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INTRODUCTION

The process of selecting courses for Year 11 marks an important time in a student’s education. The curriculum offered up until Year 10 has consisted largely of compulsory courses together with some options. However, Year 11 opens up an exciting opportunity to choose courses based on interest and ability, with an eye to future directions for study and careers. Student choices should reflect current ability and ambitions and allow for a breadth of study.

This handbook provides descriptions of the Year 11 courses that may be available in 2014, dependent on student numbers. For each course there is a brief outline of the course objectives, the forms of assessment, the career opportunities associated with the course and the Year 10 prerequisites that must be met before enrolling in the course.

Before handing in Course Selection Forms students and parents will need to:

- read all the material in this handbook, including The Western Australian Certificate of Education (WACE) requirements and Subject summaries.
- be aware of the Year 10 minimum entry prerequisite for each course.
- research the preferred subjects for post-school options.
- talk to teachers for advice.
- appreciate that some courses may not eventually be timetabled if there is insufficient demand.
- complete the selection form carefully, ensuring that all sections are filled in.

All information in this booklet is correct at the time of printing, but may be subject to change.
Legislation to increase the school leaving age was passed by the WA Parliament in November 2005 and now applies throughout Western Australian. All young people in their 17th year must be in education, training or employment. (See http://det.wa.edu.au/participation/detcms/portal/ further details)

Students and their parents are required to make decisions regarding the alternatives that are available to the student for her future.

**There are a number of approved options available to fulfill the legislative requirements.**

1. Full-time education in a public or private school. The successful completion of Year 11 and 12 results in Secondary School Graduation (WACE).

2. Full-time home-based schooling. This requires registration with the Department of Education.

3. Full-time study with Training WA – The West Coast Institute of Technology, Central Institute of Technology and Polytechnic West. Most Training WA Institutions have a course selection criterion that is based on Year 12 results. Even though the stated minimum entry requirements can refer to entrance after Year 10, in fact opportunities before the completion of Year 11 or 12 are very limited.

4. A full-time apprenticeship or traineeship. Again, this option is generally **unavailable** to students leaving Year 10. The current trend is for employers to be seeking students who have completed Year 11 or 12.

5. An approved course provided by a community-based provider.

6. A combination program involving time in school and/or training and work.

7. Full-time employment. In this case both the employee and employer must seek prior approval from the Minister of Education.

Decisions about which of these alternatives should be pursued need to be based on a realistic assessment of academic and practical abilities, interests, and vision for the future.

Any student requiring assistance with this process is asked to make an appointment with the Deputy Principal Academic Services or the Careers Counsellor as soon as possible.
The WACE
The Western Australian Certificate of Education delivers a system for recognising achievement in Years 11 and 12 for University, Training WA – The West Coast Institute of Technology, Central Institute of Technology and Polytechnic West - selection or employment.

The Curriculum Council is now known as Schools Curriculum and Standards Authority (SCSA).

To qualify for a Western Australian Certificate of Education a student must meet the following requirements:

**BREADTH AND DEPTH REQUIREMENT:**
Complete at least twenty course units -
- At least 10 units must be from WACE Courses
- Up to 10 unit equivalents can come from Endorsed programs and/or VET credit transfer
- Four course units must be included from an English or Literature course (two of these must be done in Year 12)
- One pair of course units must be included from each of List A (English/Arts/Language/Social Sciences) and List B (Mathematics/Science/Technology) in Year 12

**COURSE ACHIEVEMENT:**
Achieve an average of a C grade or better -
- Achieve a C grade average or better across the best 16 course units of which at least 8 must be completed in Year 12.
- P Stage Units, Endorsed programs and/or VET courses can reduce the required number of course units by up to 10 units.
- Students can repeat course units. However, those course units that have the same code and are repeated will only contribute once to the WACE requirements. For achievement purposes the higher grade will be used.

**ENGLISH LANGUAGE COMPETENCE:**
Meet the standard for English language competence
- Complete at least four units from an English or Literature course (at least 2 of these units must be completed in Year 12)
- Achieve a C grade or better in any Stage 1 or higher course unit from English or Literature or meet the English language competence standard, as defined by work samples. The standard is related to the standard required to achieve a C grade or better in Stage 1 English.

**EXAMINATIONS:**
Sit an external examination in Year 12
- Year 12 students enrolled in a pair of Stage 2 or Stage 3 course units must sit the examination in that course, unless exempt. If students do not sit, or do not make a genuine attempt in the WACE examination, the grades for the pair of units completed in that year will not contribute to the calculation of the C grade average.
- Year 12 students who are enrolled to complete, in the current year, at least 220 nominated hours of VET and who are enrolled in three or fewer Stage 2 / Stage 3 pairs of units, are eligible to apply for an exemption from sitting WACE examinations.
ASSESSMENT & REPORTING
At the end of their senior secondary studies, all students will receive a folio of achievement containing:

- A Western Australian Certificate of Education (if all requirements have been met)
- A statement of results, listing (if achieved): awards & exhibitions, VET qualifications and units of competence, School results, Endorsed programs, English language competency
- A WACE course report (when the external exam in that course is undertaken) listing: School mark, Examination mark & standardised examination mark, WACE course score, Description of the knowledge, skills & understandings demonstrated, Statewide distribution of WACE course scores
- Acknowledgement of Community Service

COURSES
- provide multiple pathways to university, training organisations & employment,
- count towards university entrance if done at Stage 2 or Stage 3
- are examined externally if studied at Stage 2 and/or Stage 3 level in Year 12.

ENDORSED PROGRAMS
Endorsed programs provide areas of learning not covered by the courses. Endorsed programs are given ‘unit equivalents’. This effectively means that one or a combination of programs is considered equal to one unit of a WACE course. A maximum of ten unit equivalents can be counted towards the WACE. Students will be asked to inform the College if they believe they qualify for any Endorsed program recognition. See http://www.scsa.wa.edu.au/Apps/EP/display.aspx for more information.

VOCATIONAL EDUCATION OF TRAINING (VET) PROGRAMS
VET in schools engages students in work-related learning and can provide a nationally recognised qualification within the Australian Qualifications Framework. VET provides credit for WACE graduation and a broad range of post-school options and pathways. Completion of a VET Certificate in Year 12 will remove the need for completion of external examinations if three or fewer Stage 2/3 courses are undertaken. Further information on the unit equivalents available for each Certificate is available in the Course Summary section.

PRELIMINARY UNITS
Some courses on offer may be completed at preliminary unit (P Stage) level. P Stage units provide students with opportunities for practical and supported learning, to develop the skills required to be successful upon leaving school or in the transition to Stage 1 units. These units are not graded, they are recorded as having been completed. Post-school pathways may include TAFE and the workplace.
POST-SCHOOL OPTIONS:
STATE TRAINING PROVIDERS – TRAINING WA

The West Coast Institute of Technology, Central Institute of Technology and Polytechnic West have metropolitan and regional country colleges each offering a range of courses. Some campuses specialise in particular fields. Six levels of certification are offered - Advanced Diploma, Diploma, Certificate IV, III, II and I.

Whether a student is seeking job training or pathways into university, the training colleges provide courses that are practical and industry driven.

REQUIREMENTS FOR THE INSTITUTES OF TECHNOLOGY/POLYTECHNIC WEST
Each course offered has minimum entry requirements that are designed to ensure that all those who gain entry to a course, have the competencies or skills and abilities required to effectively participate in the course.

Entry requirements may be expressed as competency based qualifications (e.g. Certificate IV in Disability Work) or, as a set of generic competency statements covering literacy (reading, writing, oral communication) and numeracy. Applicants can use evidence from school, life, work and other formal qualifications to demonstrate they meet the minimum level required for their chosen course of study.

The 'levels' of communication/mathematics skills are indicated by a ‘dot’ system.

```
BASIC    •    DEVELOPED SKILLS    •  •
WELL DEVELOPED    •  •    HIGHLY DEVELOPED    •  •  •
```

These levels often convert to grade requirements in certain subjects – for example a ‘three dot communication’ means that a student would have to acquire a minimum 'C' level in Stage 2 English at Year 11 or 12 level. Conversion tables are available on the Training WA website.

SELECTION CRITERIA
Popular courses (usually about 30% of courses), require students to address a Selection Criteria that is used to rank eligible applicants competing for entry into a course. A 'point' system is used wherein points are allocated for academic results, work experience (part time, full time, casual), industry involvement and other qualifications.

The essential difference between entry requirements and selection criteria is that entry requirements are used to determine an applicant’s eligibility for entry to a course. Selection criteria are used to determine which eligible applicants will be offered a place in a course.

Prospective entrants score points across THREE areas:
29 points  Qualification Pathways
29 points  Work Experience
42 points  Secondary Education (including English)

If a student is choosing subjects and is aware their chosen course attracts a ‘selection criteria’, it would be wise to combine school studies with a structured workplace learning program like WORKPLACE LEARNING, thereby acquiring ‘points’ for work experience.
TISC is a central body that oversees the application process to the four public universities which are Curtin University of Technology, Edith Cowan University, Murdoch University and the University of Western Australia.

To be considered for direct university admission, a secondary school graduate must:

- meet the requirements for the WACE prescribed by the School Curriculum and Standards Authority,
- achieve competence in English as prescribed by the individual universities,
- obtain a sufficiently high Australian Tertiary Admissions Rank (ATAR) for entry to a particular university and/or course and
- satisfy any prerequisites or special requirements for entry to particular courses.

**ALTERNATIVE ENTRY PROGRAMS**

Individual universities offer higher education opportunities for students seeking alternative entry programs into University. Some of the programs offered include:

- Curtin University: Uni Ready Enabling Programs / Summary University
- Edith Cowan University: Portfolio & University Preparation Programs
- Murdoch University: Murdoch University Preparation Course
- University of Notre Dame: Tertiary Enabling Program & Foundation Year Programs

Each of these programs has specific entry requirements – information may be obtained from websites.

**UNIVERSITY OF NOTRE DAME AUSTRALIA ENTRANCE REQUIREMENTS**

The admission and selection process at Notre Dame differs from the other four Western Australian universities, in that the offering of a place in a course does not rely solely on achievement of a particular acceptable ATAR.

- The individual student’s personal qualities and motivation, academic records (including Year 11), contribution to school life, community service and the recommendations of the school and employers are all considered.

- All applicants are invited to an interview, which is an integral part of the admissions process. This allows students to discuss their preferred courses and what they can contribute to the life of the University.

- Applications are made directly to Notre Dame, not through TISC, and a personal statement must be included outlining the student’s reasons for wanting to study at Notre Dame and documenting any evidence of extra-curricular involvement in community or leadership roles that will support the application.

Students need to be aware of the impact University Entrance requirements have on their course selections.
CALCULATION OF THE AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

Entry into the public universities in Western Australia is a matching process of the people who want to go to university and the number of places that are available. To assist in this process, Year 12 students are ranked and places offered on the basis of this ranking. An ATAR ranges between 99.95 and zero, and reports your rank position relative to all other students. It takes into account the number of students who sit the WACE examinations in any year and also the number of people of Year 12 school leaving age in the total population.

All Stage 2 and/or Stage 3 courses studied in the final year of school will be awarded a mark out of 100 from the College’s assessment schedule and a grade A - E. Students will also gain another mark out of 100 for all courses studied at Stage 2 and 3 from the compulsory external examination they sit at the end of their final year of schooling. Separate examinations will be held for each of these stages of a course. For those students needing an ATAR these results will be combined (after the application of considerable statistical adjustment) and the sum of four best results will be used to produce a Tertiary Entrance Aggregate (TEA) out of 400 which will be translated into an ATAR.

Additionally consideration needs to be given to:
- unacceptable course combinations,
- courses undertaken privately, and
- accumulation of results over 5 years.

NOTE:
As an incentive for students to study a course at the more demanding Stage 3, results at Stage 3 will be increased by 15 marks per course relative to Stage 2 results, as part of the scaling process. Mathematics courses will operate with a modified version of these increments.

Following is an explanation of how the increment of 15 marks will be applied to the marks in Stage 3 of a course relative to marks in Stage 2 in the same course.

Within a course:
- Stage 2 school assessments and exam results will be processed as in the past, that is external exam marks standardised, school assessments statistically moderated using the standardised exam marks, to produce the standardised combined marks for stage 2 of the course.
- The above process will be applied to the Stage 3 results.
- All the Stage 3 standardised combined marks will have 15 added to them.
- The Stage 2 and Stage 3 combined marks will then be merged to produce the course distribution of unscaled combined marks.
- The combined unscaled marks from the courses will then be scaled using the existing Average Marks Scaling Process (AMS).

TISC
Tertiary Institutions Service Centre Website: www.tisc.edu.au
Telephone: (08) 9347 8000
The School Liaison Officers at Tertiary Institutions can give you information on the various courses available at each institution.

SCHOOL CURRICULUM & STANDARDS AUTHORITY
Telephone: (08) 9273 6300
Website: http://www.scsa.wa.edu.au/internet/
All courses offered at Mercedes College contribute to Secondary Graduation.

- Courses are defined as P Stage, 1, 2 or 3 courses. Stages are structured into units. The units are typically offered as PA → PB, 1A + 1B, 1C + 1D, 2A + 2B or 3A + 3B units. Mathematics offers an additional 1B + 1C, 1D + 1E and 3C + 3D pairing.

- Stage 3 units are offered in Year 12 (this is not the case for Mathematics) while Stage 1 and 2 courses are offered in Year 11 or Year 12.

- All Courses are recognised for Training WA – The West Coast Institute of Technology, Central Institute of Technology and Polytechnic West - entrance and Stage 2 and Stage 3 courses are recognised for University entrance. Students should be aware that certain universities require the completion of Stage 3 units over Stage 2 units as a prerequisite, given the scaling and moderation process.

- All Stage 2 and 3 courses undertaken in Year 12 have an external examination as a mandatory component of the assessment structure. This is independent of any desire to gain university entrance.

- Course units are usually completed as a pair. Semester 1 units continue onto Semester 2 units. In some cases it may be possible to commence a Semester 2 unit without having completed the Semester 1 unit but generally, timetabling restrictions and prerequisites will prevent this.

- All students will be required to choose a Religion and Life course at Stage 1 or 2 level.

- Five courses (plus Religion and Life – Stage 1 or 2) need to be selected with reference to interests, ability, realistic career aspirations and meeting of pre-requisites.

- Two alternative courses also need to be selected. Careful consideration of these is important as timetable restrictions may mean that one (or even both) alternatives will be part of the final study program.

- Students must select at least one course from List A and at least one from List B.

- All timelines need to be adhered to with Course Selection Forms returned to Homeroom teachers by the nominated return date – 17 August 2012.

- Changing courses in Year 11:
  - Students will only be permitted to make courses changes with the agreement of the relevant teachers and Deputy Principal, Academic Services.
  - Such agreement will depend on the student showing sufficient reason for the change and the size of the existing classes (timetable restrictions will apply).
  - Transferring to new courses needs to take place prior to Week 4 of Term 1, this will allow ample time for the student to catch up on missed assessment tasks in the new course.
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<td>Religion and Life PB</td>
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<td>Religion and Life 1CD</td>
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<td>THE ARTS</td>
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<td>Materials, Design and Technology 1CD</td>
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<td>B</td>
<td>B in 1A/B VAR or B in Design &amp; Visual Arts</td>
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<td>2A/B MUS Music</td>
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<td>B in General English</td>
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<td>Good practical skills on the instrument of the student’s choice (including voice). Expectation of 1 hour instrument lesson in Yr.11/12. Minimum equivalent of AMEB Grade 4 completed in Year 10.</td>
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<tr>
<td>1A/B VAR Visual Arts</td>
<td>A</td>
<td>No prerequisite - successful completion in Design &amp; Visual Arts is desirable</td>
</tr>
<tr>
<td>2A/B VAR Visual Arts</td>
<td>A</td>
<td>B in 1A/B VAR or B in Design &amp; Visual Arts and B in General English</td>
</tr>
<tr>
<td>Certificate II Creative Industries (Media)</td>
<td>NA</td>
<td>No prerequisites</td>
</tr>
<tr>
<td><strong>ENGLISH</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PA ENG</td>
<td>A</td>
<td>No prerequisites</td>
</tr>
<tr>
<td>1A/B ENG English</td>
<td>A</td>
<td>Successful completion of Year 10 Enrichment English</td>
</tr>
<tr>
<td>1C/D ENG English</td>
<td>A</td>
<td>55% in General English</td>
</tr>
<tr>
<td>2A/B ENG English</td>
<td>A</td>
<td>65% in General English or 50% in Extended English</td>
</tr>
<tr>
<td>2A/B LIT Literature</td>
<td>A</td>
<td>80% General English or 65% Extended English</td>
</tr>
<tr>
<td><strong>HEALTH &amp; PHYSICAL EDUCATION</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2A/B PES Physical Education Studies</td>
<td>B</td>
<td>C in 1A/B PE Studies or B in Physical Education &amp; B in General English</td>
</tr>
<tr>
<td>Certificate II Sport (Coaching)</td>
<td>NA</td>
<td>No prerequisites</td>
</tr>
<tr>
<td><strong>LANGUAGES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2A/B FRE French</td>
<td>A</td>
<td>B in 1A/B French</td>
</tr>
<tr>
<td>2A/B ITA Italian</td>
<td>A</td>
<td>B in 1A/B Italian</td>
</tr>
<tr>
<td><strong>MATHEMATICS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1B/C MAT Mathematics</td>
<td>B</td>
<td>No prerequisites</td>
</tr>
<tr>
<td>2A/B MAT Mathematics</td>
<td>B</td>
<td>A in General Applied Mathematics or C in General Mathematics</td>
</tr>
<tr>
<td>2C/D MAT Mathematics</td>
<td>B</td>
<td>B in General Mathematics</td>
</tr>
<tr>
<td>3A/B MAT Mathematics</td>
<td>B</td>
<td>C Extended 1 Mathematics ( B Extended 2 Mathematics)</td>
</tr>
<tr>
<td><strong>SCIENCES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2A/B BIO Biological Sciences</td>
<td>B</td>
<td>B in General Science or C in Advanced Science</td>
</tr>
<tr>
<td>2A/B CHE Chemistry</td>
<td>B</td>
<td>A in General Science or B in Advanced Science Similar results in Extended Mathematics</td>
</tr>
<tr>
<td>2A/B HBS Human Biological Science</td>
<td>B</td>
<td>B in General Science or C in Advanced Science</td>
</tr>
<tr>
<td>1A/B ISC Integrated Science</td>
<td>B</td>
<td>B in Foundation Science</td>
</tr>
<tr>
<td>2A/B PHY Physics</td>
<td>B</td>
<td>A in General Science or B in Advanced Science Similar results in Extended Mathematics</td>
</tr>
<tr>
<td><strong>SOCIETY &amp; ENVIRONMENT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2A/B ECO Economics</td>
<td>A</td>
<td>B in General S&amp;E or C in Extended S&amp;E with 50% + in exam</td>
</tr>
<tr>
<td>2A/B GEO Geography</td>
<td>A</td>
<td>B in General S&amp;E or C in Extended S&amp;E with 50% + in exam</td>
</tr>
<tr>
<td>2A/B HIM History – Modern</td>
<td>A</td>
<td>B in General S&amp;E or C in Extended S&amp;E with 50% + in exam</td>
</tr>
<tr>
<td>2A/B PAL Politics and Law</td>
<td>A</td>
<td>B in General S&amp;E or C in Extended S&amp;E with 50% + in exam</td>
</tr>
<tr>
<td><strong>TECHNOLOGY &amp; ENTERPRISE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2A/B ACF Accounting and Finance</td>
<td>B</td>
<td>A in General Applied Mathematics or C in General Mathematics and 50% in exam</td>
</tr>
<tr>
<td>2A/B AIT Applied Information Technology</td>
<td>B</td>
<td>No prerequisites</td>
</tr>
<tr>
<td>1A/B CFC Children, Family &amp; the Community</td>
<td>A</td>
<td>No prerequisites</td>
</tr>
<tr>
<td>2A/B CFC Children, Family &amp; the Community</td>
<td>A</td>
<td>65% in General English or 50% in Extended English</td>
</tr>
<tr>
<td>1A/B FST Food Science and Technology</td>
<td>B</td>
<td>No prerequisites</td>
</tr>
<tr>
<td>1A/B MDT Materials, Design &amp; Technology</td>
<td>B</td>
<td>No prerequisites</td>
</tr>
<tr>
<td>Certificate II Business</td>
<td>NA</td>
<td>No prerequisites</td>
</tr>
<tr>
<td>Certificate I Information, Digital Media &amp; Technology</td>
<td>NA</td>
<td>No prerequisites</td>
</tr>
<tr>
<td><strong>VOCATIONAL COURSES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1C CAE Career and Enterprise together with 1A WPL Workplace Learning</td>
<td>A</td>
<td>No prerequisites</td>
</tr>
</tbody>
</table>

NA = Certificates are not aligned to List A or B.
SELECTION PROCESS

Be realistic in the choices made.
Choose wisely taking note of where interests lie.
Select those subjects that will be enjoyed and for which prerequisites will be met.
Study all course descriptions carefully and seek advice from teachers and counsellors.

- The Course Description section needs to be read carefully in order to short list suitable courses.
- In the weeks leading up to the submission date Subject Co-ordinators and Heads of Learning Area will address the students during Pastoral Care periods and class time in order to explain courses and answer questions.
- When students have considered their selections, in the light of their examination results and against prerequisites, the choices will need to be indicated on the Selection Form.
- All selections indicated on this form will require permission, via a signature, of the appropriate Head of Learning Area, Subject Coordinator or authorised teacher. One of three levels of recommendation will be given:
  - Approved For Study
  - Conditional Approval (will depend upon Semester 2 results – only 1 allowed)
  - Not Recommended For Study

These recommendations will be given based on a student’s current level of achievement and performance. Students who clearly are not suitable for a particular course will be counselled to choose a course that is more in keeping with their level of ability and level of achievement.

Students are required to select six courses together with two alternative courses, eight courses in total. Religion and Life must be selected at either Stage 1 or Stage 2 (if prerequisites are met).

The Selection Form has a step by step procedure to ensure students have considered all criteria in selecting an appropriate program of study.

Students and their parents will then book a time through PTO to meet with the Deputy Principal, Academic Services and the Careers Councillor together to discuss their choices.

Selection Forms will be handed to the homeroom teacher by the due date 17 August 2012.

Mercedes College has the teaching expertise and resources to offer these courses, however, courses will only run if there is sufficient demand. The final decision on this matter will be made by the Principal in consultation with the Deputy Principal, Academic Services.

CAREER OPPORTUNITIES
The sample list of career opportunities attached to most course descriptions does not imply that the course is a prerequisite to gaining employment in that occupation. It is only meant as a guide. Greater details can be found in the ‘Job Guide’.
In keeping with the Gospel message of Jesus Christ and the charism of the Sisters of Mercy, all students at Mercedes College are required to participate in our Mercy Service-Learning Program. This program is a flexible student centred program that provides students with an opportunity to develop the Mercy values of service, justice, compassion, integrity and excellence through meaningful and active citizenship.

In a Christian context Mercy Service-Learning provides the opportunity to put faith into action by contributing in a meaningful way to the local and global community. It is anticipated that students will benefit from the experience by carefully reflecting on their service and by gaining a better understanding of themselves, the people they serve and the issues they will confront. The program also enables students to demonstrate competencies in critical thinking, problem solving, communication, self-reflection, community and environmental responsibility and cultural awareness.

From 2010 students in Year 11 at Mercedes College will be enrolled in a Curriculum Council Endorsed Unit in the Social Justice context and are required to participate, in their own time, in a minimum of 15 hours of service at self-selected not-for-profit organisations.

Research indicates that the greatest learning comes from an on-going commitment to a particular activity. It is therefore recommended that students seek a service activity that they can attend over a number of weeks or months. This will allow students to develop skills, gain confidence and reflect thoughtfully on their personal call to social action.

Students are expected to demonstrate satisfactory achievement in the following outcomes:

- Demonstrate an understanding of the plight and needs of the marginalised.
- Link faith and Mercy values to their personal response to the needs of the marginalised.
- Develop an understanding of Catholic Social Teaching and recognise how it applies in the service setting.
- Recognise that civic participation is a responsibility of all members of the community.
- Identify ways in which involvement can lead to personal growth.

The Mercy Service-Learning Program hopes to provide students with face-to-face encounters that build relationship and greatly assist students in comprehending matters such as human dignity, community and justice. The service experience can be so profound that it aids students in understanding what it means to be part of the human community mindful of the journey of others.

A large number of service placements are regularly advertised through the Bulletin and the Year 11 and 12 Mercy Service-Learning Coordinator. It is essential for students to seek approval from the Mercy Service-Learning Coordinator before commencing service activities. This can be done by completing an ‘Application to Participate in Parent/School Organised Service’ form. A record of service hours must be documented by each student in a Mercy Service-Learning Journal which will be retained by the College with other pertinent legal documents.

Although community service is no longer a requirement for secondary graduation, the SCSA recognises the value of Service-Learning. Students’ hours of service over Years 10, 11 and 12 will be reported on their SCSA Statement of Results awarded at the conclusion of Year 12. For more information see http://www.scwa.edu.au/internet/Senior_Secondary/Certification_Student_Achievement/Community_Service.

_Service to others is proof of our love for God and this should be motivation for all our actions._

Catherine McAuley
YEAR 11 COURSE SELECTION

COURSE SUMMARIES

The following course descriptions are abridged versions – full course descriptions are available at
http://www.scsa.wa.edu.au/internet/Senior_Secondary/Courses/WACE_Courses

YEAR 11 - 2014
RELIgIOUS EDUCATION LEARNING AREA

RELIGION AND LIFE (REL)

<table>
<thead>
<tr>
<th>PATHWAY 1</th>
<th>This option enables students to receive College graduation.</th>
<th>PA REL → PB REL</th>
</tr>
</thead>
<tbody>
<tr>
<td>PATHWAY 2</td>
<td>There is no external exam at this level</td>
<td>1A + 1B REL → 1C + 1D REL</td>
</tr>
<tr>
<td>PATHWAY 3</td>
<td>Tertiary bound. Available to students subject to timetable constraints</td>
<td>2A + 2B REL → 3A + 3B REL</td>
</tr>
</tbody>
</table>

Religious Education is an essential component of the Upper School curriculum at Mercedes. In this subject, the core beliefs and values of the Catholic faith are studied at a level comparable to other subjects.

"It is necessary that religious instruction in schools appears as a scholastic discipline with the same systematic demands and same rigour as other disciplines. It must present the Christian message and the Christian event with the same depth and the same seriousness with which other disciplines present their knowledge. It should not be an accessory alongside these disciplines." (General Directory for Catechesis 73 – Bishops’ Mandate)

Religion and Life explores the interplay between religion, society and individuals. It examines the nature of religion and how it offers individuals and their communities an understanding of the world around them. As students develop the knowledge, understanding, values and skills of this course, they understand ways to interact and communicate with people about the diversity of religious beliefs and practices.

Students develop an understanding of ways in which people discover, understand and express their religious beliefs. Religion & Life provides students with opportunities to learn more about Catholicism and the interplay that occurs between religion, societies and people. Students develop an informed and critical understanding of this interplay by drawing from a detailed knowledge of Catholic traditions and practice.

Through Religion & Life, students learn why and how religion responds to human experiences such as injustice and suffering. They learn skills that will enable them as Australian and global citizens to critique situations of this kind and the responses made by the Catholic Church.

**COURSE OUTCOMES**
1. The nature of religion
2. The Influence of religion
3. Religious inquiry & processes

<table>
<thead>
<tr>
<th>PATHWAY 1</th>
<th>This option enables students to receive College graduation.</th>
<th>PA REL → PB REL</th>
</tr>
</thead>
<tbody>
<tr>
<td>PA REL – Story &amp; Religion</td>
<td>Students develop a basic understanding of religion by familiarising them with some of the main features of the Catholic Church, particularly those features expressed in its story. Students are introduced to some of the foundational skills and knowledge required for understanding the nature of religion and its role in the lives of individuals and/or groups of people in society. They consider the type of information that is useful for investigating religion and explore</td>
<td></td>
</tr>
</tbody>
</table>
the use of skills that assist in being able to locate, identify and communicate relevant facts about religion.

### PATHWAY 2
There is no external exam at this level

| 1A + 1B REL → 1C + 1D REL |

This Pathway 2 offers Stage 1 units – these units will not have WACE examinations in Year 12 and will not contribute towards Tertiary Entrance.

**PREREQUISITES**
No prerequisites.

**1A REL – Why Religion?**
Students explore experiences that lead people to look for meaning and purpose in their life, why religion is important to people and what is offered by religion.

**1B REL – People & Religion**
This unit explores important issues that all people are exposed to in their life, the solutions or responses offered by religion to problems that exist in society, and the relationship between people and religion. Students research and analyse how religions express a concern for justice and social justice in the world.

### PATHWAY 3
There is no external exam at this level

| 2A + 2B REL → 3A + 3B REL |

This Pathway 3 offers Stage 2 and 3 units – these units will have WACE examinations in Year 12 and can contribute towards Tertiary Entrance.

**PREREQUISITES**
B grade in Year 10 Religious Education and / or 65% in General English or 50% in Extended English

**2A REL – The Place of Religion in Society**
In this unit students study the place of religion in society, particularly Australian society, both in the past and present. They examine how people understand the response of religion to their concerns, needs and questions, and how communities uphold their religious values and celebrate their religious identity.

**2B REL – Religious Identity & Purpose**
This unit looks in more detail at the influence of religion on the search for personal identity and purpose in life. It investigates the structures and traditions of religion in order to understand how religious identity is shaped. The unit also develops understandings of how the religious identity of a group interacts with society.

**ASSESSMENT**
- Investigation
- Response (Exposition)
- Response (Analysis)
- Examination
PHILOSOPHY & ETHICS (PAE)

| Pathway | Tertiary bound | 2A + 2B PAE --&gt; 3A + 3B PAE |

Philosophical thought shapes what people think, what they value, what they consider to be true and how they engage with others and the world around them. It is one of the foundations of all academic disciplines, seeking to shed light on questions such as: what is real? What and how do we understand? How should we live? What it is to be human?; Who am I? It teaches us not what to think, but how to think.

Students learn how to argue in a constructive way, proving their points using reason and evidence. But more than this, students learn how to question ideas and other people. Emphasis is placed upon methods of inquiry and the skills of critical reasoning that help deal with disagreement more effectively.

A strong emphasis is placed upon philosophical community of inquiry, a collaborative and cooperative strategy through which students learn with others, and from others. This inquiry asks us to question our assumptions, beliefs and the reasons for holding them.

COURSE OUTCOMES
* Philosophical and ethical inquiry
* Philosophical and ethical perspectives
* Philosophy and ethics in human affairs
* Applying and relating philosophical and ethical understandings

PREREQUISITES
Students must gain a B in General English. A high level of literacy is required to succeed in the rigorous analysis of ideas that this course requires. Participation in the year 10 elective Philosophy and Ethics is beneficial but not essential.

2A PAE - Reason and persons
Students examine reasoning, inference, doubt and proof. We look at ways in which a world view is constructed, focusing on ideas of mind, body and personhood. Also explored are ideas of action, intention, motives, freewill and determinism and the elements of a personal ethic.

2B PAE - Reason and culture
Students examine ideas of beauty and aesthetics. This includes the interpretation of art and literature; the idea of culture; intuition and emotion; and personal relationships and friendship.

ASSESSMENT TYPES
Analysis, clarification and evaluation
Construction of argument
Philosophical inquiry
Examination

CAREER OPPORTUNITIES
Philosophy graduates are in high demand for their critical thinking skills and ability to engage with the issues present. More specifically, ethics is required in many careers, most notably business and science. In a world where we increasingly value the way we treat others as well as the environment, many careers require compulsory courses in ethics.
Drama (DRA)

<table>
<thead>
<tr>
<th>PATHWAY</th>
<th>Tertiary bound</th>
<th>2A + 2B DRA → 3A + 3B DRA</th>
</tr>
</thead>
</table>

The Drama course focuses on aesthetic understanding and drama in practice as students integrate their knowledge and skills. They use the elements and conventions of drama to develop and present ideas and explore personal and cultural issues. They engage in drama processes such as improvisation, play building, text interpretation, play-writing and dramaturgy which allow them to create original drama and interpret a range of texts written or devised by others.

Their work in this course includes production and design aspects involving sets, costumes, makeup, props, promotional materials, stage management, front-of-house activities, and sound and lighting.

Students work independently and collaboratively, learning time management skills and showing initiative and demonstrating leadership and interpersonal skills. Drama requires them to develop and practise problem-solving skills through creative and analytical thinking processes.

**COURSE OUTCOMES**
1. Drama language
2. Contextual knowledge
3. Production

Drama students see at least 2 theatre productions, followed by discussion and an assessment. Careful consideration is always given to content, timing and the cost of tickets.

**PREREQUISITES**
Students must gain a B in General English in Year 10 (a high C will be considered). Students must also gain a B grade in Drama 1A/1B or a B grade in Drama. Regular attendance is crucial as most assessments rely on group work.

**2A DRA – Dramatic Action**
Students explore techniques of characterisation through different approaches to text interpretation, particularly those based on the work of Stanislavski and others who followed. Students prepare a scripted monologue for their practical examination. This unit has a practical and written examination at the end of Semester One. The practical examination comprises the scripted monologue performance, an improvisation and an interview.

**2B DRA – Challenge & Identity**
Students consider the dynamic role of drama in shaping cultural and personal identity and how drama can provide a commentary or critique that may challenge conventional thinking. They extend their knowledge of drama forms and styles and learn about the work of particular practitioners whose approaches to drama encompass presentational and/or non-realistic drama.
ASSESSMENT
- Investigation
- Performance/Production
- Response
- The practical examination comprises an original solo performance, a scripted monologue, an improvisation and interview.

CAREER OPPORTUNITIES
The Drama course is not only for students who want to be actors. Employment is available in such areas as Arts Management, Teaching and a range of Design and Production careers, such as Costume, Hair/Make-up, Sound and Lighting and Set.

Year 11 & 12 Drama students may be given the opportunity to attend Drama workshops at NIDA, Sydney at the end of Term 1. This tour is subject to approval and optional to attend.
The goals of the Design 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 models, and through exploration of design forms.

Design projects allow students to demonstrate their skills and understandings of design principles and processes; to analyse problems and possibilities; and to devise innovative strategies within a specific design context.

COURSE OUTCOMES
1. Design Understandings
2. Design Process.
3. Application of Design
4. Design in Society

PREREQUISITES
Students require a passion for creative thinking. Students will need to have achieved a B grade or better in Year 10 Design & Visual Arts or Visual Arts 1A/B.

2A DESD – Cultural Design
Students understand that society shares different values, attitudes, beliefs, behaviour and needs. Students develop a visual development process with an understanding of codes and conventions, analysing communication situations and audience in terms of demographics, anthropometrics (measurement of human physical characteristics) and ergonomics.

2B DESD – Economic Design
Students understand that the commercial world is comprised of companies, consumer products, services and brands which are all competing for economic exchange and market share. They are introduced to ethical and legal issues to do with copyright, censorship and intellectual property. They create products, accurate visuals and layouts with an understanding of message and meaning. They analyse the audience in terms of behaviour and lifestyle, and establish relevant and appropriate production skills and processes, materials and technologies in context.

ASSESSMENT
- Investigation
- Production
- Response

At the end of Year 12 all students sit the Design examination which comprises a written examination and a practical portfolio.

CAREER OPPORTUNITIES
The course provides a good background for those entering artistic and design based careers: graphic illustration/design, product design, interior decoration/design, exhibition design and installation, gaming design, jewellery design, fashion design/illustration. It is highly relevant for those intending to pursue vocational studies and with Training WA.
In the Media Production & Analysis course, students learn that media is an important part of our culture. The media gives us entertainment and information; tells us stories about ourselves and others. It produces works that are enjoyed and appreciated by audiences for their beauty, their entertainment or interest value, their ingenuity and originality. The media can amuse us, stimulate us, move us and, at times, upset or anger us, at the same time, it provokes discussion and the development of opinions, points of view and values. MPA aims to prepare all students for a future in a digital and global world by providing the foundation for lifelong learning about the media.

Students will work within or across at least 2 of the following media forms in any year: film, television, print media, radio and multimedia.

**COURSE OUTCOMES**

1. Media Idea
2. Media Production
3. Responses to Media
4. Media in Society

**PREREQUISITES**

Students require a B grade in General English and Year 10 Media. A high level of literacy and analysis skills are needed to successfully complete this course. Regular attendance is crucial as most productions rely on group work.

**2A MPA – Popular Culture**

This involves identifying what is meant by ‘popular’ culture and considering the types of media, ideas and audiences from which popular culture evolves. Students view, listen to and analyse a range of popular media, develop their own ideas, learn production skills and apply their understandings and skills in creating their own productions.

Students develop production, analytical and information technology skills and apply their understanding of media language and audiences while learning about and working in specific production contexts. This unit has an exam at the end of Semester one.

**2B MPA – Press & Broadcasting**

The focus for this unit is press and broadcasting through which students further their understanding of non-fiction media forms and genre. Students view, listen to and analyse a range of journalistic or documentary forms and they undertake more extensive research into the representation and reporting of cultural groups and issues.

Students extend their understanding of production practices and responsibilities. They become increasingly independent as they experiment with and manipulate technologies and techniques to express their ideas in their productions.

**ASSESSMENT**

- Investigation
- Production
- Response

**CAREER OPPORTUNITIES**

The course provides a good background for those entering journalism, radio and community television careers. It is highly relevant for those wishing to peruse post school options in these areas at University, Training WA and the Film and Television Institute.
There may be opportunity for Year 12 students to attend an optional Media tour to Bond University, Gold Coast, QLD, to develop and enhance production skills. This tour is likely to occur in January, during school holidays.
The Certificate course is very practical and skills oriented. Students will develop skills that are required in the Media industry. This Certificate course involves creating many audio-visual, sound and photographic productions.

Certificate II Creative Industries (Media) is a nationally recognised certificate. This qualification allows students to develop basic skills and knowledge through to performing a range of routine tasks in the creative industry sector.

Completion of a full certificate shall provide easier pathways into Training WA – The West Coast Institute of Technology, Central Institute of Technology and Polytechnic West.

**PREREQUISITES** - There are no prerequisites for this course

**COURSE CONTENT**
The following Units of Competency have been chosen, subject to approval of the Registered Training Organisation (RTO).

**Cert II Creative Industries (Media) – CUF20107**
- BSBCRT101A Apply critical thinking techniques
- CUFIN201A Develop and apply creative arts industry knowledge
- CUSOHS301A Follow Occupational Health and Safety procedures
- BSBWOR203A Work effectively with others
- CUFPOS201A Perform basic vision and sound editing
- CUFCAM201A Assist with a basic camera shoot
- CUFLGT101A Apply general knowledge of lighting to work activities

**ASSESSMENT**
Assessment is competency based, where students have a number of opportunities to become competent.

**CAREER OPPORTUNITIES**
Possible job titles relevant to this qualification include
- Community radio production assistant
- Community television production assistant

**WACE REQUIREMENTS**
Students engage in a VET stand-alone program will be accredited with WACE unit equivalents. Successful completion of Certificate II in Creative Industries (Media) will reduce graduation Completion Requirements by 4 units and WACE Achievement Requirements will be calculated over 14 units.

If Certificate III in Media is undertaken in Year 12 then the unit equivalents will increase again and the total number of course units over which the average achievement is calculated will be further reduced.

**FEE**
All Certificate courses have an administration fee attached. At the time of printing, the current year charge was $70. This is subject to change.
Music has a universal place in every culture across the globe and throughout history. Studying music now provides the basis for a lifetime of further participation which contributes to the musical culture of the future. The Music course is designed to encourage students to participate in musical activity as both a recreational and a vocational choice. It may serve as a pathway for further training and employment in a range of professions within the music industry, or as a means of experiencing the pleasure and satisfaction that comes from making music.

PREREQUISITES
B Grade in Year 10 English (a high C will be considered). Students will need to show good practical skills on the instrument of their choice (including voice) and participate in an ensemble. It is an expectation that students will be engaged in at least a 1 hour weekly instrument lesson in Year 11/12 and have achieved the minimum equivalent of AMEB Grade 4 at end of Year 10.

SUBJECT DESIGN
This subject requires students to demonstrate their achievement in four outcomes.

1. Performing  Students apply musicianship skills, techniques and conventions when performing.
2. Composing & Arranging Students apply music language, skills, techniques and conventions when composing or arranging.
3. Listening & Responding Students respond to, reflect on and evaluate music.
4. Culture & Society Students understand how social, cultural and historical factors shape the role of music in society.

Students will develop an understanding of the elements of music and apply these through performing, creating and responding to music. This pathway is typically for students with an extensive and comprehensive knowledge and understanding of all aspects of music and who aspire to further their music studies to the highest possible level. Students who choose this pathway will complete examinations at the end of Stage 2 and Stage 3. The examination has two components, written (50%) and practical (50%).

CONTENT
The course content will have a Western Art Music context. Western Art Music involves the study of the European tradition of music and its development over time. The Western Art Music course will focus on two different areas of study (genres) for each pair of Stage 2 and 3 units, selected from:

- chamber music
- choral music
- concerto
- opera
- solo works (instrumental/vocal)
- symphonic music

The course is divided into two sections:
PART A (50%)
Performance: Students apply their knowledge and skills in order to present performances. Students are required to undertake instrumental or vocal lessons for one hour per week.

PART B (50%)
Aural: Tasks requiring the application of skills and knowledge related to aural activities, including aural identification of music.
Analysis: Tasks requiring the application of skills and knowledge related to the analysis of musical works through research linked to the area of study.
Performance: Tasks requiring application of skills and knowledge related to instrumental and/or vocal work. Performance assessment can be demonstrated as a soloist or part of an ensemble.
Composition: Tasks requiring application of theoretical knowledge and skills related to creating/arranging music.
Investigation: Tasks requiring application of skills and knowledge related to research.

This course aims to:
- Provide a variety of experiences that will enable students to develop their own musical abilities of performance, aural awareness and compositional skills, and to observe and evaluate major contributions of other musicians in the context of their place in history.
- Develop aural skills which are an integral part of all musical activities.
- Provide opportunities for singing and performing as a means of developing and reinforcing students’ feeling for metre, pulse, accent, phrase, melody, harmony and balance.
- Provide opportunities to perform, listen and compose by which students will be encouraged to explore, manipulate, experiment, risk, test, and modify musical ideas.
- Accommodate a variety of abilities and provide for the personal satisfaction of all students.

CAREER OPPORTUNITIES
The study of music provides broad career opportunities for students both in Australia and overseas in a variety of occupations. This course aims to provide students with skills for careers in music performance, teaching, composition, retail, administration, marketing and production.
VISUAL ARTS (VAR)

<table>
<thead>
<tr>
<th>PATHWAY 1</th>
<th>There is no external examination at this level.</th>
<th>1A + 1B VAR → 1C + 1D VAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>PATHWAY 2</td>
<td>Tertiary bound</td>
<td>2A + 2B VAR → 3A + 3B VAR</td>
</tr>
</tbody>
</table>

The Visual Arts course enables students to develop their visual literacy and communication skills and become discriminating in their judgements. The course encourages students to develop problem-solving skills together with creative and analytical ways of thinking. Innovation is encouraged through a process of inquiry, exploration and experimentation. Students transform and shape ideas to develop resolved artworks. They engage in art making processes in traditional and new media areas, which involve exploring, selecting and manipulating materials, techniques, processes, emerging technologies and responses to life. Students also gain knowledge, understanding and appreciation of art and culture, both in Australian and international contexts.

This course allows students to engage in traditional, modern and contemporary art forms and conventions, such as sculpture, painting, drawing, graphic design, printmaking, collage, ceramics, textiles, and photography.

**COURSE OUTCOMES**
1. Visual Arts Ideas
2. Visual Arts Skills & Processes
3. Responses to Visual Arts
4. Visual Arts in Society

<table>
<thead>
<tr>
<th>PATHWAY 1</th>
<th>There is no external examination at this level.</th>
<th>1A + 1B VAR → 1C + 1D VAR</th>
</tr>
</thead>
</table>

**PREREQUISITES**
No prerequisite - successful completion in Design & Visual Arts is desirable

**1A VAR - Experiences**
Students develop artworks based on their lives and personal experiences, observations of the immediate environment, events and/or special occasions. Students discover ways to compile and record their experiences through a range of art activities and projects that promote a fundamental understanding of visual language.

Students acquire various skills using processes of experimentation and discovery. Imaginative picturemaking 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. Ample scope for free, imaginative interpretation and experimentation with materials is provided.

**1B VAR - 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.

When exploring ideas and approaches to art-making, students investigate the work of other artists. They learn to identify stylistic features of art forms from different times and places and explore ways to manipulate art elements and principles to generate, develop and produce their own artwork.

In developing subject matter for artworks, students explore ways to express personal beliefs, opinions and feelings. They manipulate a variety of media and materials in a range of art forms, recording and reflecting on their artistic achievements.
PATHWAY 2  
Tertiary bound  
2A + 2B VAR → 3A + 3B VAR

PREREQUISITES
Students must have achieved a B Grade in Year 10 Visual Arts or Design and Visual Arts and a B grade in General English (A high C grade will be considered).

2A VAR – Differences
Students consider differences arising from cultural diversity, place, gender, class and historical period. Differences relating to art forms, media and conventions also provide a stimulus for exploration and expression. Students explore ways of collecting, compiling and recording information and documenting thinking and working practices. They explore approaches to drawing and develop awareness that each artist has his or her particular way of making marks to convey personal vision.

Students recognise that visual artworks are subject to different interpretations and appreciate that informed responses should take into account the varying contexts within which a work of art is created. They develop awareness of styles of representation, examining distinctly individualistic approaches of artists in different times and places.

2B VAR – Identities
Students explore concepts or issues related to personal, social, cultural or gender identity. They use a variety of stimulus materials and use a range of investigative approaches as starting points to create artworks. They develop a personal approach to the development of ideas and concepts, making informed choices about the materials, skills, techniques and processes used to resolve and present their artwork.

Students develop understandings of the personal and/or public functions of art in the expression of identity, such as spiritual expression, psychological expression, therapy, ceremony and ritual, and the purposes of art, such as narrative—telling personal stories, exploring myths.

Students develop an awareness of how the visual arts may be both socially confirming and questioning, critically analyse their own cultural beliefs and values and develop deeper understandings of their own personal, visual arts heritage.

ASSESSMENT TYPES
Investigation
Production
Critical Analysis

At the end of Year 12 all students sit the Visual Arts examination which comprises a written examination and an art work production portfolio

CAREER OPPORTUNITIES
Skills and understandings acquired in this course of study will be beneficial for students interested in the following jobs/careers: artist, art therapist, art teacher, theatre set and costume design, art curator, art historian, architect, animator, photographer.
ENGLISH LEARNING AREA

ENGLISH (ENG) and LITERATURE (LIT)

<table>
<thead>
<tr>
<th>Pathway 1</th>
<th>This option is for students who require practical and well supported learning to develop skills. This option enables students to achieve College graduation only.</th>
<th>PAENG→PBENG</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pathway 2</td>
<td>This option is for students who do not want to pursue tertiary studies but wish to achieve WACE graduation as well as College graduation.</td>
<td>1A + 1B ENG → 1C + 1D ENG</td>
</tr>
<tr>
<td>Pathway 3</td>
<td>Students following this pathway will sit the Stage 2 English external exam.</td>
<td>1C + 1D ENG → 2C + 2D ENG</td>
</tr>
<tr>
<td>Pathway 4</td>
<td>Students following this pathway will sit the Stage 3 English external exam.</td>
<td>2A + 2B ENG → 3A + 3B ENG</td>
</tr>
<tr>
<td>Pathway 5</td>
<td>Students following this pathway will sit the Stage 3 Literature external exam.</td>
<td>2A + 2B LIT → 3A + 3B LIT</td>
</tr>
</tbody>
</table>

All students must select one English pathway from a choice of 5: Units PA → PB ENG, Units 1A + 1B ENG, Units 1C + 1D ENG, Units 2A + 2B ENG or Literature Units 2A + 2B. This allows students to select the course that will best suit their needs and their interests.

Students enrolled in a pair of units in Stage 2 or Stage 3 in Year 12 must sit the WACE examination in that course, unless exempt.

WACE ENGLISH LANGUAGE COMPETENCE
In order to achieve WACE graduation in 2014, students must undertake 2 units of English in each of their senior school years. They must also meet the English language competency standard. This is defined as a C grade or better in any Stage 1 or higher course unit of English/ Literature or as the standard exemplified in the work samples provided by the SCSA.

ENGLISH (ENG)
The English Course of Study is studied over 2 years. Students studying at Stage 1, 2 or 3 level must study two units of English in each of their senior school years

COURSE OUTCOMES
1. Listening and Speaking
2. Viewing
3. Reading
4. Writing

ASSESSMENT
Response / Investigation
Production
Oral Participation / Production
Examination
The school examination will assess work covered in the unit(s) completed, using questions requiring response and production. PAENG and PBENG units do not have examination components.
**PATHWAY 1**

PAENG → PBENG

Preliminary Stage units provide opportunities for practical and well supported learning to help students develop skills required for them to be successful upon leaving school.

**PREREQUISITES**

No pre-requisites

**COURSE CONTENT**

PAENG - Independence

The recommended focus for this unit is **independence**. Students develop and apply language skills within their family, school, social and community contexts. Through the use of verbal and non-verbal language, they express their opinions, meet their specific needs and achieve relevant goals. They receive personalised support in the development and use of their individual communication approaches. Students engage with a variety of personally relevant and familiar print, visual, oral and/or multimodal texts to develop and extend their communication skills and enhance their social interactions.

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**PATHWAY 2**

1A + 1B ENG → 1C + 1D ENG

These units develop basic language skills and understandings to allow students to achieve in other school courses of further training, or participate in the workforce. The skills they develop will assist them to participate effectively in the adult world. These units are wholly school assessed and students do not sit an external exam.

**PREREQUISITES**

Successful completion of Year 10 English Enrichment

**COURSE CONTENT**

1A ENG – Skill Building

Students develop their language in the context of their future needs, aspirations and areas of interest. They further develop reading, listening and speaking, viewing and writing skills to meet their specific needs and achieve their goals. They work with a variety of everyday and work-based texts that they will be expected to use once they leave school.

1B ENG – Strengthening Skills

Students continue to develop language skills and concepts in the context of post-school destinations and interests. They continue to work with a variety of everyday and work-based texts and accessible literary texts.

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**PATHWAY 3**

1C + 1D ENG → 2C + 2D ENG

These units are designed to develop and consolidate the knowledge, skills and attitudes required for effective participation in further education and the workforce. Particular focus is given to developing links between students' oral and written communication and their social skills.

**PREREQUISITES**

55% in Year 10 English General

**COURSE CONTENT**

1C ENG – Language & Self

Students learn to use language to present themselves, their experiences, ideas, opinions and responses more effectively. They explore the way language varies according to purpose, context and audience. They develop their ability to control standard Australian English.
1D ENG – Language & Society
Students explore and develop language skills relevant to activities associated with their current and future membership of society. They also develop skills in finding, accessing, using and evaluating information.

| PATHWAY 4 | 2A + 2B ENG → 3A + 3B ENG |

These units include more complex content and are suitable for students ready for further development in English. They are particularly suited to students who have demonstrated success in English and aim to complete tertiary studies.

PREREQUISITES
65% in Year 10 English General or 50% in Year 10 English Extended.

COURSE CONTENT
2A ENG – Language & Action
Students develop language skills by exploring issues of concern or controversy, past or present, and examining the way language is used in relation to these topics. Students apply language skills with the aim of affecting attitudes and actions, using a variety of genres and taking account of different contexts, purposes and audiences.

2B ENG – Language & the World
Students explore the way in which language offers particular ideas and information about topics, events or people and produce texts of their own which do the same. They learn about the way in which context, purpose and audience shape the conventions used and how language and representations differ among different texts and contexts.

LITERATURE (LIT)

| PATHWAY 5 | 2A + 2B LIT → 3A + 3B LIT |

This subject encourages students to experience the pleasure that reading and understanding literature brings. Students develop a close knowledge of literary texts and their language, as well as learn about the relationships between reader, writer, text and context. The Literature course requires students to develop their skills in critical analysis in more depth and detail than in English.

PREREQUISITES
65% in Year 10 English Extended or 80% in Year 10 English General.

COURSE OUTCOMES
1. Reading
2. Producing

COURSE CONTENT
- Language and Generic Conventions
- Contextual Understandings
- Producing Texts.

ASSESSMENT
- Extended written response
- Short written response
- Creative writing
- Oral presentation/participation
- Examinations.

Students who do not meet the prerequisites must discuss their enrolment with the Head of Learning Area.
There is a growing awareness in society for the need to be physically active to ensure a healthy lifestyle. Participation in the course fosters an understanding of these concepts. It involves a theoretical component and a practical component and as such it is necessary to be fully involved in both areas.

PREREQUISITES
This course is suitable for students who have obtained a B in Year 10 General English and have shown potential in all aspects of Year 10 Physical Education or Physical Education Studies with a minimum C Grade. There must be a commitment to active involvement in every practical session of this course for it to be completed to a good standard. Students must be aware that there is also a theoretical component that must be achieved to a satisfactory level.

COURSE CONTENT
- Developing physical skills, strategies and tactics
- Motor learning and coaching
- Functional Anatomy
- Biomechanics
- Exercise Physiology
- Sports Psychology

The practical component includes skills in 2 sports in Unit 2A + 2B and one sport in Unit 3A + 3B. Each of these will be covered in depth, involving skill acquisition, strategies, tactics, coaching and rule interpretation.

COURSE OUTCOMES
1. Skills for physical activity
2. Self-management and interpersonal skills
3. Knowledge and understanding for movement and conditioning concepts
4. Knowledge and understanding of sport psychology concepts

ASSESSMENT
- Practical Performance
- Written Investigation
- Topic tests
- Exam

FEE
A fee will be charged for this course
Certificate II in Sport (Coaching) is a nationally recognised certificate. This is a two year course, students will continue into Year 12. The qualification is designed to reflect the role of entry level employees working in the sport industry under supervision.

Completion of a full certificate will provide easier pathways into Training WA – The West Coast Institute of Technology, Central Institute of Technology and Polytechnic West (previously known as TAFE).

PREREQUISITES
There are no prerequisites required for this course. It is recommended students have completed Year 10 Physical Education Studies due to the physical nature of this qualification.

COURSE CONTENT
The following Units of Competency have been chosen to study, subject to approval of the Registered Training Organisation (RTO)

- BSBCM202A Organise and complete daily work activities
- SRXCAI001B Assist in preparing sport sessions for participants
- SRXCAI002B Assist in conducting sport sessions for participants
- SRSNTB004A Teach and develop the fundamental skills of the nominated sport
- SRXCAI003B Provide equipment for activities
- SRXINU001A Develop knowledge of the sport and recreation industry
- SRXFAD001A Provide First Aid
- SRSOGP002A Apply rules to conduct games and competitions
- SRSOGP001A Operate in accordance with accepted officiating practices
- SRXHOS001B Follow occupational health and safety procedures
- SRXCS002A Deal with client feedback
- SRSCGP005A Customise coaching to include children
- SRSCGP001A Operate in accordance with accepted coaching practices and style, legal and ethical responsibilities
- SRSCGP018A Coach participants
- STSSPT001A Implement injury prevention and apply basic first aid
- SRSCOP009B Collect information on drugs in sport
- SRSVOL001A Teach skills of a nominated sport

ASSESSMENT
Assessment is competency based, where students have a number of opportunities to become competent.

CAREER OPPORTUNITIES
This course will be of use to those intending on pursuing a career in Personal Training, Coaching, Fitness and Education.

WACE REQUIREMENTS
Students engaged in a VET stand-alone program will be accredited with WACE unit equivalents. Successful completion of Certificate II in Sport (Coaching), will reduce graduation Completion Requirements by 6 units. Achievement Requirements will be calculated over 10 courses rather than 16 completion requirements will also be reduced.

FEE
All Certificate courses have an administration fee attached. At the time of printing, the current year charge was $70. This is subject to change.
With increasing numbers of Australians travelling the world and tourists visiting Australia, employers are recognising the usefulness of having skills in another language. An ability to communicate in French or Italian, in conjunction with other skills, provides students with enhanced career opportunities in fields such as banking and international finance, commerce, diplomacy, government, law, tourism and hospitality, winemaking, fashion and cosmetics, media, science and technology and translating and interpreting. Students also develop recognition of the value of being an effective communicator within the service industries.

FRENCH (FRE)

<table>
<thead>
<tr>
<th>PATHWAY</th>
<th>Tertiary bound</th>
<th>2A + 2B FRE → 3A+ 3B FRE</th>
</tr>
</thead>
</table>

2A FRE - C’est la vie! (That’s life!). The focus for this unit is c’est la vie! (that’s life!). Students examine the activities that are popular with youth today. They communicate about their health, free time, sport and socialising. Students explore their own culture from a teenager’s perspective and compare it with what it means to be a teenager in a French-speaking and global community.

2B FRE - Voyages (Travel) The focus for this unit is voyages (travel). Students discuss what young people should consider when travelling. They explore cultural exchanges and what it means to travel in a French-speaking community. Students view their own culture from the perspective of a French-speaker and look at Australia as a tourist destination, especially for French-speaking travellers, and discuss how they would prepare a French-speaker for an exchange trip in Australia.

PREREQUISITE B grade in 1A & 1B French.

COURSE OUTCOMES Communication involves the ability to comprehend, interpret and produce visual, spoken and written texts. Communication is facilitated through the achievement of the following 4 outcomes.

1. Listening and responding
2. Spoken interaction
3. Viewing, reading & responding
4. Writing

ASSESSMENT (NB: Dictionary allowed in assessments)
- Practical exam
- Written exam
- Class Work Assessments

CAREER OPPORTUNITIES - FRENCH French is one of the official languages of the European Union. The ability to communicate in French enhances enjoyment and appreciation of French culture through travel, film, literature, music, fashion and design, cuisine, art and sport.

The French course is designed to equip students with skills to function within an increasingly global society, a culturally and linguistically diverse local community and to provide the foundation for life-long language learning. On a more personal level, the study of French enhances enjoyment and appreciation of French culture through travel, film and cuisine.
2A ITA - Rapporti (Relationships)
The focus for this unit is *rapporti* (relationships). Students examine types of relationships; those that relate to family, friends, school, and workplace. They learn about the place of *amici*, the notion of the extended family and *i compagni di classe*, in the lives of Italian speakers. Students focus on the role of the community and the ‘neighbourhood’ and examine traditional events and celebrations in Italian-speaking communities. They also consider the impact of technology as a means of communication in a changing world.

2B ITA - Andiamo! (Travel - Let’s go!)
The focus for this unit is *andiamo*! (travel—let’s go!). Students share information about travel plans and experiences. They focus on an Italian region as a destination for personal travel or study, and reflect on what it means to live in Italy. They look at Australia as a destination for Italian migration and travel.

**PREREQUISITE**
B grade in 1A & 1B in Italian.

**COURSE OUTCOMES**
Communication involves the ability to comprehend, interpret and produce visual, spoken and written texts. Communication is facilitated through the achievement of the following 4 outcomes.
1. Listening and responding
2. Spoken interaction
3. Viewing, reading & responding
4. Writing

**ASSESSMENT** (NB: Dictionary allowed in assessments)
- Practical exam
- Written exam
- Class Work Assessments

**CAREER OPPORTUNITIES - ITALIAN**
Italian is the language of Italy and one of the official languages of the European Union. As a result of extensive Italian migration, speakers of Italian can also be found in countries around the world. Italian, together with its dialects, is also one of the most widely spoken of the community languages found in Australia.

**Go8 LOTE Incentive Schemes**
Learning to speak a language other than English is increasingly important for effective participation in a globalised world.
A wide range of language incentives are available for entry to and while enrolled in programs of study at 8 Universities.
In 2012 the University of WA introduced a Bonus Points Scheme for Year 12 students who successfully complete language study in senior school.
PATHWAY 1
This option is for students who do not want to pursue tertiary studies.

PATHWAY 2
Aimed at a student in the General stream or strong performers from the General Applied stream; suitable for University courses with minimal mathematical requirements.

PATHWAY 3
Aimed at a strong student in the General stream or an extended student; suitable for University courses with moderate mathematical requirements.

PATHWAY 4
Aimed at a student in the Extended streams; suitable for University courses with relatively heavy mathematical requirements.

PATHWAY 5
Aimed at students in the Extended 1 stream (or strong performers from the Extended 2 stream); suitable for University courses requiring extensive Mathematical knowledge.

PATHWAYS AND PREREQUISITES
In relation to the current Year 10 courses, the following diagram illustrates the pre-requisite grades and pathways options.

* Solid performance required by the student (this will be based on the teacher’s professional judgement).
# This pathway will only be offered if the class is of a sufficient size.
1B MAT
Students apply mathematics for personal budgeting, banking and shopping. They estimate and measure length and mass of objects using a variety of instruments, and derive and use methods for calculating perimeter and basic areas. They translate, reflect and rotate shapes in design. Students use repeated measurement to collect data relevant to them, display data in tables and graphs and interpret the displays. They calculate using mental strategies, written methods and calculators.

1C MAT
Students write and use algebraic rules for number patterns. They measure volume and other attributes of objects, and derive and use formulas for area and volume. They read and draw maps with scales, describe and draw shapes in 3 dimensions. Students describe likelihood for chance events, and design and test simple probability devices. They collect time-series data relevant to them, display data in tables and graphs and interpret the displays. They calculate using mental strategies, written methods and calculators.

2A MAT
Students calculate profit, loss, discount and commission in financial contexts. They study introductory algebra and linear relationships in numeric, algebraic and graphical forms. They use Pythagoras’s theorem for the sides of triangles and analyse the reflection, rotation and translation of shapes in design. Students collect data from fair samples, and represent and interpret the data. They use mental and written methods and technologies where appropriate.

2B MAT
Students develop skills for solving equations algebraically and graphically, and investigate and generalise number patterns. They coordinate geometry in 2 dimensions. They use formulas directly and inversely for calculations involving 3-dimensional shapes. They apply trigonometry in right triangles. They represent information using network diagrams. Students simulate everyday chance events, calculate and interpret probabilities, and collect and analyse bivariate and time-series data. They use mental and written methods and technologies where appropriate.

2C MAT
Students calculate interest and repayments in order to make decisions about savings and loans, and they interpret information on financial statements that are part of everyday living. They study and apply quadratic relationships. They extend their knowledge of coordinate geometry, and represent information in networks and interpret network diagrams. Students calculate and interpret probabilities for events with more than one chance component. They analyse and compare data sets, determine trends in data and use trend lines for prediction. They use mental and written methods and technologies where appropriate.
2D MAT
Students formulate recursion rules and apply recursion in practical situations. They explore patterns, making conjectures and testing them. They use trigonometry for the solution of right and acute triangles. Students simulate chance events on technologies, and calculate and interpret probabilities for chance events that occur in two- or three-stage scenarios. They plan random samples, collect, and analyse data from them, and infer results for populations. They use mental and written methods and technologies where appropriate.

| PATHWAY 4 | Aimed at a student in the Extended streams; suitable for University courses with relatively heavy mathematical requirements | 3A + 3B MAT \(\rightarrow\) 3C + 3D MAT |

3A MAT
Students develop and use algebraic skills for solving equations. They apply recursion in practical situations, including for finance. They use trigonometry for the solution of triangles. Students use counting principles to calculate probabilities and analyse normally distributed data. They plan sampling methods, analyse data from samples and infer results for populations. They use mental and written methods and technologies where appropriate.

| PATHWAY 5 | Aimed at students in the Extended 1 stream (or strong performers from the Extended 2 stream); suitable for University courses requiring extensive Mathematical knowledge | 3A + 3B MAT \(\rightarrow\) 3C + 3D MAT & 3A + 3B MAS \(\rightarrow\) 3C + 3D MAS |

3A and 3B MAT (as above)

3A MAS
The focus for this unit is on representation and students use a variety of forms. A strong distinction is drawn between exact and approximate results and their practical applications in particular contexts when solving problems. Students use mathematical models to understand situations defined in terms of change. Mathematical reasoning is introduced and used to establish laws and investigate functions.

3B MAS
Students explore new ways of expressing and analysing change, including limiting behaviour and continuity. Students establish and use properties to develop deductive proofs. By building strong algebraic skills to support mathematical arguments, supplemented by the use of appropriate technology students investigate more complex models to solve practical problems.

SCALING
When it comes to calculating the final year 12 result (to determine university entrance), there are many processes which are applied to the data. These are summarised on the TISC website at the following link: http://www.tisc.edu.au/static-fixed/statistics/scaling/scaling-information-sheet-2011.pdf

The aim of this marks adjustment process is to encourage students to attempt the mathematics unit which is most suited to their abilities. It is important to note that the scaling and bonus marks associated with selecting a more challenging mathematics unit are likely to be negated by poor results if a student has selected a course beyond their capabilities (as recommended by their mathematics teacher).
INTEGRATED SCIENCE 1A & 1B (ISC)

The Integrated Science course encourages students to be questioning, reflective and critical thinkers about scientific issues in the world around them. The course is based upon an integrated view of science that draws upon concepts from Biology, Chemistry, Geology, Physics and Technology. Students are provided with opportunities to investigate issues that are interesting and relevant in the modern world. The Integrated Science course is inclusive and aims to be attractive to students with a wide variety of backgrounds, career aspirations and interests. It is a broad course and has a flexible approach with many available options to be explored.

This course would be suitable for those students who:
1. Have an interest in science and who prefer to study aspects of different scientific disciplines
2. Intend to study a science related course at Training WA.

PREREQUISITES
Students are expected to have achieved an overall grade of a B in Year 10 Foundation Science. Completion of either the Advanced Science or General Science course will meet the entry requirements for this subject.

COURSE OUTCOMES
1. Investigating and communicating in science
2. Scientific conceptual understandings
3. Science in society

The 1A unit will focus on Human Physiology and First Aid with a compulsory Apply First Aid course with an additional cost of approximately $130. We will cover the skeletal, muscular and circulatory systems linking each system to first aid concepts.

The 1B unit will focus on Environmental Degradation. We will be involved in the Department of Environment’s Ribbons of Blue program and cover topics including water testing, macro invertebrates, land, air and water degradation as well as the Greenhouse Effect and other environmental issues.

Both units will have a major focus on scientific investigation and practical work.

ASSESSMENT
- Investigations and Practical Tasks
- Explanations (assignments, research tasks, reports etc)
- Tests
Biological Sciences is an essential subject for students who wish to gain some understanding of the living world. Students will explore the major ideas related to scientific method, diversity and classification, the organism and its environment, populations and communities, plant and animal structures and reproduction, growth and development. Biological Sciences aims both to impart knowledge and to promote a spirit of inquiry. It involves practical work in the laboratory and in the field. This enables students to use methods of investigation that contribute to the growth of knowledge.

This course would be suitable for those students who:
1. Intend to study Biology at the tertiary level
2. Intend to continue their studies in ecology, environmental science, marine science or some field of applied science
3. Have an interest in the subject of Biology

PREREQUISITES
Students are expected to have achieved an overall grade of C in Year 10 Advanced Science or B in General Science.

It is recommended that students have successfully completed the Year 10 Accelerated or Extended Mathematics courses.

COURSE OUTCOMES
1. Investigating and communicating in biology
2. Biological systems
3. Biological change

SKILLS REQUIRED
- A reasonable memory to retain basic facts.
- A good level of reading, comprehension and interpretation ability.
- Ability to read and draw graphs.
- Ability to do basic mathematical computations.
- An inquiring mind.

ASSESSMENT
- Practical Skills, Investigations and Fieldwork
- Extended response (assignments, research tasks etc)
- Tests and Examinations

CAREER OPPORTUNITIES
Environmental scientists
Research biologists
Laboratory scientists in fields such as Microbiology, Biochemistry and Pathology,
Agricultural Scientists, Forestry, Teaching.
Health Sciences
Chemistry is concerned with the physical and chemical properties of substances, the nature of matter, and the study of chemical reactions and processes. This course is intended to provide students with a balanced perspective of chemical science that will enable them to understand and interpret the chemistry of their surroundings and appreciate the impact of chemical knowledge and technology on society.

Chemistry is an experimental science and laboratory work is an essential part of the course. The laboratory work is aimed at developing students’ skills in observing, inferring, measuring, interpreting as well as in techniques of gravimetric and volumetric analysis.

This course would be suitable for those students who:
1. Intend to study Chemistry at the tertiary level.
2. Intend to continue their studies in engineering or some field of applied science.
3. Have an interest in the subject of Chemistry.

PREREQUISITES
Students are expected to have achieved an overall grade of B in Year 10 Advanced Science or A in General Science

Students are expected to have completed Year 10 Extended Mathematics courses. Enrolment in either 3A MAS or 3A MAT is highly recommended.

COURSE OUTCOMES
1. Investigating in chemistry
2. Structure, properties and uses of materials
3. Interaction and Change
4. Problem-Solving and Quantities in Chemistry
5. Chemistry in action.

ASSESSMENT
- Practical Assessment (Experiments and Investigations)
- Assignments and Class work
- Tests and Examinations

CAREER OPPORTUNITIES
Opportunities in Chemistry, Pharmacy, Chemical Engineering, Agricultural Science, Environmental Science, Marine Science, Health Sciences, Geology, Teaching and many more.
Human Biological Science 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. Reproduction, growth and development are studied to understand the sources of variation that make us unique and to appreciate our future as ageing individuals. Population genetics is studied to highlight the longer term changes leading to natural selection and evolution of our species.

**PRE-REQUISITES**
Students are expected to have achieved an overall grade of C in Year 10 Advanced Science or B in Year 10 General Science.

It is recommended that any student who has studied either Advanced Science or General Science in Year 10 selects Human Biological Science 2A & 2B.

**COURSE OUTCOMES**
1. The practice of human biology
2. Human form and function
3. Human diversity and change

**ASSESSMENT**
- Practical Skills, Investigations and Experiments
- Extended response (assignments, research tasks etc)
- Tests and Examinations

**SKILLS REQUIRED**
- A good, accurate memory to retain knowledge.
- An organised study timetable that caters for regular learning of new words and concepts which will be expanded further in the next lessons.
- Ability to spell accurately is an asset.
- A sound level of reading and comprehension.
- Ability to draw and interpret simple graphs and diagrams.

**CAREER OPPORTUNITIES**
Nursing, Health Sciences, Nutrition, Dietician, Sports Science, Food and Hospitality. Some paramedical fields eg Medical Technology, Dental Nursing, Dental Therapy, Physiotherapy, Occupational Therapy and teaching in primary or secondary schools.
Physics is a fundamental branch of science. It is concerned with the study of matter and energy and their interactions. It is essentially an experimental discipline and its methods rely on this to support theories and explain observations. Knowledge of the basic principles of physics enables students to have a better understanding of many natural phenomena and their applications in technology. A well rounded education should include an understanding of these principles. In addition, the study of physics contributes to students’ intellectual development, encouraging transferable skills in practical work and intellectual pursuits, logical and analytical thinking and problem solving.

This course would be suitable for those students who:
1. Intend to study Physics at the tertiary level
2. Intend to continue their studies in engineering or some field of applied science
3. Have an interest in the subject of Physics.

PREREQUISITES
Students are expected to have achieved an overall grade of B in Year 10 Advanced Science or A in General Science

Students are expected to have completed Year 10 Extended Mathematics courses. Enrolment in either 3A MAS or 3A MAT is highly recommended.

Enrolment in 3BMAS is desirable but not essential unless the student wishes to study Engineering at tertiary level.

COURSE OUTCOMES
1. Investigating and communicating in physics
2. Energy
3. Forces and Fields

ASSESSMENT
• Experiments and Investigations
• Tests and Examinations

CAREER OPPORTUNITIES
The study of Physics can lead to careers in such diverse areas as Medical Physics, Electronics, Engineering (all branches), Geophysics, Materials Science, Meteorology, Environmental Science, Astronomy and Teaching. Physicists are also involved in research, both pure and applied.
SOCiETY and ENVIRONMENT LEARNING AREA

ECONOMICS (ECO)

The study of economics provides students with an insight into many of the issues debated by public figures at the local, national, and international level that receive extensive coverage in the media. Understanding why the government needs to manage the economy and the policies options available can empower students as both citizens and voters. Economic knowledge and skills also apply to many careers and vocational areas.

| PATHWAY | Tertiary Bound | 2A + 2B ECO → 3A+ 3B ECO |

PREREQUISITES
B grade in General Society and Environment or C grade in Extended Society and Environment plus a minimum of 50% in the Semester 1 exam for Society & Environment

COURSE CONTENT
This course investigates the choices which people, groups and societies face as they confront the ongoing problem of increasing their economic welfare.

2A ECO - Economic Markets
This unit explores the key role that markets play in determining the wellbeing of individuals and society, as well as the limitations of markets. In allocating scarce resources, markets determine the value of goods and services, the incomes that individuals can earn from the production process and the variety of goods and services available to consumers. The emphasis is on understanding the workings of real world markets relevant to students such as the share market, real estate market, labour market or the foreign exchange market. The relationship between market failure and government economic policy will also be examined.

2B ECO - Macroeconomic Issues & Problems
This unit provides an introduction to macroeconomics and the government’s role in the economy. It explores problems which arise due to cyclical fluctuations in the level of economic activity. An understanding of the macroeconomic problems of economic growth, inflation and unemployment as well as their relationship to the business cycle assists students to identify the implications for individuals and the government. The unit focuses on Australia’s current economic performance in relation to the last decade and provides an excellent insight into the economic issues presented daily in the media.

SKILLS REQUIRED IN THIS COURSE
- Written skills: short answers, sectionalised essays, research assignments
- Data interpretation: multiple choice, interpretation of graphs, tables and text
- Examination skills: multiple choice, data interpretation and sectionalised long answers

CAREER OPPORTUNITIES
Economics provides a sound theoretical basis for students who may wish to undertake an Undergraduate Degree in Commerce or Arts at university level as well as an understanding of the economic events and issues which impact on small business management. Economic literacy developed in this course enables students to understand economic and financial decision-making at the individual and government level. This knowledge can be applied to the following vocational areas, Commerce, Economics, Accounting, Banking, Marketing, Financial Planning & Management, Management, Human Resource, Small Business Management, Teaching, Public Service.
Geography is more than reading maps or memorising state capitals. It is concerned with global connections, people and places, careers and wild spaces and events. It is about exploring our planet and then challenging you, the student, to find better ways to treat others and the earth.

The course aims to study physical and human aspects of the world in which we live. It aims to study the ways in which people have adapted and used this world. The Geography course has both a local and a global perspective.

### PATHWAY

| Tertiary Bound | 2A + 2B GEO → 3A+ 3B GEO |

### PREREQUISITES

B grade in General Society and Environment or C grade in Extended Society and Environment plus a minimum of 50% in the Semester 1 exam for Society & Environment

### COURSE CONTENT

This course introduces you to the science of Geography through the following study units -

**2A GEO – Natural Hazards & Impact Minimisation**

The increasing incidence of hazards (such as tsunamis, earthquakes, volcanoes, tropical cyclones and droughts), together with their impact on standards of living, has prompted the active search for proposed solutions. An understanding of how these hazards are perceived and managed at a local, regional and global level is developed in a range of ways. First, an understanding of hazards (geomorphic and atmospheric) is developed. Secondly, the location of hazards throughout the world, the cause and impact and increased risks due to urbanisation and poor management are explored. Finally, students investigate strategies to minimise the risks associated with hazards.

**2B GEO – Geography of Sustainable Resource Use**

Natural resources provide the basis for economic growth in Australia. There is an unprecedented global demand for these resources. Future provision will require application of sustainable management practices to resource development and the surrounding environment. A regional or local area perspective is used to investigate spatial patterns that emerge between resource developments, local communities and market destinations. There is a need to evaluate management practices that can sustain these resources into the future. Approaches to sustainable management can vary significantly between countries in terms of social, economic and environmental factors. Students will compare these spatial patterns and practices in resource use in Australia to those in a less developed country.

**SKILLS ACQUIRED IN THIS COURSE INCLUDE:**

- Written skills – extended response, short assignments, research work.
- Practical skills - mapping, photo interpretation, graphwork, sketch maps, GPS (global positioning systems).
- Field work & excursions - an opportunity to have first hand experience of the land and our use of the land.
- GIS - (Geographical Information Systems) skills will be developed through this course. Manipulation and mapping of Geographical information are rapidly becoming very sought after skills in the technological age.

**CAREER OPPORTUNITIES**

Geography provides valuable environmental background for many occupations but particularly in areas such as Meteorology, Cartography, Landscape Architecture, Forestry, Urban and Regional Planning, Tourism, Environmental Law & Science and Teaching.
MODERN HISTORY (HIM)

History is the study and practice of making meaning of the past with a view to understanding the present. It engages us with the ideas, beliefs and values that shape and influence our lives and the human condition. Studying Modern History provides enjoyment and the knowledge gained reveals the background and some of the driving forces behind present local and global issues.

A study of Modern History enables students to become critical thinkers and promotes skills of research, analysis and effective written and oral communication. Through the enquiry process, students gain insights into perspective, interpretations and the provisional and tentative nature of historical judgements. Students benefit from acquiring the literacy skills of the discipline of History which equip them for a rapidly changing world and prepare them for lifelong learning.

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<td>2A + 2B HIM</td>
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PREREQUISITES
B grade in General Society and Environment or C grade in Extended Society and Environment plus a minimum of 50% in the Semester 1 exam for Society & Environment

COURSE OUTCOMES
1. Historical investigation, communication and participation
2. Understanding the past
3. Continuity and change
4. Interpretations and perspectives

COURSE CONTENT
The course content is divided into 3 content areas: Historical thinking and methodology; Working with historical narratives; historical explanation and representation.

2A HIM – Societies & Change
Students become aware of the evolving nature of societies and the various forces for continuity and change that exist. They learn that some values, beliefs and traditions are linked to the identity of a society, but others are transitory. Also, 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.

2B HIM – Historical Trends & Movements
Students understand that throughout history there have been events, ideas, beliefs and values that have contributed to underlying historical trends and movements. They understand that some of these trends and movements have lasted thousands of years, whilst others have had a fleeting impact on society, and that these trends and movements have met with varying degrees of support and opposition, sometimes causing conflict. They are able to note cause, impact and consequence, action and reaction and trends of continuity and change.

ASSESSMENT
- Historical Inquiry
- Document Study
- Explanation
- Examination

CAREER OPPORTUNITIES
Through study of societies, movements and political structures, students are well prepared for careers involving policy making, administration and research. Learning the skills of critical inquiry is essential for people working in business, government, law, health, media, science, academia, tourism and the arts.
Politics and Law is a critical study of the way power and decision making in our nation is organised and how disagreements within our society are settled. We all come into contact with our political and legal systems on a daily basis so by studying this course students gain knowledge and understandings that are directly relevant to their lives now and into the future.

The course investigates the different types of governments around the world, examines the style of government we have in Australia and the powers of our parliaments and the people. It also examines the types of disputes that can arise in our society and the ways that these disputes are settled both in and outside of the courts. The skills and values developed throughout the course allow students to become even more informed, active and effective participants at school, local, state, national and international levels.

The course takes advantage of the unique location of Mercedes College by incorporating numerous excursions to the courts, parliament and other institutions to enhance learning. It also focuses on current events to make the subject relevant to students and uses digital technologies, real life source material, roleplaying, debating and elements of drama and even art to bring this subject to life and make it an enjoyable learning experience for students.

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<th>PATHWAY</th>
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<th>2A + 2B PAL ➔ 3A+ 3B PAL</th>
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**PREREQUISITES**
B grade in General Society and Environment or C grade in Extended Society and Environment plus a minimum of 50% in the Semester 1 exam for Society & Environment

**COURSE OUTCOMES**
1. Political and legal inquiry
2. Political and legal systems
3. Stability and change in political and legal systems
4. Citizenship in political and legal systems

**COURSE CONTENT**

**2A PAL - Political & Legal Systems**
Students critically examine the legislative, executive and judicial structures and processes of political and legal systems in Australia and elsewhere, the principles that underpin these structures and processes and the values and events that influence them.

**2B PAL - Representation & Justice**
Students critically examine the principles of representative democracy and justice. They also examine the concept of representation, electoral systems and alternatives. Students examine the impact of criminal and civil law processes on individuals and groups. Students will also look at contemporary criminal and civil law issues and events.

**CAREER OPPORTUNITIES**
This course may be of use to those intending on pursuing a career as a Solicitor, Barrister, Legal Clerk, Court Officer, Para-Legal Officer, Marketing Officer, Social Worker, Public Servant, Police Officer, Youth Worker, Politician, Prime Minister, Teacher.
TECHNOLOGY AND ENTERPRISE LEARNING AREA
(BUSINESS & INFORMATION TECHNOLOGY)

ACCOUNTING & FINANCE (ACF)

| PATHWAY | Tertiary Bound | 2A + 2B ACF → 3A+ 3B ACF |

Accounting & Finance allows students to develop a combination of financial knowledge, analysis and practical skills that will prepare them for tertiary education or work in any environment. Every day, people make numerous financial decisions, many of them with far-reaching consequences. To help make more informed decisions, an understanding of financial practices and an awareness of legal influences becomes an invaluable tool.

PREREQUISITES
Students must gain a minimum of a C grade in General Mathematics or an A grade in General Applied Mathematics and obtain a minimum of 50% in exam performance. The study of Year 10 Business will be an advantage but is not a prerequisite.

COURSE CONTENT
2A ACF - Double Entry Accounting for Small Businesses
This unit examines fundamental accounting principles and systems used to manage financial information in a small business. Students investigate different business structures and their legal requirements, as well as learning how to record and report financial transactions with GST (Goods and Services Tax).

2B ACF - Accrual Accounting
In this unit students learn to manually record and report using balance day adjustments (e.g. depreciation). They conduct data analysis to evaluate a business’s performance and make sound financial decisions. Students learn to use accounting software such as MYOB (Mind Your Own Business) or QuickBooks to electronically record financial data and produce financial reports.

ASSESSMENT
The course involves both the practical application of accounting information as well as research and response tasks, equipping students with financial literacy skills. Assessment types include case study investigations, in-class exercises, topic tests and examinations.

CAREER OPPORTUNITIES
Accounting & Finance is strongly recommended for students intending to study Commerce, Business Management or Law at University or Training WA – The West Coast Institute of Technology, Central Institute of Technology and Polytechnic West (previously known as TAFE). A Commerce degree can broaden your career pathway as you explore different areas including accounting, marketing, finance, economics, law, tax, information systems and management. As every business and most individuals need an Accountant, there are numerous local and overseas job opportunities in public practice, commerce, industry, government and academia. There are very strong job prospects for young Accountants in Australia and many traineeship opportunities exist beyond school. Other career pathways include bookkeepers, account/payroll/bank clerks, financial advisors, business managers. Accounting and Finance is advantageous for self-employed business owners, due to the requirements of the Australian Tax Office and other governing bodies.
Certificate II Business is a nationally recognised certificate. This qualification shall prepare students to perform a range of routine activities within a business environment. Students undertake tasks of a highly practical nature that should enable them to move easily into the business work environment.

Completion of a full certificate will provide easier pathways into Training WA – The West Coast Institute of Technology, Central Institute of Technology and Polytechnic West.

PREREQUISITES - There are no prerequisites for this course

COURSE CONTENT
The following Units of Competency have been chosen to study, subject to approval of the Registered Training Organisation (RTO).

- BSBOHS201A Participate in Occupational Health and Safety processes
- BSBIND201A Work effectively in a business environment
- BSBITU201A Produce simple word processed documents
- BSBITU202A Create and use spreadsheets
- BSBITU203A Communicate electronically
- BSBWOR202A Organise and complete daily work activities
- BSBWOR203A Work effectively with others
- BSBWOR204A Use business technology
- BSBCM201A Communicate in the workplace
- BSBWRT301A Use simple documents
- BSBINM201A Process and maintain workplace information
- BSBINM202A Handle Mail

ASSESSMENT
Assessment is competency based, where students have a number of opportunities to become competent.

WACE REQUIREMENTS
Students engaged in a VET stand-alone program will be accredited with WACE unit equivalent. Successful completion of the Certificate II will reduce graduation completion requirements by 220 hours or 4 units. Therefore WACE achievement requirements will be calculated over 14 courses rather than 16.

CAREER OPPORTUNITIES
Possible job titles relevant to this qualification include: Administration Assistant, Clerical Worker, Data Entry Operator, Information Desk Clerk, Office Junior and Receptionist.

FEE
All Certificate courses have an administration fee attached. At the time of printing, the current year charge was $70. This is subject to change.
The development and application of digital technologies impacts upon most aspects of living and working in our society. Digital technologies have changed how people interact and exchange information. These developments have created new challenges and opportunities in lifestyle, entertainment, education and commerce.

This course aims to give students appropriate knowledge and skills in digital technologies in order to use them in a responsible and informed manner. Applied Information Technology provides a sound theoretical and practical foundation, offering pathways to further studies and a wide range of technology based careers.

PREREQUISITES - There are no prerequisites.

COURSE CONTENT
2A AIT - Media Information & Communication Technologies
The emphasis is on the use of digital technologies to create and manipulate digital media. Students use a range of applications to create visual and audio communications. They examine trends in digital media transmissions and implications arising from the use of these technologies.

2B AIT - Digital Technologies in Business
Skills, principles and practices associated with various types of documents and communications are emphasised. Students identify the components and configuration of networks to meet the needs of a business. Students design digital solutions for clients being mindful of the various impacts of technologies within legal, ethical and social boundaries.

ASSESSMENT
Assessment types include production (practical projects), response and examinations.

CAREER OPPORTUNITES
The information technology field represents one of the most exciting areas of employment with forecasters predicting a rate of growth at twice the national average. Numerous career opportunities exist in areas such as web page design, multimedia design, e-commerce, plus a range of technical and programming applications. Applied Information Technology provides an excellent foundation for the study of Information Technology or Computer Science at University or Training WA – The West Coast Institute of Technology, Central Institute of Technology and Polytechnic West level, but it will benefit any students regardless of what workplace or career pathway is chosen.
Certificate I Information, Digital Media and Technology is a nationally recognised certificate. This qualification provides the skills and knowledge for individuals to safely perform foundation digital literacy tasks using a personal computer and a range of software applications and digital devices. Completion of a full certificate will provide easier pathways into Training WA – The West Coast Institute of Technology, Central Institute of Technology and Polytechnic West.

**PREREQUISITES** - There are no prerequisites.

**COURSE CONTENT**
The following Units of Competency have been chosen to study, subject to approval of the Registered Training Organisation (RTO).

Certificate I in Information Technology, Digital Media & Technology ICA10111
ICAICT101A  Operate a personal computer
ICAICT102A  Operate word-processing applications
ICAICT103A  Use, communicate and search securely on the internet
ICAICT104A  Use digital devices
ICAICT105A  Operate spreadsheet applications
ICAICT106A  Operate presentation packages

Certificate II in Information Technology, Digital Media & Technology ICA20111 – part of
BSBOHS201A  Participate in OHS processes
BSBSUS201A  Participate in environmentally sustainable work practices
ICAICT201A  Use computer operating systems and hardware
ICAICT202A  Work and communicate effectively in an IT environment
ICAICT203A  Operate application software packages
ICAICT204A  Operate a digital media technology package
ICAWEB201A  Use social media tools for collaboration and engagement
ICPMMM321C  Capture a digital image
CUFDIG303A  Produce and prepare photo images
CUFSOU204A  Perform basic sound editing
ICAICT205A  Design basic organisational documents using computing packages
ICAICT207A  Integrate commercial computing packages
ICAICT210A  Operate database applications
CUFCAM201A  Assist with a basic camera shoot

**ASSESSMENT**
Assessment is competency based, where students have a number of opportunities to become competent.

**WACE REQUIREMENTS**
Students engaged in a VET stand-alone program will be accredited with WACE unit equivalent. Successful completion of the Certificate I and II will reduce graduation completion requirements by 220 hours or 4 units.

**CAREER OPPORTUNITIES**
Possible job titles relevant to this qualification include: Office Assistant, Records Assistant and Junior Office Support.

**FEE**
All Certificate courses have an administration fee attached. At the time of printing, the current year charge was $70. This is subject to change.
The Children, Family and the Community course provides opportunities for students to develop an understanding of the diversity of the Australian society. Recognising this diversity and promoting inclusivity among the individuals, families and groups makes up our society and provides the foundation for a cohesive community. This course examines the factors that impact on the ability of individuals and families to develop skills that enable them to live independently or to care for others.

**COURSE OUTCOMES**
1. Exploring human development
2. Applying the technology process
3. Self-management and interpersonal skills
4. Society and support systems

**PREREQUISITES** - There are no prerequisites for this course

**COURSE CONTENT**

**1A CFC – Me, My Family & My Community**  
The unit considers opportunities to effectively care for the neonate, infant and child through an examination of development, developmental needs, beliefs and values of families and the resources available to families.

**1B CFC – Family Uniqueness**  
Students examine the role of families in caring for infants and children. Students learn about growth and development and the behaviours that promote growth and development. Students recognize that development is affected by both biological and environmental factors.

**ASSESSMENT TYPES**
Investigation (30-40%)
Production (40-50%)
Response (20-30%)

Learning Experiences in this subject may include:
- virtual baby experience
- excursions to Mercy Hospital and a children’s production cooking task
- guest speakers including parents with baby/child, families and various community services that support families, for example Ngala, Community Midwifery WA, Disability Services, Nursing Mothers Association
• practical activities including producing a care package for a family in need, trialling and producing Nutritionally Healthy Lunches for pre-school ages children, excursion to Ivy Watson Playground and other learning experiences with children.

This course is suitable for students who are TAFE or employment bound and particularly those who are considering careers working with children and families. Fields include childcare work, education assistance, youth and social work, and community service work.

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<th>PATHWAY 2</th>
<th>Stage 2 external exam in Year 12</th>
<th>1A + 1B CFC → 2A+ 2B CFC</th>
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<td>PATHWAY 3</td>
<td>Stage 3 external exam in Year 12</td>
<td>2A + 2B CFC → 3A+ 3B CFC</td>
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PREREQUISITES
65% in Year 10 General English or 50% in Extended English.

COURSE CONTENT
2A CFC – Building on Relationships
This unit examines the dynamic of families, including change and how these affect the members. Knowledge of community support services available to families and children is strengthened. Opportunities are also provided to develop the student's self-management, personal and interpersonal skills.

2B CFC – My Place in the World
In this unit students explore developmental theories to enhance their understanding of childhood development. They will also investigate contemporary issues that affect children and families. Students will examine these issues enabling them to report on how to advocate to meet the needs of children and families. Self-management and interpersonal skills are used to assess and develop new technologies.

LEARNING ACTIVITIES
• guest speakers representing various support services for families – Playgroup WA, Ngala, Edmund Rice Centre
• excursions to Family Law Court, State Library Service of WA, Primary School (pre-primary, kindy)
• practical activities – Playgroup where students learn to interact with children while enhancing their self-management skills
• story sack design for specific age groups focusing on language design

ASSESSMENT TYPES
Investigation (30-40%) Research work in which students plan, conduct and communicate an investigation on childhood development.

Production (40-50%) Students design activities, make products or implement systems and services related to children.

Response (10-30%) Students apply their knowledge and skills in written responses to a series of stimuli or prompts related to children, families and communities (Examinations are included as preparation for Year 12)

CAREER OPPORTUNITES
This course may be of use to those intending to pursue a career in the areas of Social Services, Education and Health. Many agencies that work with children and families now have multi-disciplinary teams including Social Workers, Psychologists, Educators and Health workers.
This course provides opportunities for students to explore and develop food-related interests to develop and apply enterprising and innovative ideas to food production.

PREREQUISITES - There are no prerequisites for this course

COURSE OUTCOMES
1. Understanding food
2. Developing food opportunities
3. Working in food environments
4. Understanding food in society

COURSE CONTENT:
- Nature of food
- Processing food
- Food in society

1B FSTH
The focus for this unit is **spotlight on my food**. Students explore ways in which individuals classify, select and use foods.
- the sensory and physical properties of foods and the effect of processing techniques
- locally produced foods.
- food labelling and packaging
- food advertising and styling
- nutrients
- practical food preparation - including safe food handling procedures

1B FSTH
The focus for this unit is **food, health and choices**. Students investigate the sensory and physical properties of food that affect the consumption of raw and processed foods.
- the importance of a balanced diet
- the function of food in the body
- the application of nutrition concepts that promote healthy eating
- issues arising from lifestyle choices
- working individually and in teams to further develop food preparation, meal planning, equipment and food handling skills
- demonstration of a variety of mise-en-place, precision cutting skills and cooking techniques

ASSESSMENT TYPES
Investigation (20-30%)
Production (50-60%)
Response (20-30%)
The Materials, Design & Technology course is a practical course with a focus on Textiles. It allows students choice in the exploration and use of textiles for design and manufacture. Students may use a few or many materials in innovative designs and explore the interactions between materials, people and their environment. Through enquiry, experimentation and research, students develop their creativity and understanding of the society in which they live.

Working with materials, students develop a range of manipulative, processing, manufacturing and organisational skills. When designing with materials, they develop cognitive skills such as critiquing, analysing, solving problems, generating innovative ideas and communicating what they do. This makes them more technologically literate and, as consumers, enables them to make decisions about the use and misuse of technology now and in the future.

The Materials, Design and Technology course aims to prepare all students for a future in a technological and material world by providing the foundation for lifelong learning about how materials are developed and used.

PREREQUISITES
There are no prerequisites for this course but creativity and patience are essential.

COURSE OUTCOMES
1. Apply the Technology Process to create products.
2. Understanding how the nature of materials influences design, development and use.
3. Use technology skills to create products safely and efficiently to a specified standard.
4. Understand the interrelationship between people, the environment and the use of materials.

COURSE CONTENT
1A MDTT – Production Fundamentals
Students are introduced to the principles and practices of design. Throughout the process, they learn about materials, including their origins, classifications, properties and suitability for purpose as they manufacture products for themselves. There is an added cost involved in the purchase of materials.

1B MDTT – Design Fundamentals
Students extend their skill base from unit 1A in generating ideas and realising these ideas through design projects of their own choice. Students apply the fundamentals of design and concepts related to designing for self, considering beliefs and values. There is an added cost involved in the purchase of materials.

ASSESSMENT TYPES
Design (15-20%) Research work and garment design
Production (80%) Garment construction
Response (5-15%) Tests and evaluation reports
VOCATIONAL EDUCATION AND TRAINING

CAREER & ENTERPRISE (CAE) TOGETHER WITH WORKPLACE LEARNING (WPL)

| PATHWAY                          | Training WA, Employment, Traineeship, Apprenticeship | 1C CAE (Year 11 Semester 1) + 1A WPL (Year 11 Semester 2) ↓ 1C+ 1D WPL (Year 12) |

Students selecting this pathway will complete Career and Enterprise 1C in the first semester of Year 11 and in second semester will undertake Workplace Learning 1A. During Semester 2 students will attend the workplace for one day a week.

CAREER & ENTERPRISE (CAE) 1C

The Career and Enterprise course is about career development learning. It is a holistic approach, recognising that individuals need to be proactive, enterprising career managers who engage in lifelong learning. Career development learning will be enhanced by access to workplaces, work experiences and workplace learning programs.

The Career and Enterprise course aims to provide all students with the knowledge, skills and attitudes to enable them to be enterprising and proactive managers of their own career development in a constantly changing digital and global world of work.

PREREQUISITES
No prerequisites

COURSE OUTCOMES
1. Career and enterprise concepts.
   Students understand factors underpinning career development that includes knowledge of how personal and external resources are managed for career development.

2. Career and enterprise investigations
   Students investigate, research and analyse data and draw conclusions about career development opportunities.

3. Career development in a changing world
   Students understand how aspects of the changing world impact on career development opportunities.

4. Being enterprising
   Students use career competencies (self management, organisation, communication, technology and team work skills) to manage career development opportunities.

The INSTEP program is a practical course and well suited to students undertaking a structured workplace learning.
Workplace Learning is a work-based learning program that combines on the job training and skill development with essential academic learning. The program, known as INSTEP offers an education within a vocational context. It enables students to work towards Secondary Graduation using both school and workplace learning environments. During Semester 2, students spend one day a week in the workplace.

The aim of the program is to provide students with the opportunity to
- determine a specific industry career path
- develop a Skills Profile to assist with future employment applications
- become workplace ready through ‘on-the-job’ experience
- build industry contacts and promote their own ability

As well as demonstrating employability skills listed for the course, students need to collect and record evidence of these skills. Students undertaking this valuable program have to be very self motivated and enthusiastic and must take personal responsibility to catch up on classes missed on work placement day.

In addition to workplace experience, students need to reflect on their experiences in the workplace and complete some formal and informal assessment requirements in three outcomes. Outcomes are statements of what students should know, understand, value and be able to do as a result of the syllabus content taught.

Students are awarded a subject grade that contributes to graduation requirements.

**PREREQUISITES**
No prerequisites

**COURSE OUTCOMES**
1. Workplace Learning Concepts
2. Work Related Skills
3. Transferable Skills

Applications for the INSTEP program will be distributed through the Careers Office. Entry to the program includes a formal panel interview.

Successful applicants will be charged a fee of $400 per placement to cover administration and resource costs, the remaining cost is subsidised by the College.

The administration of the program and placement of students is managed through the Central and South East cluster of schools.

There is no external examination of this course at this level.
Career development is about actively creating the life one wants to live and the work one wants to do. It is a continuous process that acknowledges the notion of lifelong learning. An integral component of this process is self management through the ever changing contexts and circumstances of an individual’s life and work journeys.

School students need to develop knowledge and understanding of themselves in relation to the changing world of work before making and implementing decisions about careers. In Years 11 and 12, students need to be pro-active in seeking information and are strongly encouraged to research web sites, attend Training WA – The West Coast Institute of Technology, Central Institute of Technology and Polytechnic West (previously known as TAFE) / University Open Days that are held throughout the year and seek as much information as possible to make informed career decisions.

The Career Information Centre, Level 2, 166 Murray Street, Perth (above Woolworths in Murray Street Mall), telephone (08) 9464 1360 is an excellent one-stop-shop service to assist young people to make informed career decisions, plan learning pathways and enhance skills needed to gain employment – email cic.perth@centrelink.gov.au

The following websites are useful starting points for researching careers information:

Curtin University  
Edith Cowan University  
Murdoch University  
University of Western Australia  
University of Notre Dame  
WA Academy of Performing Arts  

TRAINING WA  
Central Institute of Technology  
Polytechnic West  
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PROMOTION & GRADUATION POLICY

Rationale
Mercedes College exists to further the mission of the Church in providing a Catholic education in the Mercy tradition to all students insofar as this is possible.

Principles
- Mercedes College recognises the uniqueness of each student.
- Each student is provided with opportunities to develop spiritually, academically, physically, socially and emotionally.
- As a member of the College community, each student has a responsibility to cooperate with teachers and other students to assist in establishing a positive learning environment.
- Each student will be held accountable for her application and behaviour.

Procedures
The Promotion & Graduation Policy of the College calls on each student to meet the following dimensions:

| Faith                          | Involvement and attendance at Eucharistic Liturgies prepared by individual classes or the school community and Reflection Days / Retreats with respective Year Groups. |
| Service                       | Service at Mercedes College has a significant place in reflecting the ethos of the College and our identity as a Christ-centred community. All students must complete the minimum required hours of service for their respective MSL programme. |
| Religious Education           | Requires a mature and positive involvement in Religious Education, completion of set work/assessments and a minimum achievement of a ‘C’ grade. The achievement level required in Year 11 and Year 12 is the equivalent of a ‘C’ grade at Stage 1 Religion and Life. |
| Academic                      | Requires a conscientious application to study at school and home, completion of all set work, and striving to achieve best personal academic standards. |
| Citizenship                   | Maximum attendance, punctuality and involvement in school activities. These include, but not limited to, Frog Jog, Athletics and Swimming Carnivals, Mercy Day and Presentation Evening (for the respective Year group). Respect shown to staff and other students, care and consideration for others, good behaviour and language at school and in public, and high standards of personal grooming / presentation. |

Promotion - Year 7 to 11
Failure to meet the requirements of the Policy will mean promotion to the following year level will be reviewed. Application for future leadership positions could be compromised. The student must be able to present a reasonable case for promotion otherwise conditional promotion will occur and the student will be placed on a contract. Subsequent efforts must be up to the standard of the contract and will only be applied once for any student.

Graduation - Year 12
Failure to meet the requirements of the policy will mean that the student will receive neither a graduation certificate nor reference from Mercedes College and will be excluded from participating in the College Graduation Ceremony and Dinner.
### IMPORTANT CONTACTS

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<thead>
<tr>
<th><strong>Executive Council</strong></th>
<th><strong>Academic Council</strong></th>
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<tbody>
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