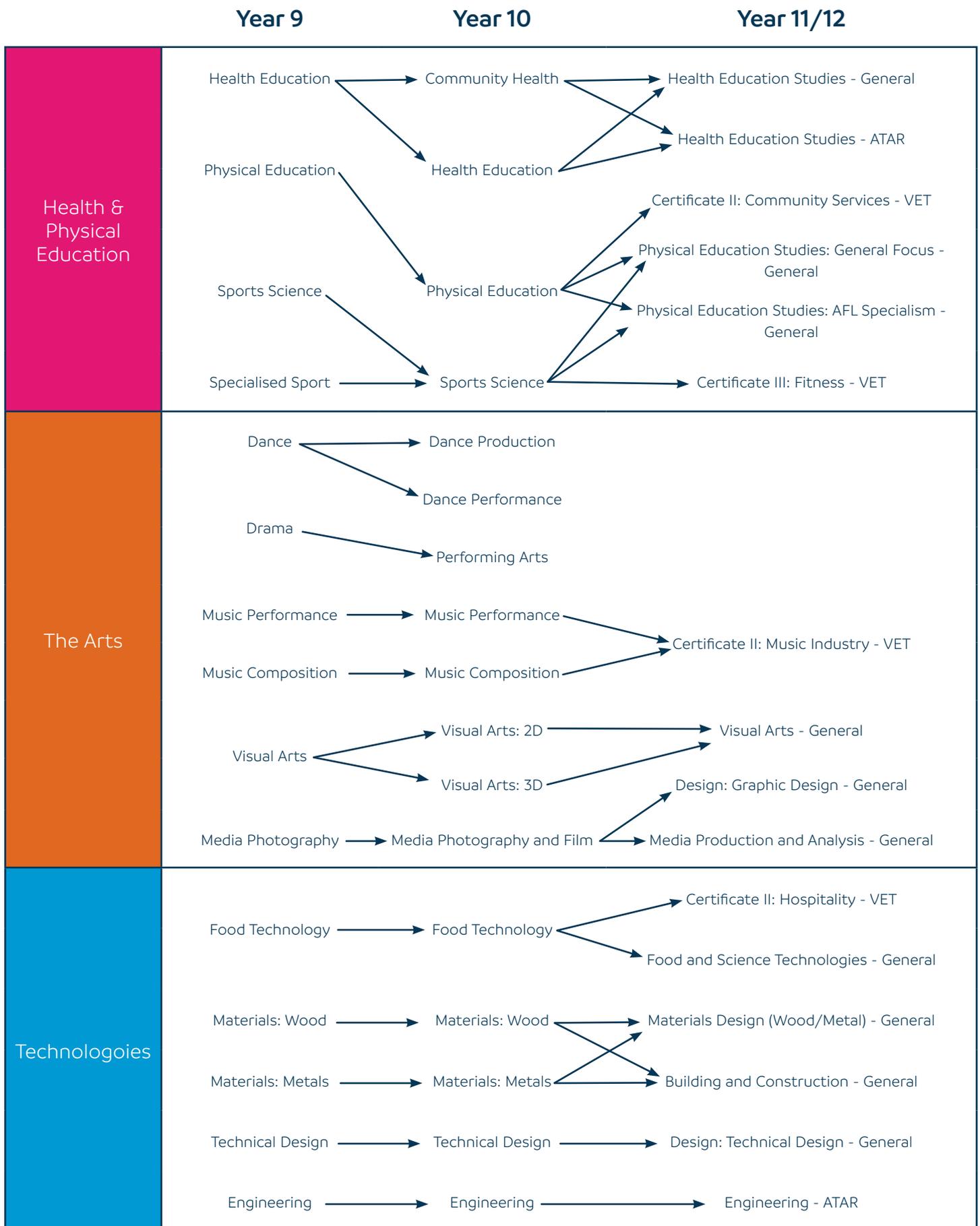
Bookings for interviews with Manager of Directions or Deputy Principals can be made by telephoning the college administration office to make an appointment for a counselling session on 9583 2800.

Course Progression

These flow charts show the progression of courses that students can take from Year 9 through to Year 12.



Course Progression



Enrolling in Year 11 2023

At Coastal Lakes College there are three pathways to choose from:

- 1. General Pathway**
- 2. Australian Tertiary Aggregate Rank (ATAR) Pathway**
- 3. Vocational Directions Pathway (VDP)**

All Year 11 and 12 students must:

- Study six courses
- Select either English ATAR or English General
- Must include at least 1 List A and 1 List B course in Year 12 - [see page 48](#)
- ATAR Pathway - made up of **five ATAR courses** and **one General or Certificate course**
- General Pathway - made up of a minimum of **four General** and a maximum of **two Certificate courses**
- Generally, study the same course in Year 11 and Year 12

Students wishing to gain an ATAR must study a minimum of four ATAR courses in which they intend to sit the external assessment/exam at the end of 2024. The college requires students select a minimum of 5 ATAR courses in Year 11.

All students, whether they are studying an ATAR/General or Vocational Directions Pathway, are strongly encouraged to select at least one Certificate II or higher in the subjects on offer in Year 11.

ATAR Pathway

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

General Pathway

General course units are for students who are aiming to enter further training or the workforce directly from the college. These courses will not be examined by the Authority. However, students will complete Externally Set Tasks (EST). See [page 20](#) for more information about ESTs.

Vocational Directions Pathway

The College's Vocational Directions pathway (VDP) supports students who wish to undertake a vocational pathway that gives them access to certificate courses at TAFE coupled with workplace learning, whilst working towards achieving their WACE. The VDP program allows students to study in a flexible learning program which involves attending three days of school at Coastal Lakes College (currently proposed Mon-Wed) and two days studying at a TAFE campus and/or work placement in their chosen field or course.

The Vocational Directions pathway aims to develop students' skills, confidence and career planning while working towards certificate and WACE achievement. The VDP is designed for students who are considering making the transition into the workplace and/or TAFE when they leave school. It can also provide a pathway for students seeking to enter University via alternative access programs or competitive apprenticeships or traineeships in their chosen field.

Students can apply to TAFE courses, based on their vocational interest. Students will be selected for VDP based on their academic merit and goal statement written by the student. The goal statements will detail why they want to do the course and what experience they have that will help them stand out as an applicant as part of the application process.

The selection process for VDP and TAFE courses is highly competitive. Sound grades (C and above) and regular school attendance is required to be successful in securing a place. Specific information regarding the courses offered by TAFE for 2023 will be released in the second half of the year.

Due to the highly competitive nature of the VDP, students who wish to select this path way will be asked to select reserve general pathway courses when completing their subject selections online.

For questions regarding the Vocation Directions Pathway and the application process please contact the Manager of Directions at the College.

Pathways

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

ATAR Pathway

- The pathway for students aiming for university entrance
- ATAR course units 1 and 2 are studied in Year 11
- ATAR course units 3 and 4 are studied in Year 12
- Courses are content-based
- External exams (WACE exams) are sat at the end of Year 12
- An ATAR score is based on 50% school assessment and 50% external exams
- Students gain an ATAR score based on their best 4 ATAR courses
- A minimum of 4 ATAR subjects are required but 5 or 6 are recommended
- Certificate courses are undertaken in Year 11 and/or Year 12 (with exception)

General Pathway

- The pathway for students aiming for a TAFE entrance or possible alternative entry into university
- General courses Units 1 and 2 are studied in Year 11
- General courses Units 3 and 4 are studied in Year 12
- Courses are practically based
- There are no external exams (but there are ESTs in Year 12, see [page 20](#))
- 100% school assessed
- Certificate courses are undertaken in Year 11 and/or Year 12

Vocational Directions Pathway (VDP)

- Students complete a separate application process for the VDP pathway
- The pathway for students who are looking to go on to apprenticeships or traineeships
- Three days a week at the College studying MESH subjects
- One to two days of TAFE completing certificate of student's choice (students must apply to TAFE courses through the College)
- One day of work placement should the students TAFE course be one day a week
- There are no external exams
- Competency in TAFE courses is essential to continue through to Year 12 in VDP

Course Selection Advice

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

Realistic assessment of ability, application and commitment:

It is highly recommended that students choose courses where they have met the prerequisites to ensure they achieve academic success and can cope with the demands of the particular subject. Students need to make choices that are realistic and that are suitable for their academic ability.

Interests and possible future careers:

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

Passion for a type of learning and context of learning:

The available pathways cater to different types of learning with the ATAR pathway being more content and examination focused while the non-ATAR pathways are more practical, skills-based options.

Careful selection of courses is essential to avoid the challenges associated with making course changes in Year 11.

Changes after the commencement of Year 11 are not only disruptive to students' progress but also necessitate considerable catch-up work on the part of students.

After commencement of Year 11, students will only be permitted to make course changes with the agreement of the specific course teachers, Deputy Principal and Manager of Directions. These agreements will depend on the student showing sufficient reason for the change and the size of existing classes.

Under normal circumstances, students will only be able to transfer to a **new course up to the end of Week 4 of Term 1 in Year 11.**

With the ongoing nature of assessment tasks in the new courses, a student's progress is best served by making realistic course selection choices before starting Year 11.

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

Course Selection Process

Prerequisites for Year 11 Courses

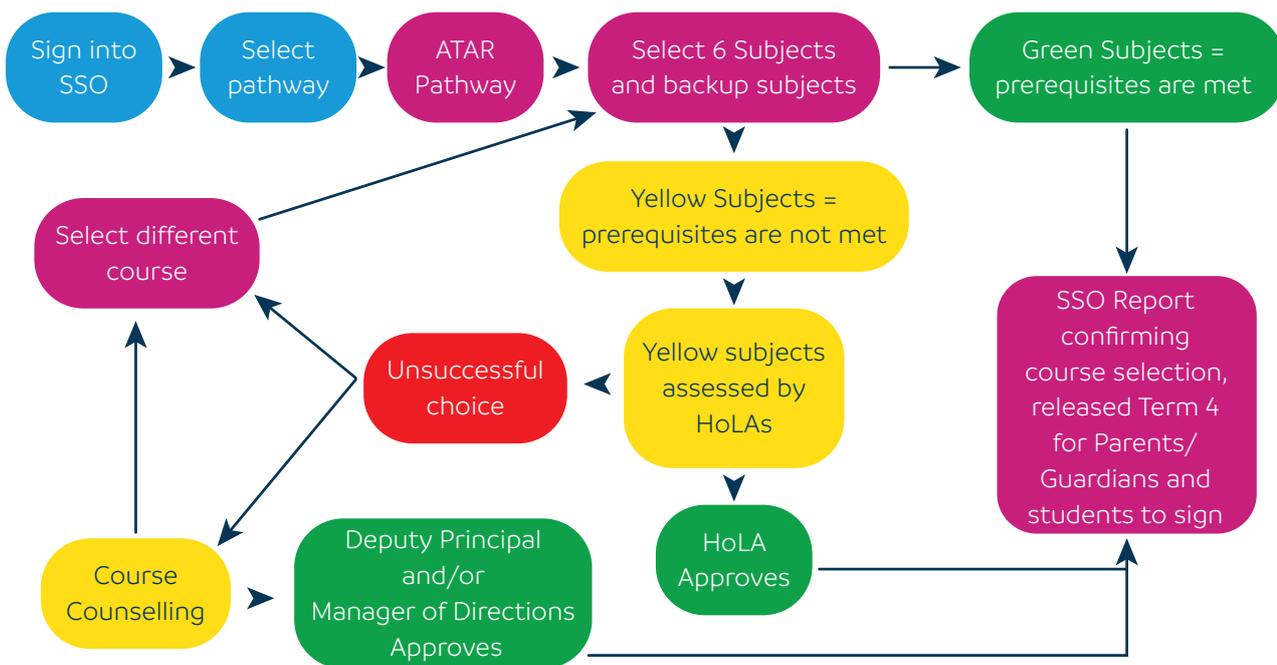
Each Year 11 course has desired Year 10 prerequisites. These are set to reflect the level of difficulty in Year 11.

If in Semester 1 of Year 10 a student has not met the prerequisites for a Year 11 course they may not be permitted to select that Year 11 course. The online selection process will limit a student's ability to choose a subject for which they have not satisfied the prerequisite.

Course Selection Process

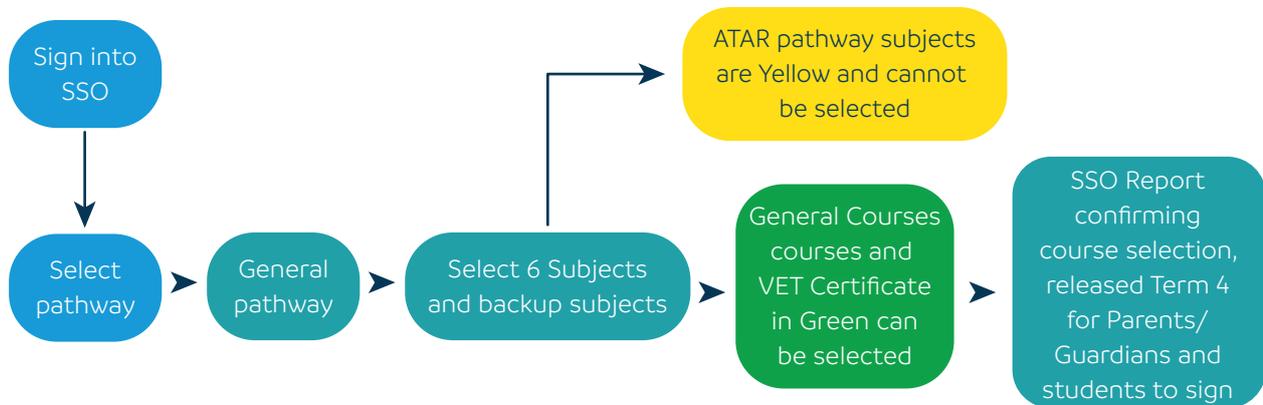
The flow charts below show the process for course selections.

ATAR Course Selection

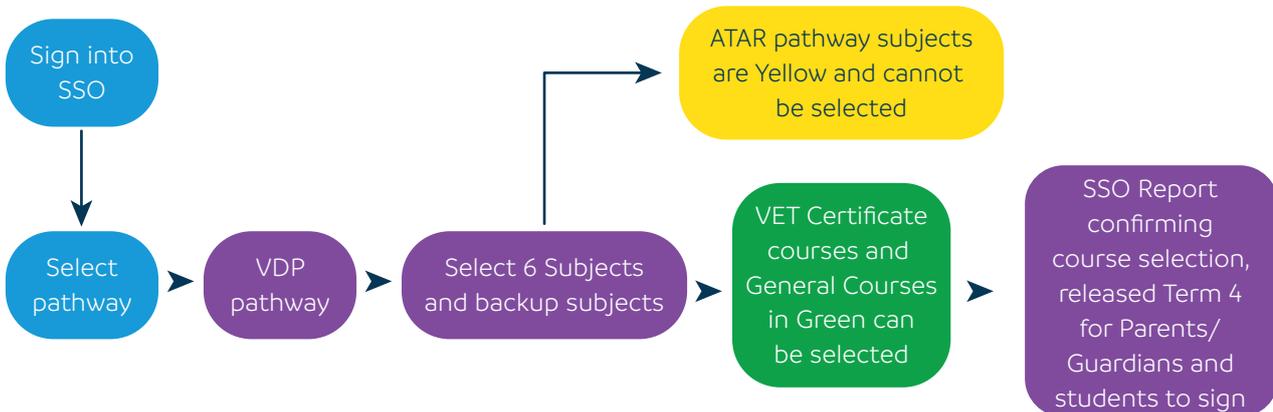


Course Selection Process

General Course Selection



VDP Course Selection



Course Availability

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

Course Costs

Course costs are subject to review and may change in some circumstances. The anticipated cost for each course is listed in this handbook with the description of each course.

Western Australian Certificate of Education (WACE)

The WACE Requirements

Achievement of your WACE acknowledges that at the end of your compulsory schooling you have achieved or exceeded the required minimum standards in an educational program that has suitable breadth and depth. To achieve a WACE from 2022, a student must satisfy the following:

General requirements

- Demonstrate a minimum standard of literacy and numeracy. Please see [page 20](#) for details regarding OLNA and NAPLAN.
- Complete a minimum of 20 units or equivalentents as described below
- Complete:
 - At least four Year 12 ATAR courses (excluding unacceptable combinations - see [page 41](#)), or
 - At least five Year 12 General courses and/or ATAR courses or equivalent, or
 - A Certificate II of higher VET qualification in combination with ATAR or General courses
- The partial completion of a Certificate III or higher VET qualification may meet this requirement according to predetermined criteria.
- Students must achieve 14 C grades (or equivalentents) across Year 11 and 12

Breadth and depth

- Further details can be found on [page 19](#)

This requirement must include at least

A minimum of 10 Year 12 units or the equivalent

- Two completed Year 11 units from an English course and one pair of completed Year 12 units from an English course
- One pair of Year 12 units from each of List A (arts/languages/social sciences) and List B (mathematics/science/technology). See table on [page 48](#).

Note: In the context of VET in the WACE, the term 'complete' requires that a student has been deemed competent in all units that make up a full qualification.

ATAR Pathway is content and examination focused

Non-ATAR Pathways are more practical and skills-based focus

2022 Timeline

For further information regarding the dates below, please see [page 3](#).

Term 2

| Start Date and Time | End Date and Time | Event |
|----------------------------|----------------------------|----------------------------------|
| Thursday 28 April - 5:00pm | Thursday 28 April - 6:00pm | Parent Information Session (A-K) |
| Thursday 5 May - 5:00pm | Thursday 5 May - 6:00pm | Parent Information Session (L-Z) |

Term 3

| Start Date and Time | End Date and Time | Event |
|---------------------|-------------------|--------------------------------------|
| Tuesday 19 July | Friday 5 August | Online Subject Selections |
| Monday 1 August | Friday 12 August | Counselling for Subject Selection |
| Monday 8 August | Friday 26 August | Re-counselling for Subject Selection |

Term 4

Online Subject Selection reports confirming courses sent home during Term 4. Parents/Guardians and students will be required to sign and return the report to the college administration office.

Examples of Year 11 – 12 Pathways

We have created three examples of a student's course selection within a chosen pathway:

Student Selection Sample 1: ATAR Pathway

| | Course 1 | Course 2 | Course 3 | Course 4 | Course 5 | Course 6 |
|----------------|---|------------------------|------------------------------|------------------------------------|-------------------------------|-------------------------------|
| Year 11 | CUS20190 - Certificate II in Music Industry | English (ATAR 1 and 2) | Human Biology (ATAR 1 and 2) | Mathematics Methods (ATAR 1 and 2) | Modern History (ATAR 1 and 2) | Health Studies (ATAR 1 and 2) |
| Year 12 | CUS20190 - Certificate II in Music Industry | English (ATAR 3 and 4) | Human Biology (ATAR 3 and 4) | Mathematics Methods (ATAR 3 and 4) | Modern History (ATAR 3 and 4) | Health Studies (ATAR 3 and 4) |

Sample 1 is an example of selections for a student whose intentions and academic performance in Year 10 are positioning towards a **university pathway/ATAR** pathway. There is a breadth of study in that the student is studying List A and B subjects.

The student is studying ATAR Course 1 and 2 units in Year 11. They will undertake ATAR Course 3 and 4 units in Year 12. Two units are studied to complete a year's work in any given course, be it in an ATAR or General pathway. The best four of the five ATAR courses will contribute to the student's ATAR score. CUS20190 - Certificate II in Music Industry is being studied in Year 11 and 12, this cannot contribute to an ATAR score but counts towards WACE achievement and graduation.

Examples of Year 11 – 12 Pathways

Student Selection Sample 2: General Pathway

| | Course 1 | Course 2 | Course 3 | Course 4 | Course 5 | Course 6 |
|----------------|----------------------------------|------------------------------|--|--|--|---------------------------------------|
| Year 11 | Visual Arts (General 1 and 2) | English (General 1 and 2) | SIS30315 - Certificate III Fitness | Mathematics Essentials (General 1 and 2) | Health Studies (General 1 and 2) | Human Biology (General 1 and 2) |
| Year 12 | Visual Arts (General 3 and 4) | English (General 3 and 4) | SIS30315 - Certificate III Fitness | Mathematics Essentials (General 3 and 4) | Health Studies (General 3 and 4) | Human Biology (General 3 and 4) |

Sample 2 reflects a student who is best suited to the **General Pathway**. This student, is aiming for either TAFE or portfolio/alternative university entry, as an initial post-school learning destination. The student has not yet attained OLNA or NAPLA band 8 for numeracy and is required to select Mathematics Essential (General) their suite of subjects in both Year 11 and 12.

This student is required to study English and General Units 1 and 2 in Year 11. In Year 12 they will study English and General Units 3 and 4. As these samples show, every student must study an English course. For more information about literacy and numeracy requirements for WACE see [page 20](#).

Examples of Year 11 – 12 Pathways

Student Selection Sample 3: Vocational Directions Pathway

| | Course 1 | Course 2 | Course 3 | Course 4 | Course 5 | Course 6 |
|----------------|------------------------------------|---------------------------|---|--|----------------------------|---------------------|
| Year 11 | Maths Essentials (General 1 and 2) | English (General 1 and 2) | Career and Enterprise (General 1 and 2) | Physical Education Studies (General 1 and 2) | Certificate course at TAFE | Work Place Learning |
| Year 12 | Maths Essentials (General 3 and 4) | English (General 3 and 4) | Career and Enterprise (General 3 and 4) | Physical Education Studies (General 3 and 4) | Certificate course at TAFE | Work Place Learning |

Sample 3 reflects a student who has been successful in applying for the Vocational Directions Pathway (VDP). This student is aiming for a traineeship, apprenticeship or possible employment as a post-school destination. There is the potential for the student to also enter University via an alternate pathway if so desired.

This student is required to complete compulsory units in English (general), and uses their enrolment in a TAFE course as well workplace learning as part of their 6-course requirement. The student is required to complete their four “at school” units across three days, with the remaining two days spent at TAFE and work placement. Further information regarding the Vocational Directions Pathway can be found on [page 7](#).

List A and B courses on offer in 2022

WACE courses are grouped into:

List A subjects

Arts

Languages

Social sciences

List B subjects

Mathematics

Science

Technology

Students studying for WACE are required to select **at least one course from each of List A and List B.**

THE AVAILABILITY OF THESE COURSES IS SUBJECT TO RESOURCES, THE NUMBER OF STUDENTS WHO HAVE MET THE PREREQUISITES AND THE DEMAND FOR THE COURSE.

Unit Equivalence

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

Students may obtain unit equivalence as follows:

- Up to eight-unit equivalents through completion of VET qualifications, or
- Up to four-unit equivalents through completion of endorsed programs, or
- Up to eight-unit equivalents through a combination of VET qualifications and endorsed programs, but with endorsed programs contributing no more than four unit equivalents (two Year 11 units and two Year 12 units).

For VET Qualifications:

- A Certificate I is equivalent to two Year 11 units
- A Certificate II is equivalent to two Year 11 and two Year 12 units
- A Certificate III or higher is equivalent to two Year 11 and four Year 12 units
- A partially completed Certificate III or higher is equivalent to two Year 11 and two Year 12 units (credit only allocated if the criteria for partial completion is met).

For further information regarding VET courses please see [page 24](#).

1

General Requirements

You must:

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

2

Literacy and Numeracy Standard

For the WACE literacy and numeracy standard you may:

- pre-qualify through achieving Band 8 or higher in the reading, writing and numeracy tests of the Year 9 NAPLAN - literacy and numeracy
- demonstrate the minimum standard of literacy and numeracy by successfully completing the relevant components of the OLNA in Year 10, 11 or 12.

3

Breadth and Depth

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

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

4

Achievement Standard

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

5

Unit Equivalents

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

Assessment and Achievement Standards

The Western Australian Statement of Student Achievement (WASSA)

A Western Australian Statement of Student Achievement (WASSA) is issued to all Year 12 students who complete any study that contributes towards a WACE. It lists all courses and programs students have completed in Year 11 and 12.

Literacy and Numeracy Standards

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

1. Students are required to complete two Year 11 units from an English course and a pair of Year 12 units from an English course and achieve a minimum 'C' grade
2. Students must demonstrate that they have met the minimum standard for literacy and numeracy, which is based on skills regarded as essential for individuals to meet the demands of everyday life and work

Students can demonstrate the minimum standard:

- Through the Authority's Online Literacy and Numeracy Assessment (OLNA),

OR

- If they have demonstrated Band 8 or higher in their Year 9 NAPLAN, reading, writing and numeracy tests.

The OLNA is compulsory for those students who have not pre-qualified in one or more of the components through Year 9 NAPLAN and want to achieve the WACE.

Students will have up to six opportunities (two per year) between Year 10 and Year 12 to demonstrate the literacy and numeracy minimum standard.

Externally Set Tasks (EST)

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

ATAR Examinations

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

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

Enrolling in Examinations

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

Examinations Compulsory for Graduation at ATAR

Separate examinations for ATAR units 1 and 2 and ATAR units 3 and 4 will be held in all courses. Students will be required to sit the examinations to achieve the WACE.

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

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

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

tisc.edu.au/static/home.tisc

Special Arrangements

Special arrangements may be made if a student has permanent or temporary disabilities that may disadvantage them in an examination situation. If their disability prevents them from having reasonable access to an examination, Coastal Lakes College will apply on the student's behalf for modified arrangements.

Parents/Guardians must inform Coastal Lakes College about any known permanent or temporary disabilities their child may have to support the best outcomes for students.

Special arrangements are at the discretion of SCSA. Coastal Lakes College cannot guarantee any arrangements for external examinations.

Assessment and Achievement Standards

ATAR Examinations (continued)

Evidence of Achievement Record of Achievement

The Western Australian Statement of Student Achievement (WASSA) will be given to all students who complete at least one SCSA developed course.

The record of achievement will record:

- Completion of requirements for secondary graduation for the awarding of the WACE
- Other qualifications achieved, such as VET certificates
- Levels of achievement for courses in the school and examination assessments
- Course units completed
- Achievement of council-endorsed programs
- Achievement of the English language competence standard
- Achievement of awards

Course Changes

Students can change courses after the school's timetable has been constructed. However, it is important to remember that classes do reach capacity and the sooner a change is made the better chance of gaining a place in the desired course.

For a student to achieve course unit credits, a change can only be made early in Year 12, before the cut-off date set by the Authority; or in Year 11 after the completion of unit 1, or at the end of Year 11 after completion of unit 2.

Under normal circumstances, students will only be able to transfer to a new course up to the end of **Week 4, Term 1**. Further information can be found on [page 9](#).

Under normal circumstances, students will only be able to transfer to a **new course up to the end of Week 4 of Term 1 in Year 11**.

For a student to change a course they will need to see a **Deputy Principal** or the **Manager of Directions**.

No changes will be made to student's course selection without a parent/guardian and teacher signature endorsing a change.

If at any time parents or students have questions about Senior School courses, they are requested to contact the Deputy Principals or Manager of Directions.

Senior School Programs and Courses

Courses

There are **31 courses** that will be offered at Coastal Lakes College. Typically, schools will offer between 15 and 40 courses. Schools select these courses to meet the interests and needs of their students.

The courses have been chosen to:

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

It is important to note that some courses may not be available at Coastal Lakes College due to a lack of student demand.

Senior School Assessment Policy

Assessment is an integral part of teaching and lies at the heart of promoting student's learning. It can provide a framework within which educational objectives may be set and pupil progress charted and expressed. It forms the basis for planning the next educational steps in response the student's needs.

Assessment assists teachers and schools in:

- Monitoring the progress of students and diagnosing learning difficulties
- Providing feedback to students on their progress towards achieving desired learning outcomes
- Provide feedback and data to assist in targeting learning programs to suit students' needs
- Facilitate realistic targets to develop whole school and system planning, reporting, and accountability procedures

The application of the Assessment Policy and guidelines may vary according to a specific Learning Area context. Each Learning Area may have a specific assessment policy that sits underneath these guidelines. Students and parents will be advised well in advance of any adjustments to school or learning area policy

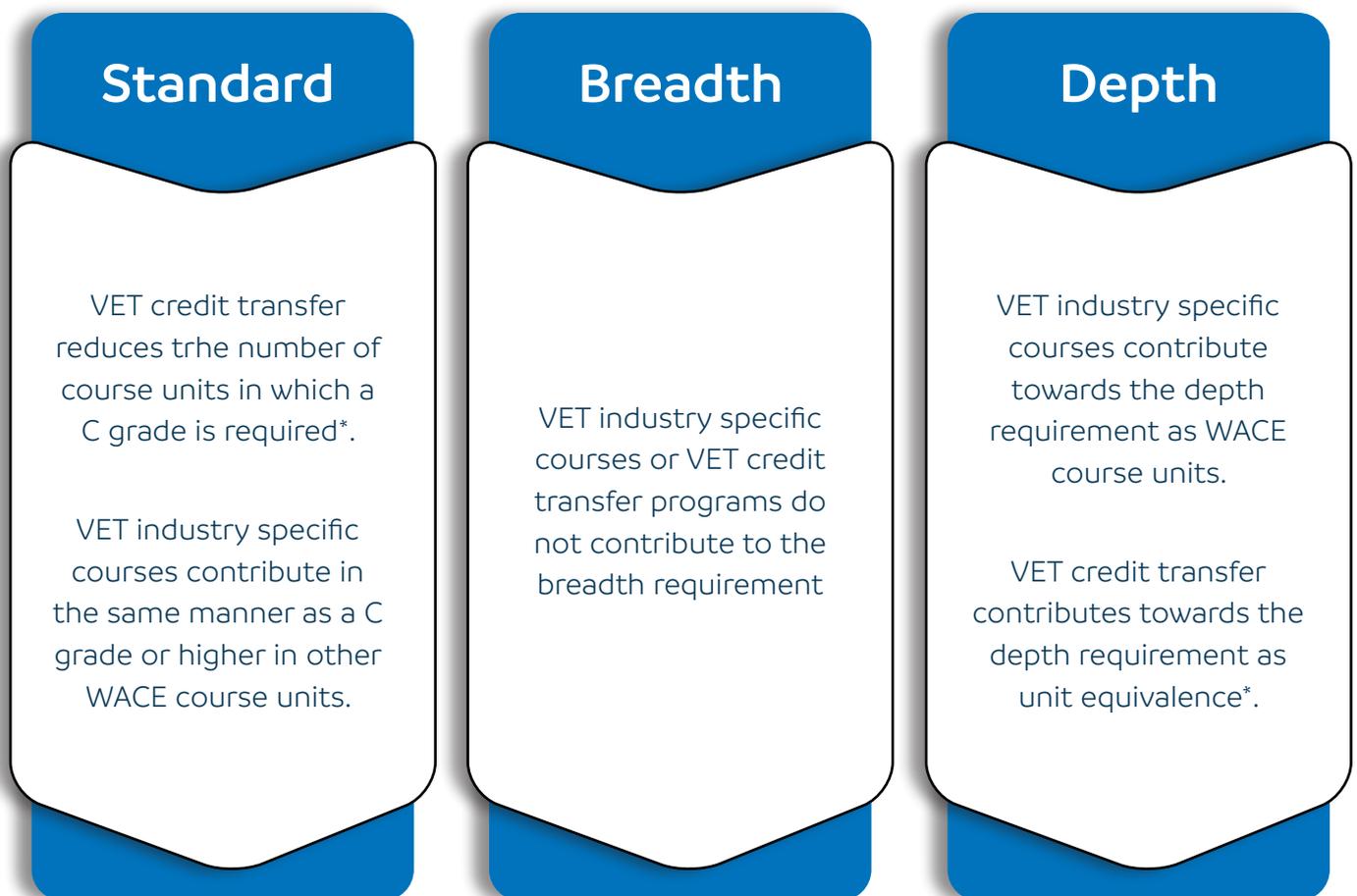
The full Assessment Policy will be available on the Coastal Lakes College website by the end of Term 2.

Assessment and Achievement Standards

Certificate Courses, General and ATAR Pathways

Students participate in units of competency from National Training Packages in school or off-site (through TAFE or a private provider/RTO). Students undertaking VET have the opportunity to prepare themselves for the future world of work. VET certificates and competencies undertaken under these certificates are becoming increasingly valued by the business. Students are recognised if they undertake any certificates in addition to study. Students may have the option to choose two certificate courses, dependant on their chosen pathway.

How VET contributes towards the WACE:



* A maximum of 8 unit equivalents can contribute towards the WACE (standard and depth requirements) if completed through a VET credit transfer arrangement.

TAFE Entrance Requirements and Selection Criteria

All TAFE courses have published entry requirements. Using the details below, complete a course search to work out what skill level is required for each course.

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

- All applications must meet entry requirements
- Applicants who can demonstrate minimum literacy and numeracy skills will be assessed and ranked against the selection criteria below

Offers will be made to applicants with the highest total points score into competitive courses.

Comparative Point Scores for Selection Criterion 'Academic Achievement'

(Generated from the three completed full-year courses that award the highest points)

| | WACE Stream 1 (ATAR) | | WACE Stream 2 (VET qual) | WACE Stream 3 (General Course) | |
|-------------------|----------------------|-----------|---|-----------------------------------|-----------|
| Entry to Cert III | 3 x A Grade | 60 Points | Cert II 30 Points Cert III 45 points | 3 x A Grade | 48 Points |
| | 3 x B Grade | 60 Points | | 3 x B Grade | 45 Points |
| | 3 x C Grade | 54 Points | | 3 x C Grade | 42 Points |

For more information on the TAFE selection criteria see the Manager of Directions

Improving Chances of Gaining a Place in a TAFE Course

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

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

TAFE requires a minimum English and Mathematics grade of C in Year 10.

Note: Some courses such as Electrical require higher grades.

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

TAFE Entrance Requirements and Selection Criteria

What is the difference between TAFE and University?

| | TAFE | University |
|---|---|---|
| What courses are on offer? | Certificate Courses Diplomas Advance Diplomas | Degree courses |
| How long are the courses? | Six months to 3 Years. | Three or more years. |
| What is the learning style? | Very practical and tailored to job requirements. | Varies on the course, but much more theory based. |
| Where do you go afterwards? | Some TAFE graduates go onto University for further study. TAFE can lead to employment. | Many university graduates go onto TAFE to gain more practical skills. University can lead to employment. |
| Who recognises the qualifications? | TAFE qualifications are recognised across Australia. | University Degrees are recognised around the world, but you may require further study in other countries. |

This information is current as of March 2022

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

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

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

Contacts

| | Website | Telephone |
|--|--|------------------|
| University of Western Australia | study.uwa.edu.au | 6488 3939 |
| Murdoch University | murdoch.edu.au | 1300 687 3624 |
| Curtin University | study.curtin.edu.au | 9266 1000 |
| Edith Cowan University | ecu.edu.au/degrees/overview | 134 328 |
| University of Notre Dame | notredame.edu.au/study/programs | 9433 0533 |

Tertiary Entrance Requirements

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

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



Additional Admission Considerations – English Language Competence

In addition to any academic or other special requirements (depending on the course), applicants must demonstrate English competency for entry into undergraduate degrees. For further information visit:

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

Alternative Admission Pathways

Experience Based Entry Scheme

The portfolio entry pathway is for recent school leavers who have a near-miss ATAR for your chosen course, OR don't have an ATAR AND have completed WACE, met the English competency requirements and satisfied any prerequisites for the course they want to apply for. For a list of these courses and more information on the portfolio entry pathway visit:

<http://www.ecu.edu.au/future-students/course-entry/portfolio-pathway>

University Preparation Courses (UniPrep)

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

Aboriginal Student Intake Test (ASTI) pathways

For more information regarding alternative admissions for Aboriginal students refer to:

www.ecu.edu.au/degrees/aboriginal-and-or-torres-strait-islanders

ECU Access

Eligible Coastal Lakes College students can receive an automated ATAR adjustment of up to 10 selection ranks to support the entry of students from areas with educational disadvantage:

- Eligible students with an ATAR of 60 to 69.95 will receive a selection rank adjustment to 70; and
- Eligible students with an ATAR of 70 and above will receive a selection rank adjustment of 5 to a maximum ATAR of 90

Further information

www.ecu.edu.au/future-students/course-entry



Curtin University

Additional Admission Considerations

Some courses have additional entry requirements such as an interview or providing a portfolio. Some courses will require a police clearance or Working with Children Check.

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

Alternative Admission Pathways

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

UniReady Enabling Program

If a student doesn't meet Curtin's entry requirements they can still qualify for a range of Business, Humanities and Health courses after completing the free* UniReady Enabling Program. You must be an Australian citizen, a New Zealand citizen or an Australian permanent resident to take the UniReady Enabling Program. The program consists of four units that will help prepare you for university study. If students pass each unit, students will be recognised by Curtin as meeting the University's minimum entry requirements. Students can then apply for certain undergraduate courses at Curtin. UniReady is a one-semester (12 weeks plus orientation and exam week) program offered in the first and second semester.

**Fees for this course are currently under review. Please contact Curtin with any questions regarding this before applying*

Is designed for students who don't meet minimum requirements for university entrance but wish to undertake foundation studies that can lead to a degree course at Curtin with specific subject prerequisites. The course runs for 17 weeks.

study.curtin.edu.au/applying/pathways/uniready-enabling-program/

Indigenous Tertiary Enabling Course (ITEC)

Is a six-month course designed to fast-track indigenous students with a secondary education of Year 11 and above or relevant TAFE qualification

study.curtin.edu.au/offering/course-brg-indigenous-tertiary-enabling-course--en-indgtev1/

StepUp Entry Scheme

This scheme is for students who may have the ability to succeed at university but have not had the educational, financial or social opportunities to focus on their studies and achieve high enough ATAR for university entry. Successful StepUp entry and StepUp Bonus applicants will be eligible to be considered for admission into courses at Curtin University. Students are assessed for eligibility for StepUp automatically through their TISC application. To be eligible for the StepUp Entry Scheme students need to meet several criteria such as:

- being from a low socio-economic or regional postcode
- be the first person in their generation to attend university
- be affected by financial hardship
- have an Indigenous Australian background
- have achieved an ATAR of 60.00 – 69.95
- must have met English competency

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

study.curtin.edu.au/applying/pathways/stepup-to-curtin/

Indigenous Enabling Course

Is a one year or two semester program designed specifically for Indigenous students who have not met course requirements. To be eligible you must be of Aboriginal or Torres Strait Islander descent, at least 17 years of age and be able to demonstrate literacy and numeracy skills.

karda.curtin.edu.au/study/enabling-courses

Portfolio Entry

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

study.curtin.edu.au/applying/pathways/portfolio-entry



Additional Admission Considerations – English Language Competence

Students must achieve a minimum scaled mark of 50 or higher in ATAR English or equivalent (ATAR Literature for example). Please use the website below for the Minimum English Language Requirements. The general pathway English course does not meet this requirement. Students who are completing a Certificate IV should be advised to also complete ATAR English or consider applying for special permission to sit the Special Tertiary Admissions Test. Visit this website for more information on STAT

www.tisc.edu.au/static/guide/stat.tisc?cid=433159

Minimum English Language Requirements

www.murdoch.edu.au/study/how-to-apply/entry-requirements

Alternative Admission Pathways

OnTrack

OnTrack is a free 14-week pre-university enabling program that provides an alternative entry pathway into Murdoch University for people who did not qualify for entry through other pathways. Following successful completion of OnTrack, students are eligible to be offered a place at Murdoch University for courses with 70.00 ATAR in the following semester. For more information visit:

www.murdoch.edu.au/course/enabling/n1069

OnTrack Sprint

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

Media and Creative Portfolios

Media and Creative Portfolio entry is available to all Year 12 students who can demonstrate an interest and talent in a Creative Arts or Communications discipline. For more information visit:

portfolio.murdoch.edu.au/

Kulbardi Aboriginal Centre

Provides alternative entry pathways to Indigenous and Torres Strait Islander students. For more information visit:

www.murdoch.edu.au/Kulbardi/

Murdoch University Preparation Course

Is a foundation level course combining the essentials of Years 11 and 12. For a list of fees and more information visit:

www.murdoch.edu.au/study/how-to-apply/entry-requirements/university-preparation-courses

ATAR Rise

Students graduating from Coastal Lakes College are eligible for a boost to their final scaled ATAR result by up to 10 points to a maximum score of 90. More information about Murdoch's ATAR Rise can be found at:

www.murdoch.edu.au/study/pathways-to-uni/high-school/selection-rank-adjustment

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

Students entering this university will have a choice of five undergraduate courses: Bachelor of Arts; Bachelor of Biomedical Science; Bachelor of Commerce; Bachelor of Science; or Bachelor of Philosophy (Honours).

Further information

www.murdoch.edu.au/study/pathways-to-uni/enabling-pathways



UNIVERSITY OF NOTRE DAME

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

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

The selection process for the University of Notre Dame is based on personal qualities, motivation and academic potential; contribution to school, church and community life; academic record (including ATAR) and interview.

Alternative Admission Pathways

Tertiary Pathway Program

The Tertiary Pathway Program (TPP) is a 6-month program designed for students who have not met the requirements for entry into the University's Bachelor degree programs. The program provides students with academic skills focusing on analysis, research and academic literacy.

The course is an alternative pathway into The University of Notre Dame Australia whereby students can master competencies needed for successful undergraduate study. Through successful completion of the Foundation Year, students may gain entry into undergraduate studies in the Schools of Arts & Sciences, Business, Education, Health Sciences, Nursing or Philosophy & Theology.

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

Foundation Year

Foundation Year (FY) is a year-long enabling program for students who have not met undergraduate minimum entry requirements. The Program is split into two parts;

Part 1: Provides students with academic skills focusing on analysis, research and academic literacy.

Part 2: All students complete four units in their chosen stream (Arts & Sciences, Business, Education, Health Sciences, Nursing). Students can count some of these units towards undergraduate programs upon successful completion of the Foundation Year.

Through successful completion of the FY, students may gain entry into undergraduate studies in the Schools of Arts & Sciences, Business, Education, Nursing or Philosophy & Theology.

Early Offer Program

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

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

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

Further details on the Early Offer program can be found at:

www.notredame.edu.au/study/early-offer/early-offer

Further information

Further details about Notre Dame can be found by contacting future@nd.ed.au or visiting:

www.notredame.edu.au



THE UNIVERSITY OF WESTERN AUSTRALIA

Admission considerations

An ATAR of at least 80 has been set for all degrees, except for the Bachelor of Philosophy (Honours) where a minimum of 98.00 is required. There are also direct pathways to postgraduate courses such as Medicine, Law, Engineering and many more. This is where you are given a packaged offer to both the undergraduate (bachelor) degree and postgraduate course. All direct pathways have different ATARs, please see here to find out more:

study.uwa.edu.au/courses-and-careers/undergrad/direct-pathways

Please remember that some courses have additional admission requirements, such as aptitude tests (e.g. UMAT for Medicine) or auditions (i.e. for Music). You can check your chosen course requirements and prerequisites here:

www.studyat.uwa.edu.au

Where English Language Competence is not achieved by a scaled score of at least 50 in ATAR English, satisfactory performance in an alternative UWA approved test of English will be required. A list of approved tests is available at:

study.uwa.edu.au/how-to-apply/entry-requirements/english-language-requirements

Alternative admission pathways

Broadway UWA

Broadway UWA entry scheme allows students from designated schools to gain admission to the University if their ATAR is slightly below the usual minimum score.

study.uwa.edu.au/how-to-apply/admission-entry-pathways/broadway

Fairway UWA

Allows selected students to gain entry to the University through participation in a program of support and activities throughout Year 12. For more information please visit

study.uwa.edu.au/how-to-apply/admission-entry-pathways/fairway-uwa

The School of Indigenous Studies

Provides opportunities to study at the University for Indigenous applicants who do not meet the standard admission requirements. Find out more at

www.sis.uwa.edu.au/

UWay

Allows school-leaver applicants who believe their academic achievements in Year 12 have been adversely affected by certain disadvantages to applying for special considerations through the UWay scheme. Find out more at:

www.studyat.uwa.edu.au/uway

For more information on courses or admission into UWA, please call our Future Students team on **6488 1000**.

University Application Procedures

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

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

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

Australian Tertiary Admission Rank (ATAR)

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

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

Scaling

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

Calculation of the Tertiary Entrance Aggregate (TEA)

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

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

- Courses that can be used in the ATAR are listed on [page 48](#).
- For all universities, you may accumulate scaled scores that contribute to your ATAR over five consecutive years, with no subject or course counting more than once. No more than two mathematics scaled scores can be used in the calculation of an ATAR.
- There are unacceptable course combinations whereby scores in both courses cannot both be used - see [page 41](#).
- A LOTE bonus of 10% of a LOTE scaled score is added to the aggregate of the best four scaled scores. If more than one LOTE has been sat, only one (the best) LOTE scaled score can be used as the LOTE bonus. You receive the LOTE bonus irrespective of whether your LOTE course scaled score was counted as one of the best four.
- Mathematics bonus of 10%. 10% of the scaled score/s in Mathematics Methods ATAR and Mathematics Specialist ATAR will be added to the Tertiary Entrance Aggregate, from which the ATAR will be derived.
- In calculating the scaled score, equal weight is given to the final school mark and the final examination mark, except where courses/subjects are taken on a private basis. See explanation under Courses Studied on a Private Basis in TISC University Admission 2022 at: www.tisc.edu.au
- Scaled scores from the previous study of WACE courses are on the same scale as scaled scores obtained from previous study and will be used directly in the calculation of an ATAR, if applicable.
- The maximum TEA is 430.

Tertiary Entrance Aggregate to ATAR

The Tertiary Institutions Service Centre (TISC) will construct a table to convert your Tertiary Entrance Aggregate (TEA) to an ATAR. The table takes into account the number of students with a TEA and the number of people of Year 12 school-leaving age in the state. This table is constructed annually.

The following table lists some courses on offer at Coastal Lakes College in 2023, that are used to form the ATAR.

Chemistry ATAR

Economics ATAR

Engineering ATAR

English ATAR

Health Education Studies ATAR

Human Biology ATAR

Mathematics: Applications ATAR

Mathematics: Methods ATAR

Modern History ATAR

Physics ATAR

Psychology ATAR

See [page 49](#) for all courses on offer in 2023

Unacceptable ATAR Course Combinations

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

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

- Chemistry ATAR with Integrated Science ATAR
- Mathematics: Applications ATAR with Mathematics: Methods ATAR
- Physics ATAR with Integrated Science ATAR

For full details of unacceptable course combinations refer to University Admissions at:

www.tisc.edu.au/static/guide/admission-req-sleaver.tisc

Courses Studied on a Private Basis

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

If students wish to sit WACE courses on a private basis they must contact the SCSA for advice. SCSA has a deadline for enrolling as a private candidate.

For further information, please visit www.tisc.edu.au

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

School Curriculum and Standards Authority (SCSA)

The Authority has launched a student information website that can be accessed via the Authority website home page and at:

scsa.wa.edu.au

The student website provides students with easy access to information under the headings of:

Student Portal

Getting Organised

Curriculum

Examinations and Testing

Certification and Post-School

Frequently Asked Questions (FAQs).

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

Telephone: +61 8 9273 6300

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

SCSA Course Requirements

Prerequisites

Students must make sure they satisfy the prerequisites for admission to the university course of their choice. Prerequisites are courses or special requirements that must be completed for entry into particular university courses. Generally, a scaled mark of 50 or more in ATAR units 3 and 4 of a WACE course is required for prerequisites purposes.

Murdoch University does not require applicants to have undertaken specific prerequisite courses and instead provides introductory units to enable its students to become skilled in specific areas in which they may be lacking.

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

More about University Entrance

- See TISC University Admissions at:

www.tisc.edu.au/static/guide/university-admissions.tisc

- See each universities website (listed on [pages 29 - 37](#))
- Check prerequisites

Improving the Chance of Being Accepted into University

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

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

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

Senior School Team

- Deputy Principals
- Manager of Directions
- Manager of Inclusion
- ASD/LSC Coordinator

Heads of Learning Area will discuss courses appropriate for your abilities and interests and the Manager of Directions is available to assist you in researching the world of work.

Relatives and Acquaintances

People currently working a particular job are in the best position to tell you what the job involves.

College Library

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

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

Please ask the Library staff for any assistance



Myfuture

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

The My Future Career Bullseyes provide a look at a range of occupations, and their education and training pathways. It also gives useful information about how to work out what occupations suit you best, based on your interests and abilities.

myfuture.edu.au/bullseyes



Jobs & Skills WA

www.careercentre.dtwd.wa.gov.au/Pages/CareerCentre.aspx

Jobs & Skills WA provides steps for planning a career, advice about finding a job, a 'career possibility generator' and much more.

Provides information to browse in the centre and appointments can be made to gain help from team members.

Level 7, GPO Building

3 Forrest Place, PERTH

Phone: 13 64 64 or 08 9224 6500

Email: career.centre@dtwd.wa.gov.au

A U S T R A L I A N A P P R E N T I C E S H I P S

Your Life. Your Career. Your Future.

Australian Apprenticeships

Australian Apprenticeships provide information about the steps to finding an apprenticeship including preparation and research, job hunting, sign up and tools and resources.

www.australianapprenticeships.gov.au/



Coastal Lakes College

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

Career Websites and Resources



**South
Metropolitan**



**North
Metropolitan**

TAFE

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

South Metropolitan TAFE

www.southmetrotafe.wa.edu.au

Telephone 1300 300 822

Opening Hours Monday to Friday 8:00am – 4:30pm

Email Address info@smtafe.wa.edu.au

North Metropolitan TAFE

www.northmetrotafe.wa.edu.au

Telephone 1300 300 822

Opening Hours Monday to Friday 8:00am – 4:30pm

Email Address enquiry@nmtafe.wa.edu.au



NAVY



ARMY



AIR FORCE

Defence Force Careers Recruitment Centre

www.defencejobs.gov.au

7/66 St Georges Terrace, PERTH

Telephone 131 901

Opening Hours Monday to Thursday 7:45am – 4:30pm Friday 7:45am – 4:00pm

Potential Courses on Offer at Coastal Lakes College

General Courses

List A

English - English

Arts - Graphic Design

Arts - Media Production and Analysis

Arts - Visual Arts

HaSS - Modern History

Hass - Psychology

HPE - Health Education Studies

HPE - Physical Education Studies

List B

Mathematics - Essential

Science - Intergrated Science

Science - Human Biology

Technologies - Technical Design

Technologies - Materials Design & Technology

Technologies - Food Science and Technology

Technologies - Building and Construction

THE AVAILABILITY OF THESE COURSES IS SUBJECT TO RESOURCES, THE NUMBER OF STUDENTS WHO HAVE MET THE PREREQUISITES AND THE DEMAND FOR THE COURSE.

Potential Courses on Offer at Coastal Lakes College

ATAR Courses

List A

English - English

HaSS - Modern History

HaSS - Psychology

HaSS - Economics

HPE - Health Education Studies

List B

Mathematics - Applications

Mathematics - Methods

Science - Chemistry

Science - Human Biology

Science - Physics

Science - Biology

Technologies - Engineering Studies

Non-ATAR Courses

Certificate II Music Industry (CUS20190)

Certificate II Hospitality (SIT20316)

Certificate II Community Service (CHC22015)

Certificate III Fitness (SIS30315)

THE AVAILABILITY OF THESE COURSES IS SUBJECT TO RESOURCES, THE NUMBER OF STUDENTS WHO HAVE MET THE PREREQUISITES AND THE DEMAND FOR THE COURSE.

Potential General Courses

Comprehensive Course Information



Course Description

The English General course focuses on consolidating and refining the skills and knowledge needed by students to become competent, confident and engaged users of English in everyday, community, social, further education, training and workplace contexts. The course develops students' language and literacy skills to enable them to communicate successfully both orally and in writing and to enjoy and value using language for both imaginative and practical purposes.

Year 11 Unit 1

This unit focuses on students comprehending and responding to the ideas and information presented in texts. By the end of this unit, students:

- Comprehend information, ideas and language in texts selected from everyday contexts
- Understand language choices and the likely or intended effect of these choices in a range of texts
- Create oral, written and multimodal texts appropriate for audience and purpose in everyday, community, social, further education, training and workplace contexts

Year 11 Unit 2

This unit focuses on interpreting ideas and arguments in a range of texts and contexts. By the end of this unit, students:

- examine how the structure and language of texts varies in different modes and media
- understand reasons for language choices and their effects on audiences in a variety of texts and contexts
- create oral, written and multimodal texts for different purposes using appropriate communication strategies for interaction with others

Year 12 Unit 3

This unit focuses on exploring different perspectives presented in a range of texts and contexts. By the end of this unit, students:

- examine the ways that perspectives are presented in literary, every day and workplace texts
- understand how language choices influence specific audiences
- create oral, written and multimodal texts that convey a perspective

Year 12 Unit 4

This unit focuses on community, local or global issues and ideas presented in texts and on developing students' reasoned responses to them. By the end of this unit, students:

- Investigate the way language is used to present issues and attitudes
- Understand ways in which language is used to influence and engage different audiences
- Create oral, written and multimodal texts that communicate ideas and perspectives on issues and events

Learning Area:

English

Desired Prerequisites

This is a compulsory course in the General pathway and **must** be chosen by all students.

Course Units in Year 11

- G1ENG
- G2ENG

Course Units in Year 12

- GTENG

Complimentary Year 11 Courses

- Psychology (Gen)
- Ancient History (Gen)
- Health Studies (Gen)
- Media Production and Analysis

Assessment

- Response 40% - 60%
- Creating 40% - 60%

List A Course

Course Cost:

- \$70

Design - Graphic Design: General Pathway

Learning Area:

The Arts

Desired Prerequisites

- C grade or above in Year 10 English
- C grade or above in Year 10 Visual Arts
- and/or
- C grade or above in Year 10 Technical Design
- C grade or above in Year 10 Media Photography
- C grade or above in Year 10 Materials Design (wood/metal)

Course Units in Year 11

- G1DESG
- G2DESG

Course Units in Year 12

- GTDESG

Complimentary Year 11 Courses

- Visual Arts (Gen)
- Media Production and Analysis (Gen)

Assessment

- Production 70%
- Response 30%

List A Course

Course Cost:

- \$85



Course Description

The goals of the Design: Graphic Design - general course, is to facilitate a deeper understanding of how design works; and how ideas, beliefs, values, attitudes, messages and information are effectively communicated to specific audiences with specific intentions or purposes via visual media forms. This course aims to achieve these goals by exposing students to a variety of communication forms and a thorough exploration of design.

Year 11 Unit 1 - Design Fundamentals

This unit introduces design process and practice. Students learn that design can be used to provide solutions to design problems and communication needs. They are introduced to basic design skills and a range of techniques within a defined context to demonstrate control over the elements and principles of design.

Year 11 Unit 2 - Personal Design

This unit focuses on personal design. Students learn that they visually communicate aspects of their personality, values and beliefs through their affiliations and their manipulation of personal surroundings and environments. Students explore design elements and principles and the design process in a project communicating something of themselves. Students increase familiarity with basic production skills and processes, materials and technologies.

Year 12 Unit 3 - Product Design

This unit focuses on product design. Students learn that the commercial world is comprised of companies, requiring consumer products, services and brands for a particular audience. They are introduced to the concept of intellectual property. Using the design process, they create products/services, visuals and/or layouts with an awareness of codes and conventions. They use relevant and appropriate production skills and processes, materials and technologies relevant to the design.

Year 12 Unit 4 - Cultural Design

This unit focuses on cultural design. Students learn that society is made up of different groups of people who share diverse values, attitudes, beliefs, behaviours and needs, and that different forms of visual communication transmit these values and beliefs. Students are encouraged to create designs that link to a culture or sub-culture and are introduced to ethical issues concerning representation. Students develop a design process with an understanding of codes and conventions. They consider communication strategies and audience. They define and establish contemporary production skills and processes, materials and technologies.

Media Production and Analysis: General Pathway



Course Description

The Media Production and Analysis general course aims to prepare all students for a future in a digital and interconnected world by providing the skills, knowledge and understandings to tell their own stories and interpret others' stories. Students learn the languages of media communication and how a story is constructed using representations. Students are encouraged to explore, experiment and interpret their world, reflecting and analysing contemporary life while understanding that this is done under social, cultural and institutional constraints.

Year 11 Unit 1 - Mass Media

The focus for this unit is on the mass media. Within this broad focus, students reflect on their own use of the media, common representations, including the examination of characters, stars and stereotypes and the way media is constructed and produced. Students analyse, view, listen to and interact with common media work from their everyday use. They also generate ideas and, with the assistance of their teachers, learn the basic production skills and processes as they apply their knowledge and creativity in their productions.

Year 11 Unit 2 - Point of View

The focus for this unit is on point of view, a concept that underpins the construction of all media work. In this unit, students will be introduced to the concept and learn how a point of view can be constructed. They will analyse media work and construct a point of view in their own productions. Within this broad focus, students have the opportunity to choose from a range of media genres and styles and examine ways in which information and specific codes, conventions and techniques are selected and used to present a particular point of view.

Year 12 Unit 3 - Entertainment

The focus for this unit is on entertainment. Students expand their understanding of media languages, learning how codes and conventions are used to construct entertainment media. They examine the process of representation and the way values are constructed in media work. Students consider how the experiences of audiences influence their responses to media and how media work is shaped by the production context and through the production process.

Year 12 Unit 4 - Representation and Reality

The focus for this unit is on representation and reality. Representation is the act of re-presenting or constructing identities, places or ideas based on shared values and understandings. Students will consider different types of representations and how they relate to the construction of reality within media work. Within this broad focus, students have the opportunity to choose from a range of media genres and styles and examine ways in which codes, conventions and techniques are used to dramatise and re-present reality while at the same time engaging and informing audiences.

Learning Area:

The Arts

Desired Prerequisites

- C grade or above in Year 10 English
- C grade in Media Photography

Course Units in Year 11

- G1MPA
- G2MPA

Course Units in Year 12

- GTMPA

Complimentary Year 11 Courses

- Design (Gen)
- Visual Art (Gen)

Assessment

- Production 70%
- Response 30%

List A Course

Course Cost:

- \$110

Visual Arts: General Pathway

Learning Area:

The Arts

Desired Prerequisites

- C grade or above in Year 10 English
- C grade or above in Year 10 Visual Arts 2D/3D

and/or

- C grade or above in Year 10 Technical Design
- C grade or above in Year 10 Media Photography

Course Units in Year 11

- G1VAR
- G2VAR

Course Units in Year 12

- GTVAR

Complimentary Year 11 Courses

- Graphic Design (Gen)
- Media Production and Analysis (Gen)

Assessment

- Production 70%
- Analysis 15%
- Investigation 15%

List A Course

Course Cost:

- \$110



Course Description

The Visual Arts General course encompasses the practice and theory of the broad areas of art, craft and design. Students have opportunities to express their imagination and develop personal imagery, skills and engage in the making and presentation of artworks. They develop aesthetic understandings and a critical awareness that assists them to appreciate, and make, informed evaluations of art. The Visual Arts General course aims to enable students to make connections to relevant fields of study and to more generally prepare them for creative thinking and problem-solving in future work and life.

Year 11 Unit 1 - Experiences

The focus for this unit is experiences. Students develop artworks based on their lives and personal experiences, observations of the immediate environment, events and/or special occasions. They participate in selected art experiences aimed at developing a sense of observation. Students acquire various skills using processes of experimentation and discovery. Imaginative picture making is primarily concerned with experiences of the self and of the immediate environment, including aspects of family life, social activities, communal occasions and other shared activities.

Year 11 Unit 2 - Explorations

The focus for this unit is explorations. Students explore ways to generate and develop ideas using a variety of stimulus materials and explorations from their local environment. They use a variety of inquiry approaches, techniques and processes when creating original artworks. In developing subject matter for artworks, students explore ways to express personal beliefs, opinions and feelings.

Year 12 Unit 3 - Inspirations

The focus for this unit is inspirations. Students become aware that artists gain inspiration and generate ideas from diverse sources, including what is experienced, learned about, believed in, valued, imagined or invented. The breadth of this focus allows choice of learning contexts that are related to students' interests. Through exploration, investigation and experimentation, students develop skills in inquiry, recording observations and manipulating media to create artworks in selected art forms.

Year 12 Unit 4 - Investigations

The focus for this unit is investigations. Students explore and develop ideas through the investigation of different artists, art forms, processes and technologies. Students investigate spontaneous and analytical styles of drawing, experimenting with a range of media and techniques. They further develop their knowledge and understanding of visual language and apply this to both art making and art interpretation. In particular, students explore the expressive potential of media techniques and processes, considering their inherent qualities in the development and presentation of their artworks.

Modern History : General Pathway



Course Description

The Modern History general course promotes skills of research, hypothesis testing and analysis of information as students engage with investigations. Through inquiries, they learn that historical judgements are provisional and tentative in nature. They are encouraged to question and evaluate historical sources; to identify the various representations and versions of history. The Modern History general course allows students to gain insights into their own society and its values. It helps them to understand why nations and people hold certain values, and why values and belief systems vary from one group to another. This knowledge is crucial to the development of active and informed citizens in any society.

Year 11 Unit 1 – People, Place and Time

This unit allows students to become aware of the broad sweep of history and our place within the historical narrative. Students become aware of the values, beliefs and traditions within a society, the continuity between different societies and different time periods, and the importance of individuals within a time period.

Year 11 Unit 2 – Power and Authority

Students learn that societies consist of individuals and institutions that have various types of power and authority and that these interact with each other. Students learn how power and authority is distributed throughout a group or society, that individuals and groups seek to influence the structures of power and authority and the difficulties of using these structures in a just or equitable manner.

Year 12 Unit 3 – Societies and Change

Students learn about the evolving nature of societies and the various forces for continuity and change that exist. Students learn that some values, beliefs and traditions are linked to the identity of a society. They also learn that, in any period of change, there are those individuals and institutions that support change, but others that oppose it, and that there are different interpretations of the resultant society.

Year 12 Unit 4 – Historical Trends and Movements

Students learn that, throughout history, there have been events, ideas, beliefs and values that have contributed to underlying historical trends and movements. Students learn that historical trends and movements have particular underlying ideas, that different methods and strategies are used to achieve change, and that there are consequences for continuity and change. Some perspectives are omitted and others emphasised, both during the period of the trend or movement and subsequent to the trend or movement.

Learning Area:

Humanities and Social Sciences

Desired Prerequisites

- C grade or above in Year 10 HaSS
- C grade or above in Year 10 English

Course Units in Year 11

- G1HIM
- G2HM

Course Units in Year 12

- GTHIM

Complimentary Year 11 Courses

- Psychology (Gen)
- Intergrated Science (Gen)

Assessment

Each section is 20% - 30%

- Historical Inquiry
- Explanation
- Source Analysis
- Test

List A Course

Course Cost:

- \$85

Psychology : General Pathway

Learning Area:

Humanities and Social Sciences

Desired Prerequisites

- C grade or above in Year 10 HaSS
- C grade or above in Year 10 English
- C grade or above in Year 10 Health

Course Units in Year 11

- G1PSY
- G2PSY

Course Units in Year 12

- GTPSY

Complimentary Year 11 Courses

- Ancient History (Gen)
- Intergrated Science (Gen)
- Health Education Studies (Gen)

Assessment

- Investigation 30%
- Response 40%
- Project 30%

List A Course

Course Cost:

- \$75



Course Description

Psychology is the scientific study of how people think, feel and act. It aims to answer important questions such as what factors influence human development. While there are other disciplines that overlap with psychology's main aim to understand humans, psychology is rigorous in its use of scientific method. This allows for systematic exploration into the complexities of human behaviour based on evidence gathered through planned investigations.

Year 11 Unit 1

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

Year 11 Unit 2

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

Year 12 Unit 3

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

Year 12 Unit 4

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

Health Studies: General Pathway



Course Description

The Health Studies general course focuses on the study of health as a dynamic quality of human life. Students undertaking this course develop the knowledge, understanding and skills necessary to promote an understanding of the importance of personal and community action in promoting health. The influence of social, environmental, economic and biological determinants of health is a key focus of the course. Other course content includes the influence of beliefs, attitudes and values on health behaviour, and the importance of self-management and interpersonal skills in making healthy decisions.

Year11 Unit 1

This unit provides a general introduction to personal health and wellbeing and what it means to be healthy. Students explore factors which influence their health in positive and negative ways, and devise action plans which focus on achieving identified goals designed to improve health. Health inquiry skills are developed and applied to investigate and report on health issues.

Year11 Unit 2

This unit continues to build students' knowledge and understandings about personal health and introduces the multiple determinants which influence health. These influences are explored in terms of how they interact and contribute to personal and community health status. The notion of prevention is central to this unit, and students explore personal actions and skills to cope with health influences and devise strategies for communities to promote and improve health.

Year12 Unit 3 – Societies and Change

This unit builds students' knowledge and understandings of health determinants and their interaction and contribution to personal and community health. Students define and consolidate their understandings of health promotion, and are introduced to a personal behaviour change model and a framework for health promotion action. Students consolidate and continue to develop inquiry skills, including the ability to identify trends and patterns in data and apply this information to support conclusions.

Year12 Unit 4 – Confrontation and Resolution

This unit focuses on the impact of health determinants on personal and community health. The concept of community development and the importance of participation and empowerment is introduced. Students learn about how chronic conditions are defined in the National Strategic Framework. The use of social marketing in health is explored and students are introduced to emotional intelligence as a mechanism for perceiving, controlling and evaluating emotions. Students continue to refine inquiry skills as they address relevant issues and produce insightful and well-researched reports.

Learning Area:

Health and Physical Education

Desired Prerequisites

- C grade or above in Year 10 English
- C grade or above in Year 10 Health
- C grade or above in Year 10 Community Health

Course Units in Year 11

- G1HEA
- G2HEA

Course Units in Year 12

- GTHEA

Complimentary Year 11 Courses

- Psychology (Gen)
- Human Biology(Gen)
- Physical Education Studies (Gen)
- Food Science and Technology (Gen)

Assessment

- Inquiry 20%
- Project 50%
- Response 30%

List A Course

Course Cost:

- \$55

Physical Education Studies: General Pathway

Learning Area:

Health and Physical Education

Desired Prerequisites

- C grade or above in Year 10 English
- C grade or above in Year 10 Physical Education
- C grade or above in Year 10 Health
- C grade or above in Year 10 Sports Science
- C grade or above in Year 10 Science

Course Units in Year 11

- G1PES
- G2PES

Course Units in Year 12

- GTPES

Complimentary Year 11 Courses

- Health Studies (Gen)
- Intergrated Science (Gen)
- Human Biology (Gen)
- Maths Essential (Gen)
- Food Science and Technology (Gen)

Assessment

- Practical 50%
- Investigation 25%
- Response 25%

List A Course

Course Cost:

- \$70



Course Description

The Physical Education Studies general course contributes to the development of the whole person. It promotes the physical, social and emotional growth of students. Throughout the course, emphasis is placed on understanding and improving performance in physical activities. The integration of theory and practice is central to studies in this course. The Physical Education Studies general course focuses on the complex interrelationships between motor learning and psychological, biomechanical and physiological factors that influence individual and team performance.

Students can study:

Physical Education Studies: General Focus OR **Physical Education Studies: Specialised AFL**

Year 11 Unit 1

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

Year 11 Unit 2

The focus of this unit is the impact of physical activity on the body's anatomical and physiological systems. Students are introduced to these concepts which support them to improve their performance as team members and/or individuals.

Year 12 Unit 3

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

Year 12 Unit 4

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

Mathematics Essential: General Pathway



Course Description

Mathematics is the study of order, relation and pattern. From its origins in counting and measuring, it has evolved in highly sophisticated and elegant ways to become the language used to describe much of the physical world. Statistics is the study of ways of collecting and extracting information from data and of using that information to describe and make predictions about the behaviour of aspects of the real world in the face of uncertainty. Together, mathematics and statistics provide a framework for thinking and a means of communication that is powerful, logical, concise and precise.

Year 11 Unit 1

This unit provides students with the mathematical skills and understanding to solve problems relating to calculations, applications of measurement, the use of formulas to find an unknown quantity and the interpretation of graphs. Throughout this unit, students use the mathematical thinking process. Teachers will apply the content of the four topics in this unit: basic calculations, percentages and rates; algebra; measurement; and graphs, in contexts which are meaningful and of interest to their students.

Year 11 Unit 2

This unit provides students with the mathematical skills and understanding to solve problems related to representing and comparing data, percentages, rates and ratios, as well as time and motion. Students further develop the use of the mathematical thinking process and apply the statistical investigation process. Teachers will apply the content of the four topics in this unit: representing and comparing data; percentages; rates and ratios; and time and motion, in a context which is meaningful and of interest to their students.

Year 12 Unit 3

This unit provides students with the mathematical skills and understanding to solve problems related to measurement, scales, plans and models, drawing and interpreting graphs and data collection. Students use the mathematical thinking process and apply the statistical investigation process. Teachers will apply the content of the four topics in this unit: measurement; scales, plans and models; graphs in practical situations; and data collection, in a context which is meaningful and of interest to the students.

Year 12 Unit 4

This unit provides students with the mathematical skills and understanding to solve problems related to probability, earth geometry and time zones, loans and compound interest. Students use the mathematical thinking process and apply the statistical investigation process to solve problems involving probability. Teachers will apply the content of the three topics in this unit: probability and relative frequencies; earth geometry and time zones; and loans and compound interest, in a context which is meaningful and of interest to the students.

Learning Area:

Mathematics

Desired Prerequisites

This is a compulsory course in the General Pathway for students who have not attained OLNA numeracy or NAPLAN Numeracy band 8.

- C grade or above in Year 10 Maths
- C grade or above in Year 10 English

Course Units in Year 11

- G1MAE
- G2MAE

Course Units in Year 12

- GTMAE

Complimentary Year 11 Courses

- Intergrated Science (Gen)
- Physical Education Studies (Gen)
- Materials Design and Technology (Gen)
- Psychology (Gen)

Assessment

- Response 50%
- Practical Application 50%

List B Course

Course Cost:

- \$75

Integrated Science: General Pathway

Learning Area:

Science

Desired Prerequisites

- C grade or above in Year 10 English
- C grade or above in Year 10 Science
- C grade or above in Year 10 Maths

Course Units in Year 11

- G1ISC
- G2ISC

Course Units in Year 12

- GTISC

Complimentary Year 11 Courses

- Human Biology(Gen)
- Physical Education Studies (Gen)
- Maths Essentials (Gen)

Assessment

- Science Inquiry: Practical and investigation 50%
- Extended Response 30%
- Source Analysis 20% - 30%
- Test 20% - 30%

List B Course

Course Cost:

- \$60



Course Description

The Integrated Science general course is a course grounded in the belief that science is, in essence, a practical activity. From this stems the view that conceptual understandings in science derive from a need to find solutions to real problems in the first instance. The inquiring scientist may then take these understandings and apply them in a new context, often quite removed from their original field. This course seeks to reflect this creative element of science as inquiry.

Year 11 Unit 1

In this unit, students develop an understanding of the processes involved in the functioning of systems from the macro level (cycles in nature and Earth systems) to systems at the organism, cellular and molecular level. They investigate and describe the effect of human activity on the functioning of cycles in nature. By integrating their understanding of Earth and biological systems, students come to recognise the interdependence of these systems.

Year 11 Unit 2

In this unit, students develop an understanding of the processes involved in the transformations and redistributions of matter and energy in biological, chemical and physical systems, from the atomic to the macro level. Students will investigate the properties of elements, compounds and mixtures, and how substances interact with each other in chemical reactions to produce new substances. They explore the concepts of forces, energy and motion and recognise how an increased understanding of scientific concepts has led to the development of useful technologies and systems.

Year 12 Unit 3

In this unit, students integrate ideas relating to the processes involved in the movement of energy and matter in ecosystems. They investigate and describe a number of diverse ecosystems, exploring the range of living and non-living components, to understand the dynamics, diversity and interrelationships of these systems.

Year 12 Unit 4

This unit provides students with the opportunity to conduct scientific investigations that will increase their understanding of important scientific concepts and processes. Students will explore the properties of chemical substances that determine their use, and the techniques involved in separating mixtures and solutions. They will investigate forces acting upon an object and the effects of kinetic, potential and heat energy on objects. Students will discover the way in which increases in the understanding of scientific concepts have led to the development of useful technologies and systems.

Human Biology: General Pathway



Course Description

In the Human Biology general course, students learn about themselves, relating the structure of the different body systems to their function and understanding the interdependence of these systems in maintaining life. Reproduction, growth and development of the unborn baby are studied to develop an understanding of the effects of lifestyle choices. Students will engage in activities exploring the coordination of the musculoskeletal, nervous and endocrine systems. And they explore the various methods of transmission of diseases and the responses of the human immune system.

Year 11 Unit 1 - Healthy Body

This unit explores how the systems of the human body are interrelated to help sustain functioning to maintain a healthy body. Students investigate the body systems through real or virtual dissections and practical examination of cells, organs and systems. They research contemporary treatments for dysfunctions to the body systems and are encouraged to use ICT to interpret and communicate their findings in a variety of ways.

Year 11 Unit 2 - Reproduction

This unit explores the role that males and females have in reproduction, including contraception, and the issues of sexually transmitted infections. Students learn about the reproductive systems of males and females and how they are specialised in many different ways to produce differentiated gametes (eggs and sperm) and ensure the chances of fertilisation and implantation are more likely. Students apply their knowledge to construct a deoxyribonucleic acid (DNA) model and demonstrate cell division processes.

Year 12 Unit 3 - Coordination

This unit explores bones, muscles, nerves and hormones and how they maintain the body to act in a coordinated manner. The structure and function of the musculoskeletal system provides for human movement, balance and growth as the result of coordinated actions by the musculoskeletal system with the nervous and endocrine systems. Conditions affecting these systems, such as sporting injuries, hearing and vision defects, can result in a decrease or loss of function. Students investigate the musculoskeletal, nervous and endocrine systems through dissections and practical examination of reflexes, vision, hearing and skin sensitivity.

Year 12 Unit 4 - Infectious Disease

This unit explores the causes and spread of disease and how humans respond to invading pathogens. Disease is caused by various pathogens that are transmitted between individuals and populations in many different ways. Students investigate transmission of diseases using second-hand data from a historical perspective and recent global incidences. They consider how data is used to inform personal decisions and community responses related to disease prevention and control.

Learning Area:

Science

Desired Prerequisites

- C grade or above in Year 10 English
- C grade or above in Year 10 Science
- C grade or above in Year 10 Sports Science

Course Units in Year 11

- G1HBY
- G2HBY

Course Units in Year 12

- GTHBY

Complimentary Year 11 Courses

- Intergrated Science(Gen)
- Physical Education Studies (Gen)
- Health Studies (Gen)
- Psychology (Gen)

Assessment

- Science Inquiry (practical and investigation) 40%
- Extended Response 20%
- Test 40%

List B Course

Course Cost:

- \$65

Design - Technical Graphics: General Pathway

Learning Area:

Technology

Desired Prerequisites

- C-grade or above in Year10 English
- C-grade or above in Technical Design
- C-Grade or above in Materials Design (wood/metal)

Course Units in Year 11

- G1DEST
- G2DEST

Course Units in Year 12

- GTDEST

Complimentary Year 11 Courses

- Visual Arts (Gen)
- Media Production and Analysis (Gen)
- Materials Design and Technology (Metals or Wood)

Assessment

- Production 70%
- Response 30%

List B Course

Course Cost:

- \$90



Course Description

The goals of the Technical Design general course are to facilitate a deeper understanding of how design works; and how ideas, beliefs, values, attitudes, messages and information are effectively communicated to specific audiences with specific intentions or purposes via visual media forms. This course aims to achieve these goals by exposing students to a variety of communication forms and a thorough exploration of design.

Year11 Unit 1 – Design Fundamentals

The focus of this unit is to introduce design process and practice. Students learn that design can be used to provide solutions to design problems and communication needs. They are introduced to basic design skills and a range of techniques within a defined context to demonstrate control over the elements and principles of design.

Year11 Unit 2 – Personal Design

The focus of this unit is personal design. Students learn that they visually communicate aspects of their personality, values and beliefs through their affiliations and their manipulation of personal surroundings and environments. Students explore design elements and principles and the design process in a project communicating something of themselves. Students increase familiarity with basic production skills and processes, materials and technologies.

Year12 Unit 3 – Product Design

The focus of this unit is product design. Students learn that the commercial world is comprised of companies, requiring consumer products, services and brands for a particular audience. They are introduced to the concept of intellectual property. Using the design process, they create products/services, visuals and/or layouts with an awareness of codes and conventions. They use relevant and appropriate production skills and processes, materials and technologies relevant to the design.

Year12 Unit 4 – Cultural Design

The focus of this unit is cultural design. Students learn that society is made up of different groups of people who share diverse values, attitudes, beliefs, behaviours and needs, and that different forms of visual communication transmit these values and beliefs. Students are encouraged to create designs that link to a culture or sub-culture and are introduced to ethical issues concerning representation. Students develop a design process with an understanding of codes and conventions. They consider communication strategies and audience. They define and establish contemporary production skills and processes, materials and technologies.

Materials Design and Technology: General Pathway



Course Description

The Materials Design and Technology General course is a practical course. The course allows teachers the choice to explore and use three materials learning contexts: metal, textiles and wood with the design and manufacture of products as the major focus. There is also the flexibility to incorporate additional materials from outside the designated contexts. This will enhance and complement the knowledge and skills developed within the course as many modern-day products are manufactured using a range of different material types.

Students can study:

Materials Design and Technology: Metals OR **Materials Design and Technology: Wood**

Year 11 Unit 1

Students interact with a variety of items that have been specifically designed to meet certain needs. Students are introduced to the fundamentals of design. They learn to communicate various aspects of the technology process by constructing what they design. Throughout the process, students learn about the origins, classifications, properties and suitability for purpose of the materials they are using, and are introduced to a range of production equipment and techniques.

Year 11 Unit 2

Students interact with products designed for a specific market. They use a range of techniques to gather information about existing products and apply the fundamentals of design. Students learn to conceptualise and communicate their ideas and various aspects of the design process within the context of constructing what they design. Students, in consultation with teachers, select projects of interest and then design and make products suitable for a specific market.

Year 12 Unit 3

Students extend their understanding of design aesthetics through the application of the elements and principles of design and the use of creative and critical thinking strategies. Students work with an open and self-directed design brief to manage a project to design products to meet needs. Students investigate a range of materials and analyse the molecular structure, relating material characteristics and properties, and methods of processing and finishing, appropriate to their application and use.

Year 12 Unit 4

Students investigate and analyse cultural and social factors which may have influenced historical and contemporary design. Students extend their understanding of design aesthetics by using creative and critical thinking strategies. They critically examine current products and explore how emerging materials and technologies may affect, and be incorporated into, the design and development of future products.

Learning Area:

Technologies

Desired Prerequisites

- C grade or above in Year 10 English
- C grade or above in Year 10 Wood or Metals
- C grade or above in Year 10 Technical Design

Course Units in Year 11

- G1MDM & G2MDM
- or
- G1MDW & G2MDW

Course Units in Year 12

- GTMDM
- or
- GTMDW

Complimentary Year 11 Courses

- Design (Gen)
- Building and Construction (Gen)

Assessment

- Design 25%
- Production 60%
- Response 15%

List B Course

Course Cost:

- \$120

Food Science and Technology: General Pathway

Learning Area:

Technologies

Desired Prerequisites

- C grade or above in Year 10 English
- C grade or above in Year 10 Food course
- C grade or above in Year 10 Health

Course Units in Year 11

- G1FST
- G2FST

Course Units in Year 12

- GTFST

Complimentary Year 11 Courses

- Health Studies (Gen)
- Intergrated Science (Gen)
- Human Biology(Gen)
- Mathematics Essential (Gen)

Assessment

- Investigation 30%
- Production 60%
- Response 10%

List B Course

Course Cost:

- \$120



Course Description

In the Food Science and Technology general course, students develop their interests and skills through the design, production and management of food-related tasks. They develop knowledge of the sensory, physical, chemical and functional properties of food and apply these in practical situations. Students explore innovations in science and technology and changing consumer demands. New and emerging foods encourage the design, development and marketing of a range of products, services and systems.

Year 11 Unit 1 - Food Choices and Health

This unit focuses on the sensory and physical properties of food that affect the consumption of raw and processed foods. Students investigate balanced diets, the function of nutrients in the body and apply nutrition concepts that promote healthy eating. They study health and environmental issues that arise from lifestyle choices and investigate factors which influence the purchase of locally produced commodities.

Year 11 Unit 2 - Food for Communities

This unit focuses on the supply of staple foods and the factors that influence adolescent food choices and ethical considerations. Students recognise factors, including processing systems, that affect the sensory and physical properties of staple foods. They explore food sources and the role of macronutrients and water for health, and nutrition-related health conditions, such as coeliac and lactose intolerance, which often require specialised diets. Students consider how food and beverage labelling and packaging requirements protect consumers and ensure the supply of safe, quality foods.

Year 12 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 conditions that affect individuals and families. Students follow occupational safety and health requirements, implement safe food handling practices and use a variety of foods and processing techniques to produce safe, quality food products.

Year 12 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 principles of food preservation. They examine the regulations which determine the way food is packaged, labelled and stored and how the principles of Hazard Analysis Critical Control Point (HACCP) system are administered and implemented to guide the production and provision of safe food.

Building and Construction: General Pathway



Course Description

The Building and Construction general course develops students' knowledge and practical appreciation of building technologies. The course provides students with a context in which to practice and integrate their knowledge and apply it to meet community and environmental responsibilities. It develops their knowledge of environmental issues. It allows them to apply and extend mathematical knowledge and strategies for problem solving. It develops their skills in planning and management, in technical communication and in the use of information technologies. In achieving the course outcomes, students learn and practice building processes and technologies, principles of design, planning and management and social considerations.

Year 11 Unit 1

This unit introduces students to the considerations required in building design and explores properties of common, natural or pre-made construction materials, their mechanical properties and use in construction. Students realise differences in structure and materials used. Basic plan drawing and reading is practised with application in building, in addition to the skills in areas of content, such as working with construction materials, spatial perception and computation and levelling.

Year 11 Unit 2

This unit explores properties of common, natural and pre-made construction materials, their production, mechanical properties under direct loads (tension or compression) and use in construction. Concepts in space and computation are developed. Basic plan reading is practised with application in building, as well as skills in areas of content, such as working with materials, spatial perception and computation and levelling. The unit explores processes in contexts drawn from building projects.

Year 12 Unit 3

This unit explores properties of common construction materials (timber, metals, concrete, grout, brickwork, block work, insulation, mortar and paint); their mechanical properties under load and flexural actions; and their use in construction. Concepts in space and computation are developed. Students practice reading drawn/drafted information as applied to building. Documentation for small projects is developed.

Year 12 Unit 4

This unit builds upon the understandings of building materials, structures and structural components and the evaluation of combinations of various materials to sustain the strength of structural components. The methods and materials used in connecting building elements are explored. Further design considerations are studied. Drawing/drafting skills are refined and practised with application to more complex building issues. The unit explores processes in contexts drawn from building, landscaping, and earthwork projects, involving environmental issues of building waste disposal, water and sewerage treatment.

Learning Area:

Technologies

Desired Prerequisites

- C grade or above in Year 10 English
- C grade or above in Year 10 Wood or Metals
- C grade or above in Year 10 Mathematics
- C grade or above in Year 10 Engineering

Course Units in Year 11

- G1BCN
- G2BCN

Course Units in Year 12

- GTBCN

Complimentary Year 11 Courses

- Materials Design and Technology (wood and/or Metal) (Gen)
- Mathematics Essential (Gen)
- Intergrated Science (Gen)

Assessment

- Design 20%
- Production 70%
- Response 10%

List B Course

Course Cost:

- \$100

Potential ATAR Courses

Comprehensive Course Information



Course Description

The English ATAR course focuses on developing students' analytical, creative, and critical thinking and communication skills in all language modes. It encourages students to critically engage with texts from their contemporary world, with texts from the past and with texts from Australian and other cultures. Such engagement helps students develop a sense of themselves, their world and their place in it.

Year 11 Unit 1

Students explore how meaning is communicated through the relationships between language, text, purpose, context and audience. This includes how language and texts are shaped by their purpose, the audiences for whom they are intended and the contexts in which they are created and received. Through responding to and creating texts, students consider how language, structure and conventions operate in a variety of imaginative, interpretive and persuasive texts.

Year 11 Unit 2

Students analyse the representation of ideas, attitudes and voices in texts to consider how texts represent the world and human experience. Analysis of how language and structural choices shape perspectives in and for a range of contexts is central to this unit. By responding to and creating texts in different modes and media, students consider the interplay of imaginative, interpretive and persuasive elements in a range of texts and present their own analyses.

Year 12 Unit 3

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

Year 12 Unit 4

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

Learning Area:

English

This is a compulsory course in the ATAR pathway and **must** be chosen by all students completing ATAR.

Desired Prerequisites

- B grade or above in Year 10 English

and

- OLN A Reading and Writing Attainment

or

- Band 8 Year 9 NAPLAN Reading and Writing

Course Units in Year 11

- A1ENG
- A2ENG

Course Units in Year 12

- ATENG

Complimentary Year 11 Courses

- Psychology – ATAR
- Modern History – ATAR
- Health Studies – ATAR

Assessment

- Responding 35%
- Creating 35%
- Examination 30%

List A Course

Course Cost:

\$70

Modern History: ATAR Pathway

Learning Area:

Humanities and Social Sciences

Desired Prerequisites

- B grade or above in Year 10 HaSS
- B grade or above in Year 10 English
- B grade or above in Year 10 History

Course Units in Year 11

- A1HIM
- A2HIM

Course Units in Year 12

- ATHIM

Complimentary Year 11 Courses

- Psychology (ATAR)

Assessment

- Historical Inquiry 20%
- Explanation 20% - 30%
- Source Analysis 20% - 30%
- Examination 30%

List A Course

Course Cost:

- \$85



Course Description

The Modern History ATAR course enables students to study the forces that have shaped today's world and provides them with a broader and deeper comprehension of the world in which they live. While the focus is on the 20th century, the course refers back to formative changes from the late 18th century onwards and encourages students to make connections with the changing world of the 21st century.

Year 11 Unit 1 - Understanding the Modern World

This unit examines developments of significance in the modern era, including the ideas that inspired them and their far-reaching consequences. Students examine one development or turning point that has helped to define the modern world. Students explore crucial changes, for example, the application of reason to human affairs; the transformation of production, or capitalism and consumption. The key conceptual understandings covered in this unit are: what makes an historical development significant; the changing nature and usefulness of sources; the changing representations and interpretations of the past; and the historical legacy of these developments for the Western world and beyond.

Year 11 Unit 2 - Movements for Change in the 20th Century

This unit examines significant movements for change in the 20th century that led to change in society, including people's attitudes and circumstances. These movements draw on the major ideas described in Unit 1, have been connected with democratic political systems, and have been subject to political debate. Through a detailed examination of one major 20th century movement, students investigate the ways in which individuals, groups and institutions have challenged existing political structures, accepted social organisation, and prevailing economic models, to transform societies.

Year 12 Unit 3 - Societies and Change

This unit examines the characteristics of modern nations in the 20th century; the crises that confronted nations, their responses to these crises and the different paths nations have taken to fulfill their goals. Students study the characteristics of one nation. Students investigate crises that challenged the stability of government, the path of development that was taken and the social, economic and political order that was either established or maintained. Students examine the ways in which the nation dealt with internal division and external threats. They emerge with a deeper understanding of the character of a modern nation.

Year 12 Unit 4 - The Modern World Since 1945

This unit examines some significant and distinctive features of the modern world within the period 1945-2001 in order to build students' understanding of the contemporary world – that is why we are here at this point in time. These include changes to the nature of the world order: shifting international tensions, alliances and power blocks; the emergence of Asia as a significant international political and economic force, and the nature of engagement by and with Australia; the nature of various conflicts and regional and international attempts to create peace and security.



Course Description

Psychology is the scientific study of how people think, feel and act. It aims to answer important questions such as what factors influence human development. This course introduces students to a breadth of knowledge focusing on the psychology of self and others. Psychological knowledge helps us understand factors relating to individuals, such as: cognition, or the way we think; biological bases of behaviour; and personality, the enduring traits that distinguish individuals.

Year 11 Unit 1

This unit focuses on a number of concepts that enable students to gain an understanding of how and why people behave the way they do. Students are introduced to the human brain, focusing on the major parts and lobes of the cerebral cortex, and review case studies, illustrating the link between the brain and behaviour. They also explore the impact of external factors, such as physical activity and psychoactive drugs, on individuals' behaviour.

Year 11 Unit 2

This unit introduces students to developmental psychology by looking at the concept of average development and changes expected as people age. They analyse twin and adoption studies to gain insight into the nature/nurture debate and look at the role of play in assisting development. Students explore what is meant by the term personality and examine several historical perspectives used to explain personality such as Freud's psychodynamic approach.

Year 12 Unit 3

The focus of this unit is to introduce new concepts which assist students to have a better understanding of human behaviour. In this unit, students study the functions of the four lobes of the cerebral cortex and examine how messages are transmitted from the brain to the body. They focus on how behaviour is influenced by learning, by reviewing classical and operant conditioning, negative and positive reinforcement and observational learning. They further expand their knowledge and understanding by examining behaviour that is not influenced by learning, such as heredity, hormones and recreational drugs. Students learn about the impact of others on individual behaviour.

Year 12 Unit 4

In this unit, students are introduced to theories of development, including Piaget's theory of cognitive development and Kohlberg's theory of moral development. They review contemporary personality theories and their limitations and analyse the causes of conformity and obedience by investigating the results of famous experiments conducted by Asch, Milgram and Zimbardo. They also gain an understanding into factors that shape a sense of community and explore the varied responses individuals have to significant events. Students continue to develop their understanding and application of psychological research methods.

Learning Area:

Humanities and Social Sciences

Desired Prerequisites

- B grade or above in Year 10 HaSS
- B grade or above in Year 10 English
- B grade or above in Year 10 Mathematics
- B grade or above in Year 10 Psychology

Course Units in Year 11

- A1PSY
- A2PSY

Course Units in Year 12

- ATPSY

Complimentary Year 11 Courses

- Human Biology (ATAR)
- Modern History (ATAR)
- Health Studies (ATAR)

Assessment

- Investigation 20%
- Response 30%
- Project 20%
- Examination 30%

List A Course

Course Cost:

- \$75

Economics: ATAR Pathway

Learning Area:

Humanities and Social Sciences

Desired Prerequisites

- B grade or above in Year 10 HaSS
- B grade or above in Year 10 Mathematics
- C grade or above in Year 10 Advanced Mathematics

Course Units in Year 11

- A1ECO
- A2ECO

Course Units in Year 12

- ATECO

Complimentary Year 11 Courses

- Mathematics Methods (ATAR)
- Mathematics Applications (ATAR)

Assessment

- Data Interpretation/ Short Answer 30%
- Extended Answer 40%
- Examination 30%

List A Course

Course Cost:

- \$70



Course Description

The Economics ATAR course encompasses the key features which characterise an economist's approach to a contemporary economic event or issue: the ability to simplify the essence of a problem; to collect economic information and data to assist analysis and reasoning; to think critically about the limits of analysis in a social context; and to draw inferences which assist decision-making, the development of public policy and improvement in economic wellbeing.

Year11 Unit 1 – Microeconomics

This unit explores the theory that markets are an efficient way to allocate scarce resources, using real world markets with an emphasis on the Australian economy. When the forces of demand and supply do not allocate and price resources in a way that society would regard as efficient, equitable or sustainable, market failure can occur. Students examine examples of market failure along with a range of government policy options that can be applied to achieve more desirable outcomes.

Year11 Unit 2 – Macroeconomics

This unit explores the government's role in a modified market economy and Australia's recent (the last ten years) and contemporary (the last three years) macroeconomic performance. The cyclical fluctuations in the level of economic activity result in changes in the levels of output, income, spending and employment in the economy which, in turn, have implications for economic growth, inflation and unemployment. Students examine the role of government, through its spending and taxing powers, which can affect the allocation and price of resources, and the level of economic activity by targeting economic objectives.

Year12 Unit 3 – Australia and the Global Economy

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

Year12 Unit 4 – Economic Policies and Management

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

Health Studies: ATAR Pathway



Co5urse Description

The Health Studies ATAR course focuses on the study of health as a dynamic quality of human life. Students undertaking this course develop the knowledge, understanding and skills necessary to promote an understanding of the importance of personal and community action in promoting health. Using an inquiry process, students draw on their knowledge and understandings of health concepts and investigate health issues of interest. Through this process, they develop research skills that can be applied to a range of health issues or concerns.

Year 11 Unit 1

The focus of this unit is the health of individuals and communities. Students learn about the significance of determinants and how these raise or lower the health of individuals and communities. Health promotion is explored and used as a framework for designing approaches to improve health. Students examine personal and popular attitudes and beliefs and their impact on decision making, and develop self-management, interpersonal and key consumer health skills.

Year 11 Unit 2

The focus of this unit is the impact of a broad range of factors influencing the health of communities. Students are introduced to the concept of community development and the importance of strengthening communities through participative means where people are at the centre of health promotion action. Key health priority areas which commonly influence the health of communities and comprehensive approaches to achieving greater equity in health are studied. Students learn about measures of health, preventive strategies and examine a range of emerging ethical issues arising from contemporary health practices.

Year 12 Unit 3

The focus of this unit is the health of specific populations. Within Australia and across the globe, there are groups who do not enjoy the same level of health as the general population. Students learn about factors creating these disparities and ways of improving the health and wellbeing of specific groups through priority health approaches. Students examine and interpret relationships in data which explain disparities in health through the application of critical inquiry skills.

Year 12 Unit 4

The focus of this unit is local, regional and global challenges to health. Despite incredible improvements to health over many years, life expectancy rates within and across populations vary considerably. Students learn about the impact of social determinants on global inequities and other challenges to health, and approaches to address barriers which prevent groups from experiencing better health outcomes. Students examine international health agencies and global and local initiatives designed to improve health.

Learning Area:

Health and Physical Education

Desired Prerequisites

- B grade or above in Year 10 English
- B grade or above in Year 10 Health
- B grade or above in Year 10 Community Health

Course Units in Year 11

- A1HEA
- A2HEA

Course Units in Year 12

- ATHEA

Complimentary Year 11 Courses

- Psychology (ATAR)
- Human Biology (ATAR)

Assessment

- Inquiry 20%
- Project 30%
- Response 20%
- Examination 30%

List A Course

Course Cost:

- \$55

Mathematics Methods: ATAR Pathway

Learning Area:

Mathematics

Required Prerequisites

Numeracy attainment in OLNA or NAPLAN numeracy band 8

Desired Prerequisites

- B grade or above in Year 10 Mathematics
- C grade or above in Year 10 Advanced Mathematics
- B grade or above in Year 10 Science

Course Units in Year 11

- A1MAM
- A2MAM

Course Units in Year 12

- ATMAM

Complimentary Year 11 Courses

- Physics (ATAR)
- Chemistry (ATAR)

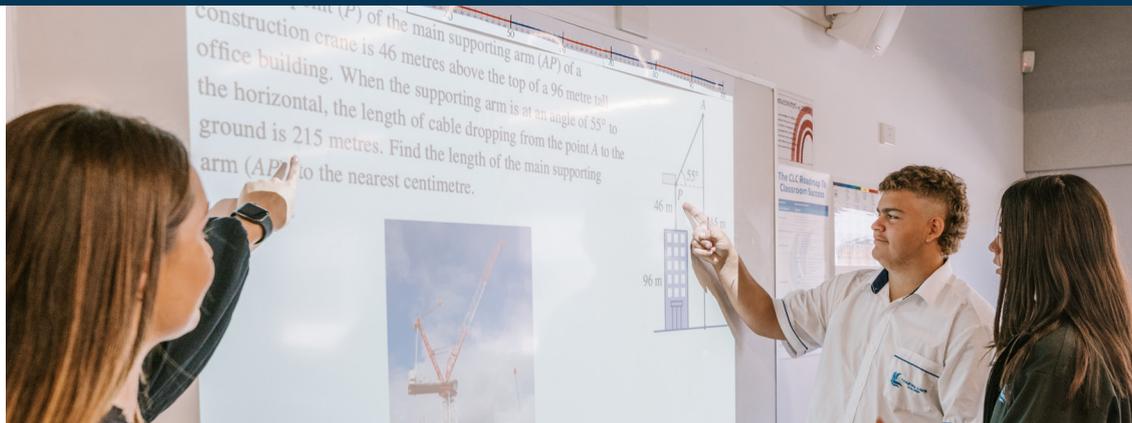
Assessment

- Response 40%
- Investigation 20%
- Examination 40%

List B Course

Course Cost:

- \$75



Course Description

The major themes of the Mathematics Methods ATAR course are calculus and statistics. They include, as necessary prerequisites, studies of algebra, functions and their graphs, and probability. They are developed systematically, with increasing levels of sophistication and complexity. Calculus is essential for developing an understanding of the physical world because many of the laws of science are relationships involving rates of change. Statistics is used to describe and analyse phenomena involving uncertainty and variation.

Year 11 Unit 1

This unit begins with a review of the basic algebraic concepts and techniques required for a successful introduction to the study of calculus. The basic trigonometric functions are then introduced. Simple relationships between variable quantities are reviewed, and these are used to introduce the key concepts of a function and its graph. The study of inferential statistics begins in this unit with a review of the fundamentals of probability and the introduction of the concepts of counting, conditional probability and independence.

Year 11 Unit 2

The algebra section of this unit focuses on exponentials. Their graphs are examined and their applications in a wide range of settings are explored. Arithmetic and geometric sequences are introduced and their applications are studied. Rates and average rates of change are introduced, and this is followed by the key concept of the derivative as an 'instantaneous rate of change'. Calculus is developed to study the derivatives of polynomial functions, with simple application of the derivative to curve sketching, the calculation of slopes and equations of tangents, the determination of instantaneous velocities and the solution of optimisation problems.

Year 12 Unit 3 - Societies and Change

The study of calculus continues with the derivatives of exponential and trigonometric functions and their applications, together with some differentiation techniques and applications to optimisation problems and graph sketching. It concludes with integration, both as a process that reverses differentiation and as a way of calculating areas. The fundamental theorem of calculus as a link between differentiation and integration is emphasised. In statistics, discrete random variables are introduced, together with their uses in modelling random processes involving chance and variation.

Year 12 Unit 4 - The Undercover Story

The calculus in this unit deals with derivatives of logarithmic functions. In probability and statistics, continuous random variables and their applications are introduced and the normal distribution is used in a variety of contexts. The study of statistical inference in this unit is the culmination of earlier work on probability and random variables. Statistical inference is one of the most important parts of statistics, in which the goal is to estimate an unknown parameter associated with a population using a sample of data drawn from that population. In the Mathematics Methods ATAR course, statistical inference is restricted to estimating proportions in two-outcome populations.

Mathematics Applications: ATAR Pathway



Course Description

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

Year 11 Unit 1

This unit has three topics: 'consumer arithmetic', 'algebra and matrices', and 'shape and measurement'. 'consumer arithmetic' reviews the concepts of rate and percentage change in the context of earning and managing money. 'Algebra and matrices' continues the Year 7–10 curriculum study of algebra and introduces the topic of matrices. 'Shape and measurement' builds on and extends the knowledge and skills students developed in the Year 7–10 curriculum with the concept of similarity and associated calculations involving simple geometric shapes.

Year 11 Unit 2

This unit has three topics: 'univariate data analysis and the statistical process', 'linear equations and their graphs', and 'applications of trigonometry'. 'Univariate data analysis and the statistical process' develops students' ability to organise and summarise univariate data in the context of conducting a statistical investigation. 'Linear equations and their graphs' uses linear equations and straight-line graphs to model and analyse practical situations. 'Applications of trigonometry' extends students' knowledge of trigonometry to solve practical problems involving non-right-angled triangles in both two and three dimensions.

Year 12 Unit 3

This unit has three topics: 'bivariate data analysis', 'growth and decay in sequences', and 'graphs and networks'. 'Bivariate data analysis' introduces students to some methods for identifying, analysing and describing associations between pairs of variables, including the use of the least-squares method. 'Growth and decay in sequences' employs recursion to generate sequences that can be used to model and investigate patterns of growth and decay in discrete situations. 'Graphs and networks' introduces students to the language of graphs and the ways in which graphs can be used to model and analyse everyday situations, such as a rail or social network.

Year 12 Unit 4

This unit has three topics: 'time series analysis', 'loans, investments and annuities', and 'Networks and decision mathematics'. 'time series analysis' continues students' study of statistics by introducing them to the concepts and techniques of time series analysis. 'loans investments and annuities' aims to provide students with sufficient knowledge of financial mathematics to solve practical problems associated with taking out or refinancing a mortgage and making investments. 'Networks and decision mathematics' uses networks to model and aid decision making in practical situations.

Learning Area:

Mathematics

Desired Prerequisites

- B grade or above in Year 10 Mathematics
- C grade or above in Year 10 Advanced Mathematics

Course Units in Year 11

- A1MAM
- A2MAM

Course Units in Year 12

- ATMAM

Complimentary Year 11 Courses

- Engineering Studies (ATAR)
- Physics (ATAR)

Assessment

- Response 40%
- Investigation 20%
- Examination 40%

List B Course

Course Cost:

- \$75

Chemistry: ATAR Pathway

Learning Area:

Science

Required Prerequisites

Numeracy attainment in OLNA or NAPLAN numeracy band 8

Desired Prerequisites

- B grade or above in Year 10 Science
- B grade or above in Year 10 Mathematics
- B grade or above in Year 10 English

Course Units in Year 11

- A1CHE
- A2CHE

Course Units in Year 12

- ATCHE

Complimentary Year 11 Courses

- Physics (ATAR)
- Mathematics Methods (ATAR)
- Mathematics Applications (ATAR)

Assessment

- Science Inquiry 25%
- Extended Response 10%
- Test 15%
- Examination 50%

List B Course

Course Cost:

- \$90



Course Description

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

Year 11 Unit 1 - Chemical Fundamentals: Structure, Properties and Reactions

In this unit, students relate matter and energy in chemical reactions as they consider the breaking and reforming of bonds as new substances are produced. Students can use materials that they encounter in their lives as a context for investigating the relationships between structure and properties. Through the investigation of appropriate contexts, students explore how evidence from multiple disciplines and individuals have contributed to developing understanding of atomic structure and chemical bonding.

Year 11 Unit 2 - Molecular Interactions and Reactions

Students develop their understanding of the physical and chemical properties of materials, including gases, water and aqueous solutions, acids and bases. Students explore the characteristic properties of water that make it essential for physical, chemical and biological processes on Earth, including the properties of aqueous solutions. They investigate and explain the solubility of substances in water, and compare and analyse a range of solutions.

Year 12 Unit 3 - Equilibrium, Acids and Bases, and Redox Reactions

Students use science inquiry skills to investigate the principles of dynamic chemical equilibrium and how these can be applied to chemical processes and systems. They investigate a range of electrochemical cells, including the choice of materials used and the voltage produced by these cells. Students use the pH scale to assist in making judgements and predictions about the extent of dissociation of acids and bases and about the concentrations of ions in an aqueous solution.

Year 12 Unit 4 - Organic Chemistry and Chemical Synthesis

This unit focuses on organic chemistry and the processes of chemical synthesis by which useful substances are produced for the benefit of society. Students investigate the relationship between the structure, properties and chemical reactions of different organic functional groups and the vast diversity of organic compounds. Students also develop their understanding of the process of chemical synthesis to form useful substances and products and the need to consider a range of factors in the design of these processes.

Human Biology: ATAR - Pathway



Course Description

Human biology covers a wide range of ideas relating to the functioning human. Students learn about themselves, relating structure to function and how integrated regulation allows individuals to survive in a changing environment. They research new discoveries that are increasing our understanding of the causes of dysfunction, which can lead to new treatments and preventative measures. Students develop their understanding of the cumulative and evolving nature of scientific knowledge and the ways in which such knowledge is obtained through scientific investigations. They learn to think critically, to evaluate evidence, to solve problems and to communicate understandings in scientific ways.

Year 11 Unit 1 - The Functioning Human Body

This unit looks at how human structure and function supports cellular metabolism and how lifestyle choices affect body functioning. Students investigate questions about problems associated with factors affecting metabolism. They trial different methods of collecting data, use simple calculations to analyse data and become aware of the implications of bias and experimental error in the interpretation of results. They are encouraged to use ICT to interpret and communicate their findings in a variety of ways.

Year 11 Unit 2 - Reproduction and Inheritance

This unit provides opportunities to explore, in more depth, the mechanisms of transmission of genetic materials to the next generation, the role of males and females in reproduction, and how interactions between genetics and the environment influence early development. Students investigate an aspect of a given problem and trial techniques to collect a variety of quantitative and qualitative data. They apply simple mathematical manipulations to quantitative data, present it appropriately, and discuss sources and implications of experimental error.

Year 12 Unit 3 - Homeostasis and Disease

This unit explores the nervous and endocrine systems and the mechanisms that help maintain the systems of the body to function within normal range, and the body's immune responses to invading pathogens.

Year 12 Unit 4 - Human Variation and Evolution

This unit explores the variations in humans in their changing environment and evolutionary trends in hominids.

Learning Area:

Science

Desired Prerequisites

- B grade or above in Year 10 Science
- B grade or above in Year 10 English
- B grade or above in Year 10 Sport Science

Course Units in Year 11

- A1HBY
- A2HBY

Course Units in Year 12

- ATHBY

Complimentary Year 11 Courses

- Health Studies (ATAR)
- Biology (ATAR)
- Psychology (ATAR)
- Mathematics Applications (ATAR)

Assessment

- Science Inquiry 20%
- Extended Response 15%
- Test 25%
- Examination 40%

List B Course

Course Cost:

- \$85

Physics: ATAR Pathway

Learning Area:

Science

Required Prerequisites

Numeracy attainment in OLNA or NAPLAN numeracy band 8

Desired Prerequisites

- B grade or above in Year 10 Science
- B grade or above in Year 10 Mathematics
- B grade or above in Year 10 English
- B grade or above in Year 10 Engineering

Course Units in Year 11

- A1PHY
- A2PHY

Course Units in Year 12

- ATPHY

Complimentary Year 11 Courses

- Chemistry (ATAR)
- Mathematics Methods (ATAR)
- Engineering Studies (ATAR)

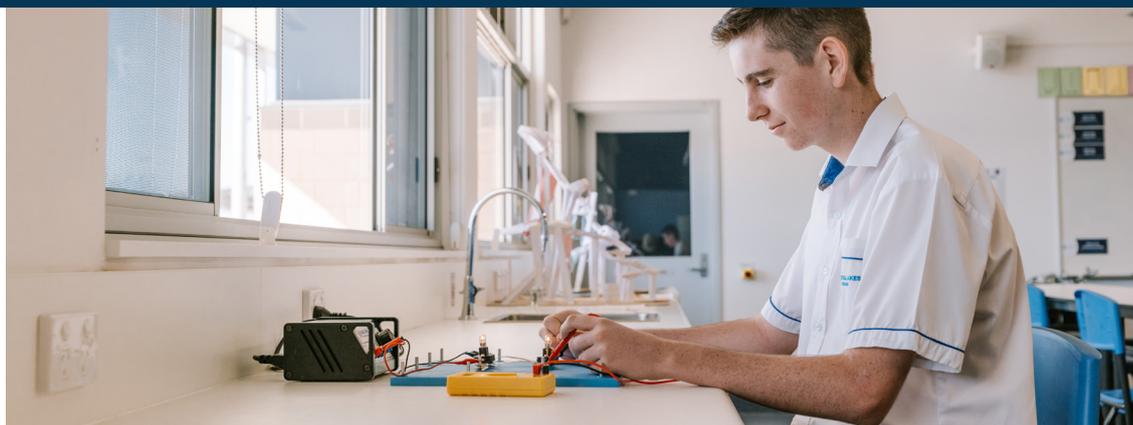
Assessment

- Science Inquiry 30%
- Test 30%
- Examination 40%

List B Course

Course Cost:

- \$80



Course Description

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

Year 11 Unit 1 - Thermal, Nuclear and Electrical Physics

An understanding of heating processes, nuclear reactions and electricity is essential to appreciate how global energy needs are met. In this unit, students explore the ways physics is used to describe, explain and predict the energy transfers and transformations that are pivotal to modern industrial societies. Students investigate heating processes, apply the nuclear model of the atom to investigate radioactivity, and learn how nuclear reactions convert mass into energy. They examine the movement of electrical charge in circuits and use this to analyse, explain and predict electrical phenomena.

Year 11 Unit 2 - Linear Motion and Waves

Students develop an understanding of motion and waves which can be used to describe, explain and predict a wide range of phenomena. Students describe linear motion in terms of position and time data, and examine the relationships between force, momentum and energy for interactions in one dimension. Students investigate common wave phenomena, including waves on springs, and water, sound and earthquake waves.

Year 12 Unit 3 - Gravity and Electromagnetism

In this unit, students develop a deeper understanding of motion and its causes by using Newton's Laws of Motion and the gravitational field model to analyse motion on inclined planes, the motion of projectiles, and satellite motion. They investigate electromagnetic interactions and apply this knowledge to understand the operation of direct current motors, direct current (DC) and alternating current (AC) generators, transformers, and AC power distribution systems. Students also investigate the production of electromagnetic waves.

Year 12 Unit 4 - Revolutions in Modern Physics

In this unit, students examine observations of relative motion, light and matter that could not be explained by existing theories, and investigate how the shortcomings of existing theories led to the development of the special theory of relativity and the quantum theory of light and matter. Students evaluate the contribution of the quantum theory of light to the development of the quantum theory of the atom, and examine the Standard Model of particle physics and the Big Bang theory.



Course Description

This course explores ways in which scientists work collaboratively and individually in a range of integrated fields to increase understanding of an ever-expanding body of biological knowledge. Students develop their investigative, analytical and communication skills through field, laboratory and research investigations of living systems and through critical evaluation of the development, ethics, applications and influences of contemporary biological knowledge in a range of contexts.

Year 11 Unit 1 - Ecosystems and Biodiversity

In this unit, students investigate and describe a number of diverse ecosystems, exploring the range of biotic and abiotic components to understand the dynamics, diversity and underlying unity of these systems. Students develop an understanding of the processes involved in the movement of energy and matter in ecosystems. They investigate ecosystem dynamics, including interactions within and between species, and interactions between abiotic and biotic components of ecosystems.

Year 11 Unit 2 - From Single Cells to Multicellular Organisms

In this unit, students examine inputs and outputs of cells to develop an understanding of the chemical nature of cellular systems, both structurally and functionally, and the processes required for cell survival. Students investigate the ways in which matter moves and energy is transformed and transferred in the processes of photosynthesis and respiration, and the role of enzymes in controlling biochemical systems.

Year 12 Unit 3 - Continuity of Species

In this unit, students investigate the biochemical and cellular systems and processes involved in the transmission of genetic material to the next generation of cells and to offspring. They consider different patterns of inheritance by analysing the possible genotypes and phenotypes of offspring. Students link their observations to explanatory models that describe patterns of inheritance and explore how the use of predictive models of inheritance enables decision making.

Year 12 Unit 4 - Surviving in a Changing Environment

In this unit, students investigate how homeostatic response systems control organisms' responses to environmental change – internal and external – in order to survive in a variety of environments, as long as the conditions are within their tolerance limits. Students study changes in the global distribution of vector-borne infectious diseases. They consider the factors that contribute to the spread of infectious disease and how outbreaks of infectious disease can be predicted, monitored and contained.

Learning Area:

Science

Desired Prerequisites

- B grade or above in Year 10 Science
- B grade or above in Year 10 English

Course Units in Year 11

- A1BLY
- A2BLY

Course Units in Year 12

- ATBLY

Complimentary Year 11 Courses

- Human Biology (ATAR)
- Health Studies (ATAR)
- Mathematics Essential (ATAR)
- Mathematics Applications (ATAR)

Assessment

- Science Inquiry 30%
- Extended Response 10%
- Test 20%
- Examination 40%

List B Course

Course Cost:

- \$85

Engineering Studies: ATAR Pathway

Learning Area:

Technologies

Desired Prerequisites

- B grade or above in Year 10 Science
- B grade or above in Year 10 English
- B grade or above in Year 10 Mathematics
- B grade or above in Year 10 Engineering

Course Units in Year 11

- A1EST
- A2EST

Course Units in Year 12

- ATEST

Complimentary Year 11 Courses

- Physics (ATAR)
- Mathematics Methods (ATAR)
- Mathematics Applications (ATAR)

Assessment

- Design 30%
- Production 40%
- Examination 30%

List B Course

Course Cost:

- \$135



Course Descriptions

The Engineering Studies ATAR course provides opportunities for students to investigate, research and present information, design and make products and undertake project development. These opportunities allow students to apply engineering processes, understand underpinning scientific and mathematical principles, develop engineering technology skills and explore the interrelationships between engineering and society. The Engineering Studies ATAR course is essentially a practical course focusing on real-life contexts.

Year 11 Unit 1

In the development of an engineering project, students study core engineering theory and their chosen specialist area theory. They develop an understanding of different forms of energy, uses of these different forms, and sources of renewable and non-renewable energy. Given guidelines and a context, students apply their knowledge of the engineering design process and theory to develop and respond to a design brief. This requires them to investigate existing products, construction materials and components.

Year 11 Unit 2

This unit develops students' understanding of core and specialist area theory to better understand the scientific, mathematical and technical concepts that explain how engineered products function. They study the impact of the different forms of obsolescence in engineering products on society, business and the environment.

Year 12 Unit 3

In this unit, students develop their understanding of core and specialist area theory. They also study the impacts of obtaining and using the different forms of renewable and non-renewable energy on society, business and the environment. Students refine their understanding and skills of the engineering design process, undertaking tasks to produce, test and evaluate a product they have produced.

Year 12 Unit 4

In this unit, students consider and analyse the stages within the life cycle of engineering products. Students develop and demonstrate an understanding of the impacts on society, business and the environment that occur during the life cycle of engineered products. Students continue to refine their understanding and skills of the engineering design process, undertaking tasks to produce, test and evaluate the product. Core and specialist area theory continues to be studied to forge greater understanding of the scientific, mathematical and technical concepts that explain how engineered products function.

Potential Certificate Courses

Comprehensive Course Information

Certificate II Music Industry: VET

CUS20109

Desired Prerequisites

- C grade or above in Year 10 Music
- IMSS Program Student

Course Units in Year 11

- To be advised

Course Units in Year 12

- To be advised

Complimentary Year 11 Courses

- All General or ATAR Courses

Assessment

- Students will complete 8 Units of Competency from the CUS20109 Package

Course Cost:

- \$75 + RTO fee

Certificate costs will be confirmed at a later date by providers.



Course Description

The Certificate II in Music prepares students to perform a range of tasks in the music industry, using practical elements and fundamental operational knowledge in environments that require foundational skills in music performance, music making or composition, sound production or music business.

The program is suited to learners with an interest in music who are keen to develop their skills as a musician or producer with the aim to perform, use music technology and be involved with live music events. Career and pathways opportunities may lead to roles such as studio assistant, performer or session musician, entry level producer, stagehand, songwriter, and road crew.

Core Units

- BSBTWK201 Work effectively with others
- BSBWHS211 Contribute to the health and safety of self and others
- CUAIND211 Develop and apply creative arts industry knowledge

Elective Units

- CUAMCP211 Incorporate technology into music making
- CUAMPF111 Develop skills to play or sing music
- CUAMPF213 Perform simple repertoire in ensembles
- CUAMPF214 Perform music from simple written notation
- CUADES201 Follow a design process

Elective units will be confirmed at a later date.



Course Description

This qualification reflects the role of individuals who have a defined and limited range of hospitality operational skills and basic industry knowledge. They are involved in mainly routine and repetitive tasks and work under direct supervision.

This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafés, and coffee shops.

Gain these skills:

- provide responsible service of alcohol
- prepare and serve espresso coffee
- serve food and beverage
- provide service to customers
- process financial transactions
- use hygiene practices for food safety
- comply with infection prevention and control policies and procedures
- workplace health and safety

Core Units

- BSBWOR203 Work effectively with others
- SITHIND002 Source and use information on the hospitality industry
- SITHIND003 Use hospitality skills effectively
- SITXCC5003 Interact with customers
- SITXCOM002 Show social and cultural sensitivity
- SITXWHS001 Participate in safe work practices

Elective units will be confirmed at a later date.

SIT20316

Desired Prerequisites

- To be advised

Course Units in Year 11

- To be advised

Course Units in Year 12

- To be advised

Complimentary Year 11 Courses

- All General or ATAR Courses

Assessment

- To be advised

Course Cost:

Certificate costs will be confirmed at a later date by providers.

Certificate II Community Services: VET

CHC22015

Desired Prerequisites

- To be advised

Course Units in Year 11

- To be advised

Course Units in Year 12

- To be advised

Complimentary Year 11 Courses

- All General or ATAR Courses

Assessment

- To be advised

Course Cost:

Certificate costs will be confirmed at a later date by providers.



Course Description

This course will introduce students to the community services industry. Students will gain the essential theoretical knowledge and practical skills by completing this qualification.

This course is perfect for students wishing for a career in Community Services, Aged Care, Children's Services or Disability Services.

Gain these skills:

- Communication and working in health or community services
- Organisation and completing daily work activities
- Working with diverse people
- Workplace health and safety

Core Units

- CHCCOM005 Communicate and work in health or community services
- HLTWHS001 Participate in workplace health and safety
- CHCDIV001 Work with diverse people
- CHCCOM001 Provide first point of contact

Elective units will be confirmed at a later date.



Course Description

Students will gain a Certificate III in Fitness, and can work in the fitness industry straight away. The Certificate III teaches students the skills and knowledge required to be a gym instructor and group exercise instructor.

Students will be able to assess fitness levels, design effective training programs, and deliver fun, high-energy, group exercise sessions. They will also learn about anatomy, healthy eating, and how to work with older adults and children.

Certificate III: Fitness graduates are highly regarded in the fitness industry for having depth of knowledge, and well-practiced skills that can't be developed during a short course or online.

Gain these skills:

- Apply anatomy and physiology principles to fitness
- Assess fitness levels
- Conduct health screening
- Plan and deliver fitness, endurance, and group exercise programs
- Provide first aid
- Understand workplace safety and health

Core Units

- SISFFIT001 Provide health screening and fitness orientation
- SISFFIT002 Recognise and apply exercise considerations for specific populations
- SISFFIT003 Instruct fitness programs
- SISFFIT004 Incorporate anatomy and physiology principles into fitness programming
- SISFFIT005 Provide healthy eating information
- SISFFIT014 Instruct exercise to older clients
- SIXCCS001 Provide quality service
- SIXFAC001 Maintain equipment for activities
- SIXIND001 Work effectively in sport, fitness and recreation environments

Elective units will be confirmed at a later date.

SIS30315

Desired Prerequisites

- To be advised

Course Units in Year 11

- To be advised

Course Units in Year 12

- To be advised

Complimentary Year 11 Courses

- All General or ATAR Courses

Assessment

- To be advised

Course Cost:

Certificate costs will be confirmed at a later date by providers.

Student Pathway Planning Guide

| Semester 1 2022 Progress | | | |
|--------------------------|-------|--------------------|-------|
| Course | Grade | Course | Grade |
| Mathematics | | Physical Education | |
| English | | Elective #1: | |
| Science | | Elective #2: | |
| HASS | | Elective #3: | |
| Health Education | | | |

| NAPLAN Performance & OLNA Attainment | | | | | |
|--------------------------------------|----------------------------|---------------|----------------------------|----------------|----------------------------|
| Reading Band: | | Writing Band: | | Numeracy Band: | |
| OLNA Reading | <input type="checkbox"/> Y | OLNA Writing | <input type="checkbox"/> Y | OLNA Numeracy | <input type="checkbox"/> Y |
| Attained | <input type="checkbox"/> N | Attained | <input type="checkbox"/> N | Attained | <input type="checkbox"/> N |

| Desired Pathway | | |
|----------------------------------|-------------------------------|--|
| <input type="checkbox"/> General | <input type="checkbox"/> ATAR | <input type="checkbox"/> VDP* <input type="checkbox"/> |

* There is a separate application process for the Vocational Directions Pathway. Students wishing to apply for VDP are still required to submit course selections in the General or ATAR pathway via SSO.

Notes:

Student Pathway Planning Guide

| General Pathway Planning | | |
|---------------------------------|----------------------|---|
| | Course | Desired Prerequisites Met? |
| General Course #1 | English (compulsory) | N/A |
| General Course #2 | | <input type="checkbox"/> Y <input type="checkbox"/> N |
| General Course #3 | | <input type="checkbox"/> Y <input type="checkbox"/> N |
| General Course #4 | | <input type="checkbox"/> Y <input type="checkbox"/> N |
| Certificate / General Course #5 | | <input type="checkbox"/> Y <input type="checkbox"/> N |
| Certificate / General Course #6 | | <input type="checkbox"/> Y <input type="checkbox"/> N |

| ATAR Pathway Planning | | |
|---------------------------------|----------------------|---|
| | Course | Desired Prerequisites Met? |
| ATAR Course #1 | English (compulsory) | N/A |
| ATAR Course #2 | | <input type="checkbox"/> Y <input type="checkbox"/> N |
| ATAR Course #3 | | <input type="checkbox"/> Y <input type="checkbox"/> N |
| ATAR Course #4 | | <input type="checkbox"/> Y <input type="checkbox"/> N |
| ATAR Course #5 | | <input type="checkbox"/> Y <input type="checkbox"/> N |
| Certificate / General Course #6 | | <input type="checkbox"/> Y <input type="checkbox"/> N |

| Reserve Course Planning | | |
|-------------------------|--------|---|
| | Course | Desired Prerequisites Met? |
| Reserve Course #1 | | <input type="checkbox"/> Y <input type="checkbox"/> N |
| Reserve Course #2 | | <input type="checkbox"/> Y <input type="checkbox"/> N |

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