



YEAR ELEVEN | 2022

CURRICULUM HANDBOOK



PRINCIPAL'S WELCOME

Dear Parents, Guardians and Students,

This Curriculum Handbook provides essential information about the courses and programs offered for Year Eleven, 2022.

Supporting your son and daughter as they enter the final years of their schooling is important to their success and experiences at Mercy College. Working with teachers and College leaders to make informed choices will also ensure your son or daughter is flourishing; both in their schoolwork and wellbeing.

There are numerous career pathways for you to consider and Year Eleven can be such an exciting time, particularly when you choose courses that best suit your gifts, talents, interests and abilities. You can use your results in these courses to satisfy university or TAFE WA entry requirements or as a key to starting a career in the world of work.

Mercy College has an outstanding track record in preparing and assisting students to qualify for entry to TAFE WA or university, and a positive reputation for helping student's complete TAFE WA Certificate qualifications while still at school, gain apprenticeships or experience traineeships.

I encourage you to explore all of these options both in your family conversations and by accessing advice through the Careers classes and the Careers and Vocational Education Centre (CAVE). You will also have the opportunity for a meeting with a member of the College's Course Selection Panel to discuss and finalise subjects for study in Year Eleven.

The Course Selection Process

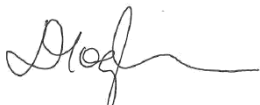
The aim of the course selection process is that students enrol in Year Eleven courses that will:

- Maximise their chances of achieving the Western Australian Certificate of Education (WACE) at the end of Year Twelve
- Engage their interest and provide them with the highest level of challenge that is appropriate for their individual circumstances so that they can grow and develop as life-long learners
- Facilitate their future success in either work or further study after leaving Mercy College

In support of these aims it is expected that students continuing into Year Eleven can demonstrate their readiness for Year Eleven by achieving at least four 'C' grades or better from the subjects they study in Year Ten.

Students progressing into Year Eleven must also achieve the Minimum Entry Requirements (MER) for each Year Eleven subject they are planning to undertake. These MERs are listed in Section Ten of this document; students must achieve these requirements on the 2021 Year Ten Semester One / End of Year report. It is important to note that similar requirements must be met for students progressing from Year Eleven into Year Twelve in the following year.

I trust that the information in this Curriculum Document will be helpful in the course selection process for next year. Please do not hesitate to contact members of staff at the College if you require any assistance.



Mrs Lisa Fogliani
PRINCIPAL
2021

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This handbook provides a guide to the courses that Mercy College would like to offer students in 2022.
However, where there are insufficient enrolments a subject will not run.
Some course combinations may not be possible because of timetable constraints.

STAFF CONTACT INFORMATION

Position	Name	Email	Phone
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Please do not hesitate to contact College staff members if you require any assistance.

SECTION 1

2022 YEAR ELEVEN SUBJECT SELECTION PROCESS

Preparation for Subject Selection

Six Subjects

A student at Mercy College will typically enroll in six subjects for Year Eleven. It is assumed that students will generally continue on with the same six subjects for Year Twelve.

Where students are participating in a School Based Traineeship, School Based Apprenticeship or an external VET-in-Schools program that requires them to be off campus for a full day, they only take five courses at school, plus a private study program that gives them the opportunity to catch up on the school work they miss while they are off campus.

Exceptions to these requirements would only be considered in the most extraordinary circumstances.

Compulsory Courses

All students at Mercy College must undertake

- an English course
- either a Religion & Life course or the Certificate III Christian Ministry & Theology
- either four ATAR courses, a combination of five ATAR and General courses or they must undertake at least one VET Qualification.

All students who have not achieved their OLNA numeracy are required to enrol in a Mathematics course.

Subject Selection Process

Students, accompanied by a parent / guardian must attend the Year Eleven (2022) Subject Selection Information Afternoon to be held on **Tuesday 29 June 2021 from 3:30pm – 6:00pm in the Careers and Vocational Education Centre (CAV.E).**

All students will need to book an interview with a member of the College Subject Selection Panel during the first three weeks of Term Three. It is expected that they will attend the interview with a parent / guardian. **Students must have met the MER for each course in which they wish to enrol.**

It is important that some thought is given to the 'alternate' subjects chosen in the Subject Selection Interview. Where subject 'clashes' or insufficient numbers prevent a student from going into one of their six choices, they will be enrolled in one of the back-up 'alternate' courses. Where a student is enrolled in one of these back up subjects they will be informed of this decision via SEQTA. Students will have the opportunity to change their courses at the Subject Reselection days early in December.

Subject Selection Panel Members

The following staff will conduct the subject selection interviews with students and parents:

Name	Position
Mr Greg Quinn	Vice Principal
Mr Stephen Coggin	Deputy Principal
Mrs Simone Morgan	Deputy Principal
Mrs Donna Bird	Director of Infrastructure
Mrs Jennie Jago	Director of Engagement
Mrs Violet Bogunovich	Dean of Secondary
Ms Heather Gardiner	Careers & Guidance Counsellor
Ms Stacey Ward	Head of Year 12 (2021)
Mr Mitchell Dalton	Head of Year 10 (2021)

SECTION 2

TYPES OF COURSES AND QUALIFICATIONS

The Year Eleven/Twelve curriculum is delivered either as 'courses' or 'qualifications'. Mercy College offers four different types of courses as well as Vocational Education qualifications and Workplace Learning opportunities.

Vocational Education and Training (VET) Qualifications

VET courses engage students in work related learning built on strategic partnerships between schools, Registered Training Organisations (RTOs), business, industry and the wider community.

The qualifications are labelled as Certificates and those listed in this Curriculum Document are delivered by the school with oversight from an RTO.

VET qualifications are comprised of units of competency. Each unit of competency provides students with the required skills, and knowledge for work in the related industry.

Students must complete at least four ATAR courses **OR** at least five General and/or ATAR courses in Year Twelve **OR** a Certificate II (or higher) VET qualification in order to achieve their WACE.

ATAR, General, Foundation & Preliminary Courses

There are four different levels of 'courses'. In order of difficulty they are:

ATAR Courses

These are the most challenging courses. ATAR courses are very much exam-based with the end of Year Twelve exams set by the School Curriculum and Standards Authority (SCSA). Students must complete four of these courses to generate an ATAR. (Australian Tertiary Admissions Rank). Students must sit the final examinations at the end of Year Twelve for the course to count toward their WACE.

General Courses

General courses tend to be less demanding than the ATAR courses. There are no exams in General courses, although students will sit the Externally Set Task (EST), written by the SCSA and administered by the College in Year Twelve. Students may enrol in at least five General and/or ATAR courses to meet WACE requirements. Many students considering alternate pathways to University undertake General courses.

Foundation Courses

Foundation Courses are only available to students who have not demonstrated the minimum standard of numeracy or literacy in the Year Ten Online Literacy and Numeracy Assessment (OLNA) tests conducted in March and September.

Only students who have not met the literacy or numeracy requirements are eligible to enroll in the 'List A' Foundation courses: English Foundation, English as an Additional Language or Dialect (EAL/D) Foundation.

Only Students who have not demonstrated the minimum standard in the numeracy component of the OLNA are eligible to enroll in the List 'B' Foundation course: Mathematics Foundation.

Preliminary Courses

Preliminary courses are designed for students who have been identified as having a significant learning difficulty and/or intellectual disability. They provide an option for students who cannot access the ATAR, Foundation or General course content; are unable to progress directly to training from school, or who require modified and/or independent education plans. Preliminary courses do not contribute to the requirements for WACE achievement.

The Structure of a Course – Year Eleven into Year Twelve

Each course has four units – Unit 1 and Unit 2 (Year Eleven units) and Unit 3 and Unit 4 (Year Twelve units). In Year Twelve it is not possible to switch courses half way through the year as Unit 3 and Unit 4 *must* be studied as a pair.

Typically, students will need the concepts and skills developed in the Year 11 units in order to successfully tackle the work in the Year 12 units. This is particularly the case for ATAR courses.

Workplace Learning (ADWPL)

Workplace Learning is considered an 'Endorsed Program' by the School Curriculum and Standards Authority (SCSA).

To complete this Endorsed Program a student works in one or more unpaid workplace/s to develop a set of transferable workplace skills. Developing competence in workplace skills assists an individual to gain employment, and in the longer term, to progress within the organisation or industry in which they are employed, and to contribute successfully to the organisation's objectives and to the wider community.

The Workplace Learning Program, when successfully completed and reported to the Authority by the school:

- is listed on the student's Western Australian Statement of Student Achievement (WASSA)
- **may** contribute one unit towards the breadth-and-depth requirement of the WACE
- **may** contribute one unit towards the C grade requirement of the WACE

Interstate Languages

While we do not currently offer Year Eleven and Year Twelve languages. Many of our students are fluent in (speak and write) languages other than English. Some of these students may benefit from the opportunity to register with the School Curriculum and Standards Authority (SCSA) to sit the external WACE examination in that language as a non-school candidate in Year Twelve. The mark of the external examination may contribute towards the calculation of the student's ATAR used for university entrance. A non-school candidate in an Interstate Language will also receive the Tertiary Institutions Service Centre (TISC) LOTE bonus.

For more information, see Mrs Violet Bogunovich or Mrs Mirta Aguirre.

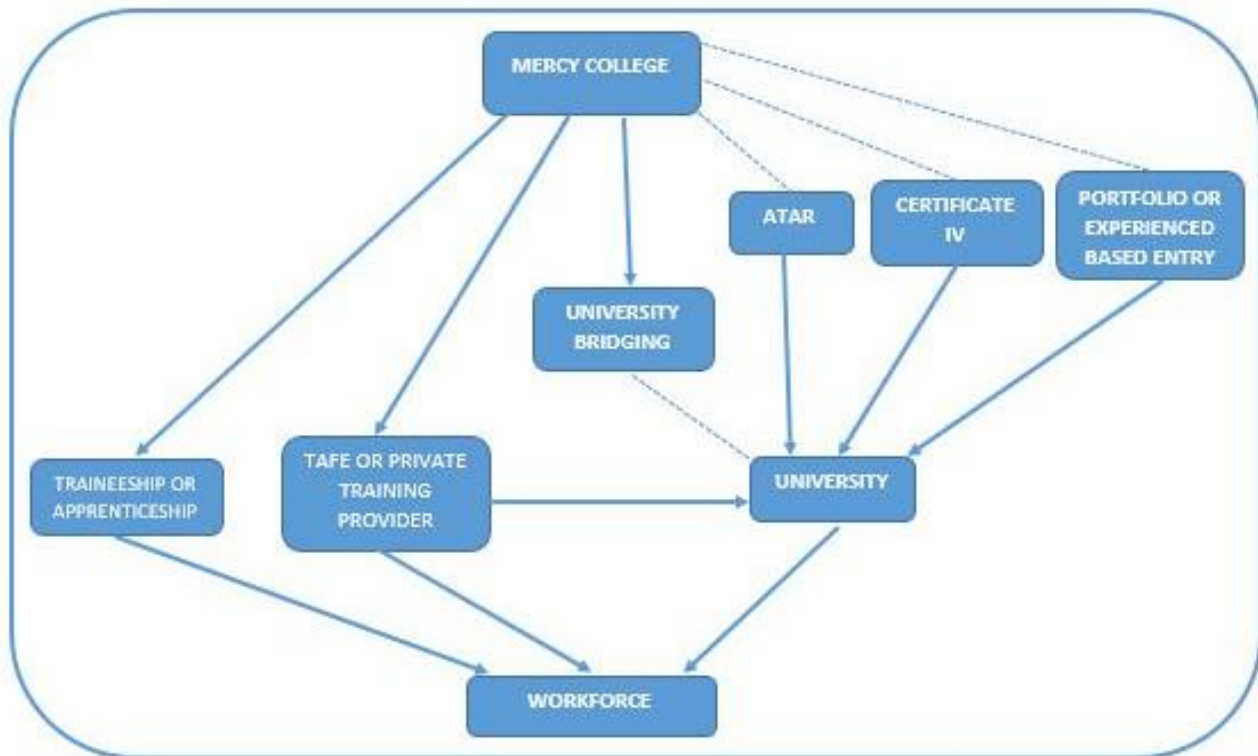
Some key points to keep in mind:

1. Only results from ATAR courses can be counted towards direct entrance to university (see Section 5: Admission to the Public Universities)
2. Year Eleven students intending to apply directly to study at university after Year Twelve must enrol in **at least four Year Eleven ATAR courses**, and no more than a total of two General courses / VET qualifications.
3. Students enrolled in ATAR courses in Year Twelve will be required to sit the end-of-year WACE examinations.
4. Students who enrol in less than four ATAR courses or less than five General and ATAR courses must complete a Certificate II (or higher) qualification in Year Eleven or Year Twelve in order to meet the WACE requirements.
5. The recommended deadline for students to change their Year Eleven course enrolment is at the end of Week Two in Term Two. The School Curriculum and Standards Authority may not accept the grade in a new course if students change courses after these dates.

SECTION 3

2022 YEAR ELEVEN STUDY PATHWAYS

In recent years there has been a marked increase in the number of pathways that students might follow when they leave Mercy College to make their way into the world of work. The diagram below illustrates some of the many pathways that students might take from Mercy into the start of their careers.



What hasn't changed is our hope that all our students will grow and develop their talents and gifts so that they can find their way into a productive and fulfilling vocation or career.

When talking about Pathways and subject selections with students we emphasise the following points:

1. **Choose subjects that will set you up to achieve your WACE**
Students should be aiming to achieve their Western Australian Certificate of Education. For more information about the WACE – see Section 4.
2. **Find the pathway that is right for you**
There are different pathways to get to the career that might interest you – make sure that you explore your options and pick the one that best suits **your** situation.
3. **Choose the most challenging courses you can**
The last two years of school provide you with great opportunities to develop and grow. You should be looking to choose subjects that will give you the chance to stretch yourself. The Minimum Entry Requirement (MER) is a good indicator of whether you have developed the skills and knowledge to handle a subject.
4. **Choose subjects that engage your interest**
The pace and content of many Year Eleven and Twelve subjects can be a very challenging. It is much easier to apply oneself and achieve success when you like and enjoy the subjects you are learning.

SECTION 4

2022 MERCY COLLEGE GRADUATION, WACE & WASSA

Moving from Year Eleven into Year Twelve

It is expected that most students will continue their Year Eleven courses and qualifications through into Year Twelve the following year; the timetable is set up to allow this. However, where students are not on track for their WACE or do not meet the Minimum Entry Requirement for a Year Twelve course, changes may be necessary. Where a student's Year Eleven results make the achievement of their WACE impractical, they may not continue on to Year Twelve at Mercy College. In such a situation the student would have the option to repeat Year Eleven.

Mercy College Graduation (Year Twelve 2023)

It is expected that students who graduate from Mercy College will have been an active part of our community, have demonstrated Mercy values and met College standards of attendance and behaviour. All Year Twelve students who finish the school year and meet the requirements listed below will graduate from Mercy College. Mercy College Graduates will be presented with their Graduation Certificate at the Valediction (farewell) ceremony in mid-October.

To achieve Mercy College Graduation students must satisfy the following requirements

I. Attendance

Students must achieve an attendance rate of 90% or higher over the course of Year Eleven and Twelve. Where students have been unable to attend for extended periods due to exceptional circumstances they may apply to the principal in writing for this requirement to be waived.

II. Religious Education, Christian Service Learning and Faith Formation

Students are expected to demonstrate a mature and positive involvement in the Religion and Life course and complete class work and assessments to a satisfactory standard.

Students are expected to attend Liturgies in a respectful manner and complete the Christian Service Learning and College Retreat programs. The Year Eleven Retreat is a two-day program held at the College. In Year Twelve students attend a three-day residential Retreat.

III. Finish Year Twelve with 'Good Standing' as per the Mercy College Pastoral Care Policy

The Western Australian Certificate of Education (WACE)

The West Australian Certificate of Education (WACE) is awarded by the School Curriculum and Standards Authority (SCSA) when students successfully meet the requirements. The WACE is all about the successful completion of courses and qualifications and the standards of literacy and numeracy students can demonstrate.

To achieve a WACE from 2021, a student must satisfy the following:

I. Complete one of three course combination options

- complete at least four Year 12 ATAR courses* OR
- complete at least five Year 12 General courses and/or ATAR courses or equivalent OR
- complete a Certificate II (or higher) VET qualification in combination with ATAR, General or Foundation courses.

II. Pass the Online Literacy and Numeracy Assessments (OLNA)

The School Curriculum and Standards Authority (SCSA) have made it a requirement of students achieving their WACE that they must demonstrate a minimum standard of literacy and a minimum standard of numeracy based on the skills regarded as essential for individuals to meet the demands of everyday life and work in a knowledge-based economy.

This is demonstrated by passing all three Online Literacy and Numeracy Assessments; Reading, Writing and Numeracy. Students who achieve Band Eight or higher in the corresponding Year Nine NAPLAN tests gain exemption from these tests. Students have two opportunities to sit the OLNA each year.

III. Breadth and Depth

Students will complete a minimum of 20 course units or the equivalent. To meet these requirements students must:

- complete a minimum of 20 units or equivalents over Years Eleven and Twelve
- complete a minimum of Ten Year Twelve units or the equivalent (see next page);
- complete two Year Eleven English units and one pair of completed Year Twelve English units;
- complete one pair of Year Twelve course units from each of List A (arts/languages/social sciences) and List B (mathematics/ science/technology).

IV. Achievement Standard

Students will be required to achieve 14 'C' grades (or equivalents) in Year Eleven and Year Twelve units, including at least six 'C' grades in Year Twelve units (or equivalents).

Unit Equivalence

Unit equivalence reduces the number of courses a student must complete in order to meet the WACE requirements. Unit equivalence can be obtained through Vocational Education and Training (VET) programs and/or endorsed programs. The maximum unit equivalence available through these programs is eight units – four Year Eleven units and four Year Twelve units. Students may obtain unit equivalence as follows:

- up to eight unit equivalents through completion of VET qualifications or
- up to four unit equivalents through completion of endorsed programs (i.e. Workplace Learning); or
- up to eight unit equivalents through a combination of VET and endorsed programs, but with endorsed programs contributing no more than four unit equivalents.

The amount of unit equivalence allocated to VET qualifications is as follows:

Completed qualification	Equivalence (total)	Credit allocation (units)	
		Year 11	Year 12
Certificate I	2 units	2	0
Certificate II	4 units	2	2
Certificate III and higher	6 units	2	4

For endorsed programs such as Workplace Learning (ADWPL) unit equivalence is allocated on the basis of 1-unit equivalent for each 55 hours completed in the workplace, to a maximum of 4 units. That is:

- Less than 55 hours = 0 unit equivalence
- 55 – 109 hours = 1 unit equivalence
- 110-164 hours = 2 unit equivalence
- 165 – 219 hours = 3 unit equivalence
- 220 + hours = 4 unit equivalence

Further information about the WACE is available at the School Curriculum and Standards Authority website: <http://www.scsa.wa.edu.au>

The Western Australian Statement of Student Achievement (WASSA)

Regardless of whether a student achieves their WACE, every student who finishes Year Twelve will receive a WASSA. The WASSA lists all courses and programs that a student has completed and the grades and marks achieved.

The WASSA formally records, as relevant:

- achievement of WACE requirements
- achievement of the literacy (reading and writing) standard
- achievement of the numeracy standard
- achievement of awards
- school grades, school marks and combined scores in ATAR courses
- school grades and school marks in General and Foundation courses
- completed Preliminary units
- successfully completed VET qualifications and VET units of competency
- completed endorsed programs
- number of community service hours undertaken

SECTION 5 TECHNOLOGY REQUIREMENTS

As Year Eleven (2022) students will have completed the College Year 7-10 Notebook program, they may welcome the opportunity to bring in their own model of laptop. Students are encouraged to continue using the College Notebook but, as the warranty period has expired, any loss or damage is the responsibility of the student.

The use of technology in the courses offered in Year Eleven varies and may influence a student's subject selection. Some subjects only require internet access while others may require the use of specific software. Included in the table showing the courses on offer for 2022 in Section 9 is a column showing which category of IT requirements are required for that course. Each course will fall into one of the following categories:

1. **Minimum requirements:** these courses only require a device that allows access to websites including the College Microsoft Office 365 and the SEQTA Learn portal. There is no requirement to produce documents, presentations and spreadsheets or install programs.
2. **General computing capability:** these courses require a device that allows students to produce documents, presentations and spreadsheets, as well as install general programs advised by the teacher.
3. **Computers must have the ability to install and run programs that require a high degree of processing power such as an intel Core i5 CPU.** Specific requirements are included in the descriptions for these subjects.

All students have access to Office 365 through the College. As a student of Mercy College, students can also download a full copy of Word, Excel and Power Point to their personal device although they may run other similar products if they wish. Students are also reminded that as pupils of the College, they are still required to adhere to the school policies regarding acceptable use of ICT.

SECTION 6

POST-SCHOOL DESTINATIONS

After secondary school, students may continue their studies at either TAFE or university, or take up apprenticeships, traineeships or full-time work.

Admission to Public Universities

In order to achieve entry directly into university using their ATAR score (see below), students must enroll in **four or more ATAR** courses. Typically, we encourage students seeking direct entry to university to choose five ATAR courses.

Entry to the four public universities (Curtin University, Edith Cowan University, Murdoch University and the University of Western Australia) is managed by the Tertiary Institutions Service Centre (TISC). For general admission into university, students have typically:

- achieved the WACE – see Section 4;
- satisfied the university Competency in English requirement – this is typically a final scaled mark of at least 50 in ATAR English Literature, ATAR English or ATAR English as an Additional Language/Dialect course; and
- achieved a sufficiently high Australian Tertiary Admissions Rank (ATAR) score for entry to a particular university and/or course.

Australian Tertiary Admissions Rank: (ATAR)

The ATAR is a percentile rank number which lists students in descending order according to their academic achievement. For example, a student achieving an ATAR of 96.0 is in the top 4% of the State's Year Twelve population.

An ATAR is calculated from a 50:50 combination of the student's school mark and the WACE examination mark from the student's **best four** course results. Generally, universities require a minimum ATAR of 70.0 for admission.

Further information about entry to the public universities is available from the TISC website: <http://www.tisc.edu.au>

Alternative Entry to Public Universities

In addition to university entry via an ATAR score, public universities and the University of Notre Dame Australia are increasingly broadening their admissions criteria and students are advised to check specific entrance requirements with the universities. In 2016, for instance, almost 75% of students beginning undergraduate courses in Australia gained entry to university through alternate pathways. Only a quarter used the ATAR pathway directly into their undergraduate course.

Many universities are adopting a 'Recognition of Prior Learning' approach which will enable students who have completed various levels of TAFE WA certification to be considered for university entrance.

An increasing number of school leavers are entering university through 'bridging' programs such as Curtin University's *UniReady Enabling Program* or Edith Cowan University's *UniPrep Course*.

Students interested in enrolling at university via one of these alternative entry options should:

- Check the university web sites below frequently for up-to-date information.

University of Western Australia	www.uwa.edu.au
Edith Cowan University	www.ecu.edu.au
University of Notre Dame Australia	www.nd.edu.au
Curtin University	www.curtin.edu.au
Murdoch University	www.murdoch.edu.au
- Contact our Careers and Guidance Counsellor, Mrs. Heather Gardiner at school, by phone on 9247 9271, SEQTA Direct Message or email at heather.gardiner@cewa.edu.au to book an appointment.

Admission to the University of Notre Dame Australia

Notre Dame's Admissions Process

The admissions process is personal. Every applicant is considered on an individual basis. Prospective students apply **direct to the University** for admission. Notre Dame seeks to enrol students who wish to make a special contribution to society. To identify such students, the University applies a comprehensive admissions process which goes beyond the use of a single score. Entry is based upon a range of factors; academic performance, a student interview, contribution to school and community life, individual motivation, personal qualities and recommendations by schools and employers. The Admissions Office places great emphasis on the personal qualities and motivation of candidates for admission.

Minimum Entry Requirements

To meet the **minimum** academic achievement required to gain direct entry to the University of Notre Dame, students must have:

- achieved the WACE certificate – see Section 3;
- satisfied the university Competency in English requirement of a scaled mark of at least 50 in the end of Year Twelve WACE exams in ATAR English Literature, English or English as an Additional Language/Dialect; and
- achieved a minimum ATAR rank of 70.00, with the required ATAR score for entry to a particular course.

Many courses will require higher academic achievement for entry.

Further information about entry is available from the University of Notre Dame website:

<http://www.nd.edu.au>

Admission to TAFE WA

Admission into a TAFE WA course is based on students attaining the **minimum entrance requirements** and, for some courses, meeting **selection criteria**.

Minimum Entrance Requirements

For all TAFE courses, applicants need to demonstrate minimum literacy and numeracy skills through secondary school achievement or AQF qualification levels.

Course applying for	School Achievement	AQF
Certificate I	Nil	Nil
Certificate II	OLNA or NAPLAN Year 9 Band 8	Certificate I or Certificate II
Certificate III	OLNA or NAPLAN Year 9 Band 8	Certificate I or Certificate II
Certificate IV	C Grades in year 11 WACE General English, and OLNA or NAPLAN 9 Band 8	Certificate II or Certificate III
Diploma or Advanced Diploma	Completion of WACE General or ATAR (minimum C Grades) or equivalent	Certificate III

Selection criteria for entry to competitive courses

These are used when courses have more student applications than there are available places.

Selection Criteria – Maximum 90 points	
Academic Achievement – maximum 60 points	Work history – Maximum 30 points
Derived from the highest points from either: <ul style="list-style-type: none">• Secondary education results; or• Completed AQF qualification	Credit for total hours worked at 0.003 points per hour: <ul style="list-style-type: none">• Paid employment• Work experience• Community service/volunteer work Note: you must provide copies of either a reference, pay slip or group certificate/summary. CVs and phone references are not accepted.

Secondary Education results - calculated from three completed full-year courses awarded the highest points.				
Year	WACE Course level	C Grade	B Grade	A Grade
Year 10		6	8	10
Year 11 / 12	Foundation	6	8	10
Year 11	General	11	12.5	14
Year 11	ATAR	14	16	18
Year 12	General	14	15	16
Year 12	ATAR	18	20	20

AQF qualifications - based on the one qualification which receives the highest point score.							
Course applying for							
Course completed		Certificate I	Certificate II	Certificate III	Certificate IV	Diploma	Advanced Diploma
	Pathway Courses	60	60	60	60	60	60
	Certificate III	60	45	45	45	30	30
	Certificate II	60	30	30	25	20	20
	Certificate I	60	20	20	15	10	10

Visit <http://tafechoices.com/> for details of TAFE courses and specific application requirements. Applications for full time study at TAFE are completed online at <http://tasonline.tafe.wa.edu.au> or by calling TAFE admissions on 6212 9888. Further information regarding both TAFE and Private Training Providers can be found online at <http://www.dtwd.wa.gov.au/training>.

Part-time study at TAFE

Part-time study for admissions purposes means that you wish to study particular units in a qualification that are being offered for study and not the whole, structured full-time qualification program.

Not all qualifications are available for part-time study. For qualifications that are available, some units within them may not be offered for part-time study or be offered every semester. Consequently, people interested in studying part-time should not refer to the qualifications (and attached units) listed for full-time study.

Part-time unit offerings in the metropolitan area are made available twice a year - in January and June. For more information on the above information go to <http://www.dtwd.wa.gov.au> or call TAFE Admissions on 08 6212 9888

In addition, there are some courses that also require students to submit a folio of work, and/or to attend an interview.

Further information about the minimum entrance requirements and the selection criteria is available in the *TAFE WA Full-time Studies Guide*, or on the TAFE WA website: <http://www.trainingwa.wa.gov.au>

SECTION 7 CAREERS ADVICE & THE CAVE

It is essential to plan ahead by seeking out career guidance and information that will give an understanding of the relationship between the student's present school program and his/her future role in the community. In addition to the Year 10 Career Education program there are several resources from which career information and assistance may be obtained.

CAVE – Careers and Vocational Education

The Careers and Vocation Education centre (C.A.V.E) is a comprehensive careers resource hub. Students can 'drop in' or check the displays to access a range of information including; computer packages; career literature; videos; pamphlets; guides on career pathways, such as TAFE WA and university prospectuses; course brochures; and relevant information relating to industry and employment opportunities. Students should be encouraged to attend the various seminars offered during lunchtime in the C.A.V.E and check the notices for opportunities such as excursions, open days or information evenings.

Careers & Guidance Counsellor

The College's Careers Counsellor is available to both students and their guardians. Meetings allow students to explore career possibilities and provide personalised advice on employment, training, education and transition services. Students can book appointments with Mrs. Heather Gardiner at school, by phone on 9247 9271, SEQTA Direct Message or email at heather.gardiner@cewa.edu.au.

External Agencies

Students and their guardians may also choose to seek careers advice beyond the resources available at Mercy College. Some useful organisations are:

Organisation	Details	Contact
Jobs and Skills	Offers a range of services (either online, via telephone or in person) including: <ul style="list-style-type: none"> • Career path identification and planning; • Information on vocational training and tertiary education; • Information on industries and areas of skill shortage; and • Aboriginal services 	www.jobsandskills.wa.gov.au Located at TAFE in Balga, Joondalup and Northbridge
Websites	Some great websites for assisting in career exploration are:	www.mercycave.com (link on Mercy College Website and SEQTA Portal) www.myfuture.com.au www.joboutlook.gov.au www.gooduniversitiesguide.com.au www.skillsroad.com.au
Networks	Talk to a range of people including: <ul style="list-style-type: none"> • family and friends; • teachers; and • others who are actually working in their area of interest. 	

SECTION 8

SCSA - LIST 'A' AND LIST 'B' WACE COURSES

To ensure an appropriate breadth of study in Year Eleven and Twelve, students are required to select at least one Year Twelve course from each of List 'A' and List 'B' as shown in the table:

List A (arts/languages/social sciences)	List B (mathematics/science/technology)
Business Management and Enterprise	Accounting and Finance
Children, Family and the Community	Automotive Engineering & Technology
Dance	Biology
Drama	Chemistry
English	Computer Science
English as an Additional Language or Dialect	Food Science and Technology
Geography	Human Biology
Health Studies	Materials Design & Technology: Metal
Literature	Materials Design & Technology: Textiles
Media Production and Analysis	Materials Design & Technology: Wood
Modern History	Mathematics: All
Music	Physical Education Studies
Politics and Law	Physics
Religion and Life	Psychology
Visual Arts	

PLEASE NOTE:

VET qualifications cannot be counted towards meeting either List 'A' or 'B' requirements.

SECTION 9 COURSE PATHWAYS

L/ Area	List	Course	Year 11	Year 12	IT
RE	A	Religion & Life ATAR	AEREL	ATREL	2
RE	A	Religion & Life GENERAL	GEREL	GTREL	2
HASS	B	Accounting & Finance ATAR	AEACF	ATACF	2
HASS	B	Accounting & Finance GENERAL	GEACF	GTACF	2
Technologies	B	Automotive Engineering & Technology	GEAET	GTAET	2
Science	B	Biology ATAR	AEBIO	ATBIO	2
HASS	A	Business Management and Enterprise ATAR	AEBME	ATBME	2
Science	B	Chemistry ATAR	AECHE	ATCHE	2
Technologies	A	Children, Family and Community GENERAL	GECFC	GTCFC	2
Technologies	B	Computer Science ATAR	AECSC	ATCSC	3
Technologies	B	Computer Science GENERAL	GECSC	GTCSC	3
Arts	A	Dance ATAR	AEDAN	ATDAN	2
Arts	A	Dance GENERAL	GEDAN	GTDAN	2
Arts	A	Drama ATAR	AEDRA	ATDRA	2
Arts	A	Drama GENERAL	GEDRA	GTDRA	2
English	A	English ATAR	AEENG	ATENG	2
English	A	English GENERAL	GEENG	GTENG	2
English	A	English FOUNDATION	FEENG	FTENG	2
English	A	English as an Add Lang/Dialect ATAR	AEELD	GTELD	2
English	A	English as an Add Lang/Dialect GENERAL	FEELD	GTELD	2
English	A	English as an Add Lang/Dialect FOUNDATION	FEELD	FTELD	2
Technologies	B	Food Science & Technology ATAR	AEFST	ATFST	2
Technologies	B	Food Science & Technology GENERAL	GEFST	GTFST	2
HASS	A	Geography ATAR	AEGEO	ATGEO	1
H&PE	A	Health Studies GENERAL	GEHEA	GTHEA	2
Science	B	Human Biology ATAR	AEBY	ATHBY	2
Science	B	Human Biology GENERAL	GEHBY	GTHBY	2
English	A	Literature ATAR	AELIT	ATLIT	2
Technologies	B	Materials Design & Technology Metals	GEMDTM	GTMDTM	2
Technologies	B	Materials Design & Technology Textiles	GEMDTT	GTMDTT	2
Technologies	B	Materials Design & Technology Wood	GEMDTW	GTMDTW	2
Mathematics	B	Mathematics Specialist ATAR	AEMAS	ATMAS	2
Mathematics	B	Mathematics Methods ATAR	AEMAM	ATMAM	2
Mathematics	B	Mathematics Applications ATAR	AEMAA	ATMAA	2
Mathematics	B	Mathematics Essential GENERAL	GEMAE	GTMAE	2
Mathematics	B	Mathematics FOUNDATION	FEMAT	FTMAT	2
Arts	A	Media Production & Analysis ATAR	AEMPA	ATMPA	3
Arts	A	Media Production & Analysis GENERAL	GEMPA	GTMPA	3
HASS	A	Modern History ATAR	AEHIM	ATHIM	1
Arts	A	Music (Contemporary) ATAR	AEMUSC	ATMUSC	1
H&PE	B	Outdoor Education	GEOED	GTOED	1
H&PE	B	Physical Education Studies ATAR	AEPES	ATPES	2
H&PE	B	Physical Education Studies GENERAL	GEPES	GTPES	2
Science	B	Physics ATAR	AEPHY	ATPHY	2
HASS	A	Politics and Law ATAR	AEPAL	ATPAL	1
HASS	A	Politics and Law GENERAL	GEPAL	GTPAL	1
Science	B	Psychology ATAR	AEPSY	ATPSY	2
Science	B	Psychology GENERAL	GEPSY	GTPSY	2
Arts	A	Visual Arts ATAR	AEVAR	ATVAR	2
Arts	A	Visual Arts GENERAL	GEVAR	GTVAR	2
VET/RE	-	Certificate III Christian Ministry and Theology	11C3MIN	Cert III Christian Ministry & Theology	2
VET/HASS	-	Certificate III: Workplace Skills	11C3B	Cert III: Workplace Skills	2
VET	-	Certificate III: Education Support	11C3EDS1	Cert III: Education Support	2
VET/Arts	-	Certificate III: Music Industry	11C3MUS	Certificate III: Music Industry	2
VET/H&PE	-	Certificate II Sport Coaching	11C2SCO	Certificate II Sport Coaching	2
VET/Soccer	-	Certificate II: Sport & Recreation (Soccer focus)	11C2SRC	Cert II: Sport & Rec (Soccer Focus)	2
VET/HASS		Global Citizenship and Sustainability -Endorsed Program Unit 1 & 2		Global Citizenship and Sustainability - Endorsed Program Unit 3 & 4	2
VET		These Certificates will be available for students in Year 12. Minimum Entry Requirements will apply.	Certificate IV Education Support (12C4EDS)		2
VET	Certificate IV Business (12C4B)		2		
VET	Certificate IV Community Services (12C4CS)		2		

SECTION 10

2022 YEAR 11 COURSES AND YEAR 10 MINIMUM ENTRY REQUIREMENTS (MERs)

Year 11 Course 2022	Year 10 Subject 2021	Minimum Entry Requirement	L/Area
Religion & Life ATAR	Religious Education Advanced or Religious Education General and Intro ATAR English / Literature	55% 65% 55%	RE
Religion & Life GENERAL	Religious Education	Nil	RE
Accounting & Finance GENERAL	HASS	Nil	HASS
Accounting & Finance ATAR	HASS Maths Applications Maths Methods	65% 65% 40%	HASS
Automotive Engineering & Technology GENERAL	Metal Work or Wood Work	Nil -but an interest in Automotive technology is recommended	Technologies
Biology ATAR	Science	65%	Science
Business Management and Enterprise ATAR	HASS	65%	HASS
Chemistry ATAR	Science	65%	Science
Children, Family and Community GENERAL	Caring for Children	Nil	Technologies
Computer Science ATAR	Digital Technology / STEM (or HOLA approval if not studied) and Mathematics Methods or Mathematics Applications	60% 55% 65%	Technologies
Computer Science GENERAL	Digital Technology or Digital Coding or STEM	Nil - but an interest in Information Technology is recommended	Technologies
Dance ATAR	Dance (or HOLA approval if not studied) and Intro ATAR English / Literature	60% 55%	Arts

Year 11 Course 2022	Year 10 Subject 2021	Minimum Entry Requirement	L/Area
Dance GENERAL	Dance	Nil - but some skill in Dance is highly recommended	Arts
Drama ATAR	Drama (or HOLA approval if not studied) or Intro ATAR English / Intro ATAR Literature	60% 55%	Arts
Drama GENERAL	Drama	Nil - but some skill in Drama is highly recommended	Arts
English ATAR	Intro ATAR Literature Intro ATAR English	50% 55% Students must also have achieved OLN A in both Writing and Reading components	English
English GENERAL	English (Any)	Nil	English
English FOUNDATION	English (Any)	Reserved for students at OLN A Literacy Reading and/or Writing category 1 or 2	English
English as an Add Lang/Dialect ATAR	Student should have achieved OLN A in both Writing and Reading components	Student must meet the EALD ATAR enrolment requirements as per page 29	English
English as an Add Lang/Dialect GENERAL	Available for students who were born outside of Australia and/or their first language is not English		English
English as an Add Lang/Dialect FOUNDATION	Reserved for students at OLN A Literacy Reading and/or Writing category 1 or 2 and were born outside of Australia and/or their first language is not English		English
Food Science & Technology ATAR	Food Technology Science or Intro ATAR English / Intro ATAR Literature	Nil 65% 55%	Technologies
Food Science & Technology GENERAL	Food Technology	Nil	Technologies
Geography ATAR	HASS	65%	HASS
Health Studies GENERAL	Health	Nil	H&PE
Human Biology ATAR	Science	65%	Science
Human Biology GENERAL	Science (Any)	Nil	Science

Year 11 Course 2022	Year 10 Subject 2021	Minimum Entry Requirement	L/Area
Literature ATAR	Intro ATAR Literature	55%	English
Materials Design & Technology: Metal	Metalwork	Nil	Technologies
Materials Design & Technology: Textiles	Fashion Design & Technology	Nil	Technologies
Materials Design & Technology: Wood	Woodwork	Nil	Technologies
Mathematics Specialist ATAR	Mathematics Methods	65% and students must also be enrolled in Mathematics Methods ATAR	Mathematics
Mathematics Methods ATAR	Mathematics Methods	60%	Mathematics
Mathematics Applications ATAR	Mathematics Methods or Mathematics Applications	40% 65%	Mathematics
Mathematics Essential GENERAL	Mathematics Essential	50% or OLNA Numeracy Category 3	Mathematics
Mathematics FOUNDATION	Mathematics	Reserved for students at OLNA Numeracy Category 1 or 2	Mathematics
Media Production & Analysis ATAR	Year 10 Media Production & Analysis (or HOLA approval if not studied) and Intro ATAR English / Literature	60% 55%	Arts
Media Production & Analysis GENERAL	Media Production & Analysis	Nil - but some skill in Media is highly recommended	Arts
Modern History ATAR	HASS	65%	HASS
Music (Contemporary) ATAR	Music (or HOLA approval if not studied) and Intro ATAR English / Literature and Must be enrolled in private instrumental or vocal tuition	60% 55% AMEB Grade 4 (or equivalent)	Arts
Outdoor Education GENERAL	-	Nil - but ability to swim is essential. Students who have not completed Year 10 OED must complete swim test and interview with HOLA	H&PE

Year 11 Course 2022	Year 10 Subject 2021	Minimum Entry Requirement	L/Area
Physical Education Studies ATAR	Physical Education	B Grade for General Physical Education (Semester Two) and Science 65%	H&PE
Physical Education Studies GENERAL	Physical Education	Nil	H&PE
Physics ATAR	Science	70%	Science
Politics and Law ATAR	HASS	65%	HASS
Politics and Law GENERAL	Any HASS	Nil	HASS
Psychology GENERAL	Science (Any)	Nil	Science
Psychology ATAR	Science	65%	Science
Visual Arts GENERAL	Visual Art	Nil - but some skill in Visual Art is highly recommended	Arts
Visual Arts ATAR	Year10 Visual Art (or HOLA approval if not studied) and Intro ATAR English / Literature	60% 55%	Arts
Certificate III: Workplace Skills	Nil	Nil	VET/HASS
Certificate III: Christian Ministry and Theology	Religious Education English (any)	Expression of interest and RE teacher recommendation 50%	VET/RE
Certificate III: Education Support	Nil	Student must have achieved OLNA	VET
Certificate III: Music	Music	Nil - but current instrumental or vocal experience is essential	VET/Arts
Certificate II: Sport Coaching	Nil	Nil - but an interest in coaching & sport is essential	VET/PE & Health
Certificate II: Sport & Recreation (Soccer Focus)	Soccer	Nil - but significant interest and experience playing soccer highly recommended	VET/ Soccer
Global Citizenship & Sustainability Program Endorsed Program (4 Units)	Nil	Nil	VET

SECTION 11

DESCRIPTION OF SUBJECTS

RELIGION AND LIFE ATAR

The Religion and Life ATAR course provides students with opportunities to learn about religion 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 Christianity. In the Religion and Life ATAR course, students explore the characteristics of religion and investigate its origins, foundations, social influence and development over time. They analyse the role religion has played in society and understand the challenges and opportunities that religions face. The connections between religion and life occur in many areas of human activity. Religion motivates and influences how people interact with each other and the world around them.

Students employ research and learning skills using a range of primary and secondary sources to investigate the interplay between religion and life. They develop research skills for conducting an inquiry, processing information and communicating their findings.

For further information, see: Miss Cassandra Hall

RELIGION AND LIFE GENERAL

The Religion and Life General course provides students with opportunities to learn about religion and explores the relationships 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. Students develop an understanding of ways in which people discover, understand and express their religious beliefs. They explore Christianity in depth by investigating the characteristics, origins, foundations, cultural influences and development over time. They analyse the role religion plays in human affairs and explore issues of concern to Religion.

Through the Religion and Life General Course, students learn skills that will enable them to understand the role religion plays in human affairs and to explore issues of concern to religion. They use a range of primary and secondary sources and employ a variety of methods to investigate information. These methods include research, observation, analyse and discussion.

For further information, see: Miss Cassandra Hall

ACCOUNTING AND FINANCE ATAR

Students will gain an understanding of accounting concepts and how they function in a business in the Accounting and Finance course.

Unit 1 - In this unit students will learn and apply their understanding of financial principles, systems and institutions to manage financial information and make decisions in a variety of small businesses. Students will also learn how to record and process financial information using the double entry system and apply the principles of Goods and Services Tax (GST) to transactions. Finally, students learn about the various forms of business ownership available to businesses.

Unit 2 - The focus for this unit is on accrual accounting. Students apply financial systems and principles to the operations of small and medium businesses and distinguish between cash and accrual methods of accounting referring to the current practices as set by the Australian Accounting Standards Board (AASB) and other relevant legislation. They prepare and analyse financial reports for a variety of types of business organisations and are introduced to the main aspects of electronic processing of financial data. Students also learn of the role and functions of the professional accounting and financial associations.

For further information, see: Mrs Jacqueline Carroll, Miss Caroline Nevin or Ms Angela Tiede

ACCOUNTING AND FINANCE GENERAL

The Accounting and Finance General course aims to make students financially literate by creating an understanding of the systems and processes through which financial practices and decision making are carried out, as well as the ethical, social and environmental issues involved.

Financial literacy includes budgeting, learning basic accounting methods, how to do a tax return, understanding how loans work, investments, awareness of scams, and responsibilities of entering into contracts. Students will have the opportunity to experience some aspects of running a small business. This will be through the running of a Father's day stall for the primary school. The course gives students problem-solving skills to make responsible financial decisions.

For further information, see: Mrs Jacqueline Carroll, Miss Caroline Nevin or Ms Angela Tiede

AUTOMOTIVE ENGINEERING & TECHNOLOGY GENERAL

This practical course enables students to develop an understanding of automotive vehicles and the basic principles and systems around which automotive vehicles function. Students learn about the different types of vehicles and follow basic occupational safety and health (OSH) rules to manage safe working practices. They develop the knowledge and skills to check, maintain, service and repair vehicles using a range of tools and techniques to ensure the safe operation of automotive vehicles. Students also gain an understanding of automotive engineering principles and examine how the different uses of automotive vehicles have affected our society and the environment.

Employment opportunities that may be enhanced by this course include; apprentice mechanic, automotive parts sales assistant, automotive/motorbike manufacturing and sales, motor sports engineer.

For further information, see: Mr. Don Vinciullo

BIOLOGY ATAR

A unique appreciation of life and a better understanding of the living world are gained through studying the Biology ATAR course. Students investigate and describe a number of diverse ecosystems, exploring the range of biotic and abiotic components to understand the dynamics, diversity and underlying unity of these systems. Students develop an understanding of the processes involved in the movement of energy and matter in ecosystems. Students examine inputs and outputs of cells to develop an understanding of the chemical nature of cellular systems, both structurally and functionally, and the processes required for cell survival. Students investigate the ways in which matter moves and energy is transformed and transferred in the processes of photosynthesis and respiration, and the role of enzymes in controlling biochemical systems. Students examine the structure and function of plant and animal systems at cell and tissue levels in order to describe how they facilitate the efficient provision or removal of materials to and from all cells of the organism.

For further information, see: Mrs Amanda Huke

BUSINESS MANAGEMENT AND ENTERPRISE ATAR

The Business Management and Enterprise ATAR course focuses on learning about business and how it works in reality. This includes understanding the concepts of marketing, finance, management, and technology. Students will use case studies to examine businesses that have been successful. They will also have the opportunity to run their own small business to help them understand and gain skills in applying business concepts. The course equips students to participate successfully in the world of business and demonstrate integrity in business activities.

For further information, see: Miss Caroline Nevin

CHEMISTRY ATAR

The Chemistry ATAR course equips students with the knowledge, understanding and opportunity to investigate properties and reactions of materials. Students relate matter and energy in chemical reactions as they consider the breaking and reforming of bonds as new substances are produced. Students investigate the structure of materials by describing physical and chemical properties at the macroscopic scale, and use models of structure and primary bonding at the atomic and sub-atomic scale to explain these properties. They are introduced to the mole concept as a means of quantifying matter in chemical reactions. Students develop their understanding of the physical and chemical properties of materials, including gases, water and aqueous solutions, acids and bases. Students explore the characteristic properties of water that make it essential for physical, chemical and biological processes on Earth, including the properties of aqueous solutions. They investigate and explain the solubility of substances in water, and compare and analyse a range of solutions. They learn how rates of reaction can be measured and altered to meet particular needs, and use models of energy transfer and the structure of matter to explain and predict changes to rates of reaction. Students gain an understanding of how to control the rates of chemical reactions, including through the use of a range of catalysts. They investigate the behaviour of gases, and use the Kinetic Theory to predict the effects of changing temperature, volume and pressure in gaseous systems.

For further information, see: Mrs Maya De la Haye or Ms Stacey Ward

CHILDREN, FAMILY AND THE COMMUNITY GENERAL

The Children, Family and the Community course provides students with a comprehensive approach to child development and the issues that influence the wellbeing of children, within their family and the wider community. Through practical interaction with young children and the study of developmental theories, students will extend their understanding of the social, cultural, environmental, economic, political and technological factors which have an impact on families and early childhood development. Students identify roles, responsibilities and structures of families and explore products, support services or systems that seek to meet the needs of young children.

The course offers many opportunities for students to develop effective skills whilst interacting with young children, including organising and implementing suitable activities with the Primary students. Other topics covered include children's play and play spaces, craft activities, health and safety, social and ethical issues.

Employment opportunities that may be enhanced by this course include early childhood teaching, education assistant, childcare assistant, nursing, paediatrics and nanny.

For further information, see: Ms Kirilea Cooper

COMPUTER SCIENCE ATAR

The Computer Science ATAR course aims to develop skills which will allow students to create digital solutions to problems. Over the course of the four units, students will learn about the System Development Life Cycle and gain an in-depth understanding of how to manage large projects effectively. They learn about the different parts of a computer, and how they interact. Databases and spreadsheets are also used to manage and manipulate data. Students will also develop their skills in the Python language to use the Software Development Cycle to create software, culminating in a task to create a fully-featured program. Finally, students will explore the nature of networking; how information is encrypted and moved through a network.

For further information, see: Mr Daniel Pushpanathan.

COMPUTER SCIENCE GENERAL

The Computer Science General course aims to develop students' practical computer knowledge. Over the course of the four units, students will learn about the System Development Life Cycle, and how to manage projects effectively. They learn about the different parts of a computer, and how to use spreadsheets to manage and manipulate data. Using a visual programming language, students will apply the Software Development Cycle to create a basic program. Finally, students learn about how information is sent across networks physically, and about different protocols for data transfer.

For further information, see: Mr Daniel Pushpanathan.

DANCE ATAR

The broad focus of Dance ATAR is popular culture and Australian dance. This exploration of dance leads to a wider understanding of the diverse contexts and functions of dance in our society. Students understand and value the way dance is subject to different interpretations, and appreciate that informed responses should take into account the varying contexts within which dance works are created. They critically analyse their own cultural beliefs and values in relation to traditional and contemporary dance forms and styles, and develop deeper understandings of their own personal dance heritage. They understand that dance may give form to ideas and issues that concern the wider community. Students will study the genres contemporary, hip-hop and commercial jazz as well as creating group dance films and production pieces.

Students who have not completed Year Ten Dance will be required to gain written approval from the Course Coordinator before selecting ATAR Dance.

For further information, see: Ms Eleisha Hathaway.

DANCE GENERAL

The broad focus of general dance is exploring the components of dance and dance as entertainment. Students will have first-hand experience of dance-making which actively engages them in exploration, improvisation, research, reflection and response. Technologies and design concepts are introduced to the planning stage of dance creation which enhances the entertainment value of the dance and place it in its social, historical and economic context. In practical lessons, they improve safe dance practices and their physical competencies while acquiring genre-specific technique. They explore and experiment with the elements of dance and processes of choreography to solve choreographic tasks for performance. Students will study the genres contemporary, hip-hop and commercial jazz as well as creating group dance films and production pieces.

This Course is 70% Practical and 30% Written Response.

For further information, see: Ms Eleisha Hathaway.

DRAMA ATAR

A focus of this course is representational, realist drama. Students explore techniques of characterisation through different approaches to group based text interpretation, particularly those based on the work of Stanislavski and others. In this unit, students have the opportunity to research and collaboratively workshop, interpret, perform and produce texts in forms and styles related to representational, realistic drama that educate and present perspectives.

There is also a focus on presentational, non-realist drama. Students explore techniques of role and/or character through different approaches to group based text interpretation, particularly those based on the work of Brecht and others. In this unit, students have the opportunity to research and collaboratively workshop, interpret and perform drama texts related to presentational, non-realistic drama that challenge and question perspectives.

This course is 50% practical and 50% written with students demonstrating knowledge through performances using lighting, sound, costume and sets as well as in their written work.

Year Eleven students undertaking the ATAR Drama Course are required to participate in a public performance. This will require some extra-curricular commitment during the year.

Students who have not completed Year Ten Drama will be required to gain written approval from the Course Coordinator before selecting ATAR Drama.

For further information, see: Miss Kathryn Corr

DRAMA GENERAL

One focus of this course is dramatic storytelling. Students engage with the skills, techniques, processes and conventions of dramatic storytelling. Students view, read and explore relevant drama works and texts using scripts and/or script excerpts from Australian and/or world sources. There is also a focus on drama performance events for an audience other than their class members. In participating in a drama performance event, students work independently and in teams. They apply the creative processes of devising and interpreting Australian and/or world sources to produce drama that is collaborative and makes meaning.

This course is 70% practical and 30% written with students demonstrating knowledge through performances using lighting, sound, costume and sets as well as in their written work.

In Year Eleven students undertaking the General Drama Course are required to participate in a public performance. This will require some extra-curricular commitment during the year.

For further information, see: Miss Kathryn Corr

ENGLISH ATAR

The English ATAR course focuses on developing students' analytical, creative and critical thinking and communication skills in all language modes. Students will be encouraged to critically engage with texts from a wide variety of times and places. Through close study and wide reading, viewing and listening, students develop the ability to analyse and evaluate the purpose, stylistic qualities and conventions of texts and to enjoy creating imaginative, interpretive, persuasive and analytical responses in a range of written, oral, multimodal and digital forms.

For further information, see: Mr Stan May.

ENGLISH GENERAL

The English General course focuses on consolidating and refining the skills and knowledge needed by students to become competent, confident and engaged users of English in everyday, community, social, further education, training and workplace contexts. The course is designed to provide students with the skills to succeed in a wide range of post-secondary pathways by developing their language, literacy and literary skills. Students comprehend, analyse, interpret, evaluate and create analytical, imaginative, interpretive and persuasive texts in a range of written, oral, multimodal and digital forms.

For further information, see: Mr Stan May.

ENGLISH FOUNDATION

This course is reserved for students who have not yet achieved their OLN competency in Reading and / or Writing.

English Foundation involves an improvement in students' English literacy, where literacy is defined broadly to include reading ability, verbal or spoken literacy, the literacy involved in writing, and visual literacy. It aims to develop students' skills in reading, writing, viewing, speaking and listening in work, learning, community and everyday personal contexts. Students undertaking this course will develop skills in the use of functional language conventions, including spelling, punctuation and grammar. Good literacy skills are required for comprehending and producing texts; for communicating effectively in a learning or working environment, or within a community; or for self-reflection; and for establishing one's sense of individual worth.

For further information, see: Ms Alison Sheard.

ENGLISH AS AN ADDITIONAL LANGUAGE/DIALECT ATAR

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

For further information, see: Ms Mirta Aguirre.

ENGLISH AS AN ADDITIONAL LANGUAGE/DIALECT GENERAL

The EAL/D courses are designed for students who speak another language or dialect as their first or 'home' language. EAL/D focuses on development of the competent use of Standard Australian English (SAE) in a range of contexts. The EAL/D General course prepares students for a range of post-secondary destinations in further education, training and the workplace.

For further information, see: Ms Mirta Aguirre.

ENGLISH AS AN ADDITIONAL LANGUAGE/DIALECT FOUNDATION

This course is reserved for students at OLNA Literacy Reading and/or Writing category 1 or 2.

This course is designed for students who speak another language or dialect as their first or 'home' language. EAL/D focuses on the mechanics of Standard Australian English (SAE) and its use in the community, the workplace or in further education or training. Practical, relevant tasks delivered through a range of engaging contexts teach students to become effective communicators, code switching between languages or dialects successfully.

Eligibility for enrolment in English as an Additional Language/Dialect

The EAL/D ATAR course is available to students who speak English as a second language or as an additional language or dialect, and whose use of SAE is restricted. The course may provide English language or dialect support for students to the end of Year Eleven. English as an Additional Language or Dialect eligibility criteria do not apply to the Year Eleven period of enrolment.

The specific eligibility criteria for enrolment into Year Twelve in the course are set out below. Students who fulfil any of these conditions are eligible to enrol. Such students need to complete an Eligibility Application Form.

The ATAR EAL/D course will be available to a student in Year Twelve:

- whose first language is not English, and
- who will not have resided in Australia or another predominantly English speaking country for a total period of more than seven years prior to 1 January of the year the student will be in Year 12, and
- who have been enrolled at schools where English has not been the main medium of course delivery for a total period of more than seven years prior to the year the student will be in Year 12, or
- who are Aboriginal or Torres Strait Islander, or from Cocos Island or Christmas Island and for whom SAE has been the medium of instruction, but for whom SAE is an additional language or dialect, and whose exposure to SAE is primarily within the school context, or
- who are deaf or hard-of-hearing and communicate using signing, such as Auslan (Australian Sign Language) as a first language.

General and Foundation EALD courses are available for students who

- who were born outside of Australia and or their first language is **not** English, or
- who are Aboriginal or Torres Strait Islander, or from Cocos Island or Christmas Island, and are acquiring Standard Australian English as an additional language/dialect, or
- who are deaf or hard-of-hearing and communicate using signing, such as Auslan (Australian Sign Language) as their first language.

For further information, see: Ms Mirta Aguirre.

FOOD SCIENCE AND TECHNOLOGY ATAR

The food and allied health sectors represent an exciting and expanding area of Australian and global employment markets. Food impacts on every aspect of daily life and is essential for maintaining overall health and wellbeing.

Through a series of practical and theoretical projects, students are given the opportunity, individually and in small groups, to explore and develop food related interests and skills. Students organise, implement and manage production processes in a range of food environments, and understand systems that regulate food availability, safety and quality.

The effect of under-consumption and over-consumption of nutrients on health, and diet-related health conditions that affect individuals and families, are examined. Recipes and processing techniques are trialed and adapted to develop food products which are assessed for suitability and end use.

The practical lessons are designed to complement and reinforce the theoretical component of the course. Students also examine influences on the supply of food and issues associated with food safety, security and sustainability. Biotechnology, genetic modification processes, food consumption patterns and issues of food diversity and equity in Australian society are also reviewed.

Employment opportunities that may be enhanced by this course include the areas of food product development, food and beverage manufacturing and processing, hospitality, nutrition, health and sports science.

For further information, see: Ms Alison Reed

FOOD SCIENCE AND TECHNOLOGY GENERAL

The Food Science & Technology General course offers students an exciting opportunity to develop their interest in food preparation and hospitality in a modern context. The course is based on practical skill development in the kitchen, three periods per week, encouraging an understanding of the major food commodities used in food preparation.

Students will also investigate a wide range of topics including the nutritional value and cost of the foods they prepare, menu planning, recipe development and food preparation for a variety of occasions, safe and hygienic food handling practices, food and beverage labelling and packaging requirements, sensory evaluation of food and the ethical and environmental considerations of food choices.

Employment opportunities that may be enhanced by this course include the areas of hospitality, food retailing, nutrition, health, food and beverage manufacturing, food processing.

This course should hold broad appeal to students who enjoy creative cooking, entertaining and managing their own healthier eating habits. No experience is necessary, just an interest in food!

For further information, see: Ms Dee O'Hayon

GEOGRAPHY ATAR

Geography highlights the diversity of the world's places, peoples, cultures and environments. The study of Geography values imagination, creativity and speculation as ways of thinking. It provides students with the knowledge and understanding of the nature, causes and consequences of natural and ecological hazards, such as bushfires and the COVID-19 pandemic, as well as international integration of elements of culture such as Soccer, Music and Fashion. Students also investigate land cover transformations, and the challenges affecting the sustainability of our human and natural worlds. The study of Geography ATAR encourages students to identify their connections to the real world and develop skills and knowledge to be active citizens in the 21st Century.

For further information, see: Miss Hayley Tunstead

HEALTH STUDIES GENERAL

The Health Studies General course focuses on the study of health and quality of human life. Students undertaking this course develop the knowledge, understanding and skills necessary to promote personal and community action in promoting health. Students will be able to work practically promoting positive health messages with primary students, complete yoga and mindfulness sessions to understand complimentary medicine and work on developing healthy lifestyle skills such as cooking healthy meals.

The influence of social, environmental, economic and biological determinants of health is a key focus of the course. Other course content includes the influence of beliefs, attitudes and values on health behaviors, and the importance of self-management and interpersonal skills in making healthy decisions. Students will be viewing and analysing movies that will provide a context to help students identify the different aspects of health and communication.

This course will prepare students for career and employment pathways in a range of health and community service industries such as nursing, nutrition, health sciences, physical education teaching and community health promoting organizations like the Cancer council. Students will have the opportunity to develop key employability and life skills, including communication, leadership, initiative and enterprise.

For further information, see: Mr Andreas Bouzinekis or Mrs Natalie McShane

HUMAN BIOLOGY ATAR

The Human Biology ATAR course gives students a chance to explore what it is to be human. Students look at how human structure and function supports cellular metabolism and how lifestyle choices affect body functioning. Cells as the basic structural and functional units of the human body are studied together with the variety of ways that materials are exchanged within and between the internal and external environment to supply inputs and remove outputs of metabolism. The respiratory, circulatory, digestive and excretory systems are examined in terms of their control of the exchange and transport of materials in support of metabolism, particularly cellular respiration.

Students explore the structure and function of the musculo-skeletal system and how it provides for human movement and balance as the result of the coordinated interaction of the many components for obtaining the necessary requirements for life. Students explore the mechanisms of transmission of genetic materials to the next generation, the role of males and females in reproduction, and how interactions between genetics and the environment influence early development. Students develop an understanding of the influence and control reproductive technologies have in the reproductive ability in males and females and the issues raised associated with these technological advances.

For further information, see: Mr Zac Gomes or Miss Sarah McBride

HUMAN BIOLOGY GENERAL

The Human Biology General course gives students a chance to explore how the human body works. Students explore how the systems of the human body are interrelated to help sustain functioning to maintain a healthy body. Cells as the basic structural and functional units of the human body are examined together with the variety of ways that materials are exchanged within and between the internal and external environment to supply inputs and remove outputs for life processes. The respiratory, circulatory, digestive and urinary systems are explored in terms of their control of the exchange and transport around the body of materials required for efficient functioning.

Students develop an understanding of the role that males and females have in reproduction, including contraception, and the issues of sexually transmitted infections. Students learn about the reproductive systems of males and females and how they are specialised in many different ways to produce differentiated gametes (eggs and sperm) and ensure the chances of fertilisation and implantation are more likely. Sexually transmitted infections will be researched, and effects, treatments and ways to minimise infection will be examined.

For further information, see: Mrs Jordy Henderson or Mrs Melissa Bouzinekis

LITERATURE ATAR

In the Literature ATAR course, students learn to create readings of literary texts through the manipulation of a variety of reading strategies. They are exposed to various genres of text and are expected to apply relatively complex concepts to their understandings of the nature of the construction of literature, and the intricate interplay between literature and various relevant contextual factors. In addition to this, students will be encouraged to construct literature texts of their own, as well as learning to write analytical essays in a structured, precise, insightful and compelling manner. Ostensibly, the course centres on encouraging a critical reaction to the concept of the literary canon, but it can just as easily be understood as a broadening of horizons and an exercise in developing intellectual and emotional depth.

For further information, see: Mr Stan May

MATERIALS DESIGN & TECHNOLOGY: METAL

This is a practical course that focuses on designing and manufacturing high quality metal work projects. Student's research and test the different characteristics of metallic materials and develop and practise skills that contribute to creating a physical product including surface preparation and finishing techniques. They also learn and practise manufacturing processes and technologies, including the principles of design, planning and management, whilst acquiring an appreciation of the application of a design process and an understanding of the need for materials sustainability.

Some of the projects that may be made in this course are; fire pits, portable BBQ's, folding shovels, candle holders, towel holders and toolboxes. A variety of hand tools, power tools and machining operations will be used including lathe, laser cutter, milling machine, mig, arc and oxy/acetylene welders and metal guillotine.

Employment opportunities that may be enhanced by this course include; metal fabrication, welding, automotive repairs (panel beater), boiler making, construction trades and engineering.

For further information, see: Mr Dhiraj Oril

MATERIALS DESIGN & TECHNOLOGY: TEXTILES

The Materials, Design and Technology (Textiles) General course aims to give students a practical, 'hands on' introduction to the exciting world of **fashion design**. It is a practical course where students are given the opportunity to design and manufacture garments and accessories following the design process.

Students will also develop their knowledge on a wide range of topics including; the elements of design, sources of design inspiration, fashion drawing, fabric structure, adapting commercial patterns, and construction and embellishment techniques.

This course will appeal to students who enjoy creative drawing and design, styling and developing outfits, following and creating fashion trends, sewing and garment construction. No experience is necessary just a passion for fashion and design!

Employment opportunities that may be enhanced by this course include fashion design assistant, fashion designer, textile designer, fashion retail assistant, clothing machinist.

For further information, see: Ms Alison Reed

MATERIALS DESIGN & TECHNOLOGY: WOOD

This is a practical course that focuses on designing and manufacturing high quality woodwork projects. Some of the projects that may be made in this course are jewellery boxes, cheval mirrors, small occasional tables and folding chairs, just to mention a few. A variety of hand tools, power tools and machining operations will be used including computer numerically controlled (CNC) router, lathe and laser cutter. Students have the opportunity to develop and practice skills that contribute to creating a physical product including surface preparation and finishing techniques.

They will also learn and practice manufacturing processes and technologies, including the principles of design, planning and management, whilst acquiring an appreciation of the application of a design process, and an understanding of the need for materials sustainability.

Employment opportunities that may be enhanced by this course include apprentice carpenter, cabinet maker, roof carpenter, joiner, shop fitter and furniture finisher.

For further information, see: Mr Vinciullo

MATHEMATICS APPLICATIONS ATAR

This course focuses on the use of mathematics to solve problems in contexts that involve financial modelling, geometric and trigonometric analysis, graphical and network analysis, and growth and decay in sequences. It also provides opportunities for students to develop systematic strategies based on the statistical investigation process for answering statistical questions that involve analysing univariate and bivariate data, including time series data.

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

For further information, see: Mr Andy Coombs

MATHEMATICS SPECIALIST ATAR

This course provides opportunities, beyond those presented in the Mathematics Methods ATAR course, to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. Mathematics Specialist contains topics in functions and calculus that build on and deepen the ideas presented in the Mathematics Methods course, as well as demonstrate their application in many areas.

The Mathematics Specialist course also extends understanding and knowledge of statistics and introduces the topics of vectors, complex numbers and matrices. Mathematics Specialist is the only ATAR mathematics course that should not be taken as a stand-alone course and it is recommended to be studied in conjunction with the Mathematics Methods ATAR course as preparation for entry to specialised university courses such as engineering, physical sciences and mathematics.

For further information, see: Mr Andy Coombs

MATHEMATICS METHODS ATAR

This course focuses on the use of calculus and statistical analysis. The study of calculus provides a basis for understanding rates of change in the physical world, and includes the use of functions, their derivatives and integrals, in modelling physical processes. The study of statistics develops students' ability to describe and analyse phenomena that involve uncertainty and variation.

Mathematics Methods provides a foundation for further studies in disciplines in which mathematics and statistics have important roles. It is also advantageous for further studies in the health and social sciences. In summary, this course is designed for students whose future pathways may involve mathematics and statistics and their applications in a range of disciplines at the tertiary level.

For further information, see: Mr Andy Coombs

MATHEMATICS ESSENTIAL GENERAL

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

For further information, see: Mr Andy Coombs

MATHEMATICS FOUNDATION

This course is reserved for students at OLNA Numeracy category 1 or 2.

The Mathematics Foundation course focuses on building the capacity, confidence and disposition to use mathematics to meet the numeracy standard for the WACE. This course is for students who have not demonstrated the numeracy standard in the OLNA. It provides students with the knowledge, skills and understanding to solve problems across a range of contexts including personal, community and workplace/employment. This course provides the opportunity for students to prepare for post-school options of employment and further training.

For further information, see: Mr Andy Coombs

MEDIA PRODUCTION AND ANALYSIS ATAR

After graduation, tertiary-bound students will find they eventually participate in university units focussed on Media-Literacy. Worldwide, Media is among the fastest growing industries; from Vlogging to Feature Films, students already interact with media in their everyday lives and Media Production and Analysis ATAR helps them to decode it.

Media Production and Analysis is a two-year course split into four units. Throughout Year 11, students study Unit 1: Pop Culture and Unit 2: Journalism before they undertake Unit 3: Media Art and Unit 4: Power & Persuasion in Year 12. Over two years' students develop an in depth understanding of the Australian Media Landscape including media ownership and political influence as well as how media producers create content for both niche and mainstream audiences.

Upon graduation, students will be able to consume the media in a sophisticated and analytical manner, prepared to question what they see.

The course is split 50/50 between written and practical work, with students displaying their knowledge through film productions. In Year 11 students will create a Music Video, a Vlog and a Current Affairs Program and in Year 12, students will write, direct and produce a 5-minute short film as part of their WACE Examination.

Students will be provided with the latest equipment to facilitate excellence in production including modern Canon DSLR cameras, Drones, Rigs and Lighting Kits.

This subject requires a computer that can install and run Adobe Creative Cloud. Minimum specifications can be found on the website at: <https://helpx.adobe.com/premiere-pro/system-requirements.html>

Students who have not completed Year Ten Media will be required to gain written approval from the Course Coordinator before selecting ATAR Media Production and Analysis.

For further information, see: Mrs Pia Hookway

MEDIA PRODUCTION AND ANALYSIS GENERAL

Worldwide, Media is among the fastest growing industries; from Vlogging to Feature Films, students already interact with media in their everyday lives and Media Production and Analysis helps them to decode it. Media Production and Analysis General aims to prepare all students for a future in a digital and interconnected world by providing the skills, knowledge and understandings to tell their own stories and interpret others' stories. The course is split into Four Units over two years culminating in an Externally Set Task assessment in Year 12.

Unit 1: Mass Media and Unit 2: Point of View in Year 11 Prepare students to reflect on their own consumption of media before they begin to develop an understanding of the way media is presented to them. In Year 12 Unit 3: Entertainment and Unit 4: Representation and Reality will challenge students to question why they see what they do in the Media.

The course is split 50/50 between written and practical work, and students will represent the concepts taught to them through practical productions. Students will be provided with the latest equipment to facilitate excellence in production including modern Canon DSLR cameras, Drones, Rigs and Lighting Kits.

This subject requires a computer that can install and run Adobe Creative Cloud. Minimum specifications can be found on the website at: <https://helpx.adobe.com/premiere-pro/system-requirements.html>

For further information, see: Mrs Pia Hookway

MODERN HISTORY ATAR

Studying the Modern History ATAR course enables students to become critical thinkers and helps inform their judgements and actions in a rapidly changing world. Students are exposed to a variety of historical sources, including government papers, extracts from newspapers, letters, diaries, photographs, cartoons, paintings, graphs and secondary sources, in order to determine the cause and effect, and the motives and forces influencing people and events. Through the process of historical inquiry, students are encouraged to question and evaluate historical sources; identify various representations and versions of history; use evidence to formulate and support their own interpretations; and communicate their findings in a variety of ways.

In Year 11 students at Mercy College will study the rise of Hitler and Nazi Germany, and Capitalism in the USA, focusing on the Roaring Twenties and the Great Depression, and in Year 12 will analyse Russia and the Soviet Union as well as the struggle for peace in the Middle East.

For further information, see: Mr Matt Clarke

MUSIC (CONTEMPORARY) ATAR

Students extend and apply their skills, knowledge and understanding of music to create, communicate and evaluate music ideas with increasing depth and complexity. They continue to develop and consolidate aural and music literacy skills, learning how the elements of music can be applied, combined and manipulated when listening, performing, composing and analysing music. Students explore how social, cultural and historical factors shape music, developing an understanding of music conventions and practices in the specific context(s) selected for study which for 2022/2023 are African American music, pop music and rock music. They apply critical listening and thinking skills and develop aesthetic understanding through comparing and analysing musical works. Students are encouraged to reach their creative and expressive potential, developing skills and stylistic awareness to confidently engage in music making as performers and audience members, both individually and collaboratively.

Students are required to be involved in one extra-curricular ensemble which will take place outside of normal school hours and must work with an approved instrumental/vocal tutor in individual weekly lessons.

For further information, see: Ms Jodie Harders

OUTDOOR EDUCATION GENERAL

Through interaction with the natural world, Outdoor Education aims to develop an understanding of our relationships with the environment, others and ourselves. The Outdoor Education General course focuses on outdoor activities in a range of environments such as water-based activities (where students will need to meet the swim test requirements), as well as a range of outdoor recreation, camp-craft and expeditionary skills. During Year Eleven, students will get the opportunity to practically take part in body boarding, bushwalking and abseiling. Outdoor Education provides students with an opportunity to develop essential life skills such as resilience, planning, organisation and teamwork, as well as physical activity skills in a range of outdoor environments.

Outdoor Education General also provides an opportunity to develop a comprehensive understanding of the environment and to develop a positive relationship with nature. Through sustainability and the application of minimal impact practices, students are able to contribute positively to the global environment whilst enhancing their own development through experiential learning. The course also provides students with opportunities to develop skills that will enable them to pursue personal interests and careers in outdoor pursuits, environmental management, or eco-tourism.

For further information, see: Mrs Natalie McShane.

PHYSICAL EDUCATION STUDIES ATAR

In the Physical Education Studies ATAR course, students learn about physiological, psychological and biomechanical principles associated with participation in sport. This allows the students to apply these ideas to analyse and improve personal and group performances in physical activities.

Throughout the course, students will explore a number of learning contexts including biomechanics, exercise physiology, functional anatomy, sports psychology, motor learning and coaching. The course also provides students with opportunities to develop skills that will enable them to pursue personal interests and potential in physical activity as athletes, coaches, officials, administrators and/or volunteers. Furthermore, students will participate in a number of different physical activities in which they will be able to identify the relationship between skill, strategy and tactics to improve performance.

The course has both a practical and theoretical component. Students will be classroom-based for three periods per week with two lessons allocated to practical activities on the oval or gymnasium areas. Students are required to wear full Mercy sports uniform during practical classes.

For further information, see: Mr Shane Carter

PHYSICAL EDUCATION STUDIES GENERAL

The Physical Education Studies General provides students with opportunities to understand and improve performance through the integration of theoretical concepts and practical activities. Furthermore, students will participate in a number of different physical activities in which they will be able to identify the relationship between skill, strategy and tactics to improve performance.

Throughout the course, students will explore a number of learning contexts including biomechanics, exercise physiology, functional anatomy, sports psychology, motor learning and coaching. The course also allows students to develop skills that can be utilised in leisure, recreation, education, sport development, youth work, health and medical fields.

The course has both a practical and theoretical component. Students will be classroom-based for two periods per week with three lessons allocated to practical activities on the oval or gymnasium areas. Students are required to wear full Mercy sports uniform during practical classes.

For further information, see: Mr Andreas Bouzinekis

PHYSICS ATAR

In the Physics ATAR course students will learn how energy and energy transformations can shape the environment from the small scale to the large scale. Students explore the ways physics is used to describe, explain and predict the energy transfer and transformations that are pivotal to modern industrial societies. Students investigate heating processes, apply the nuclear model of the atom to investigate radioactivity, and learn how nuclear reactions convert mass into energy. They examine the movement of electrical charge in circuits and use this to analyse, explain and predict electrical phenomena. Students develop skills in interpreting, applying, and constructing a range of mathematical formulae and symbolic representations to describe, explain and predict energy transfers and transformations in heating processes, nuclear reactions and electrical circuits. Students develop an understanding of motion and waves which can be used to describe, explain and predict a wide range of phenomena. This is achieved through the construction and application of mathematical formulae which describes the physical phenomena. Students will use such formulae to describe linear motion in terms of positions and time data, and examine the relationship between force, momentum and energy for interactions in one dimension. Students investigate common wave phenomena, including waves on springs, and water, sound and earthquake waves.

For further information, see: Mr Daniel Pushpanathan or Mr Terry Isaac

POLITICS AND LAW ATAR

The Politics and Law ATAR course looks at the political structures and legal framework that operates within Australia. The principles of democracy in Australia are examined and compared with an alternative political and legal system such as in North Korea and Saudi Arabia. Other elements of the political system such as the electoral system in Australia are compared to those such as in the United States of America. The civil and criminal law systems of Western Australia are critically examined, along with contemporary issues in the legal system such as wrongful convictions, admissibility of evidence and other issues with the criminal trial. Recent political and legal issues are used to illustrate the key concepts of the course, along with the most recent of criminal cases.

Students will develop communication, problem solving, conflict resolution and leadership skills as well as legal interpretation skills. Study of politics and law empowers you with the knowledge of how political and legal systems work, and allows you to be able to participate in discussions on current events happening all around the world. You will learn critical thinking skills and an ability to keep up with and have an informed outlook on current events that employers look for in graduates. The study of the Politics and Law ATAR course can be a valuable background to careers in law, criminology, politics and government, public administration and law enforcement, international relations, human rights and foreign affairs, journalism, policy and speech writing.

For further information, see: Miss Tegan Clarke.

POLITICS AND LAW GENERAL

The study of politics and law provides students with knowledge and understanding of the principles, structures, institutions, processes and practices of political and legal systems. It contributes to students' intellectual, social and ethical development. The Politics and Law General course looks at Australia's democratic political and legal system, and the participation of individuals and groups within it, and makes comparisons with political and legal decision making in non-democratic political and legal systems.

In Year 11 the Politics and Law General course challenges students to examine the nature of legal disputes in society, and the avenues to resolve them, along with the development of rights and the protection of civil and political rights in Australia and one other political and legal system; the United States. We will examine Australia's democratic and common law systems and compare it to a non-democratic system; such as China, and a non-common law system; such as France, as well as critically examine representation, electoral and voting systems in Australia; justice in the Western Australian adversarial system and a non-common law system; such as Indonesia.

The Politics and Law General course allows students to gain insights into the social and political values underpinning Australia's political and legal system as well as alternative political and legal systems. It provides students with a basis for engaging in an effective, and informed, way with the political and legal system in the future.

For further information, see: Ms Anne Wallace or Mr Matt Clarke

PSYCHOLOGY ATAR

Psychology is the study of the mind and behaviour. As part of this ATAR course, students will gain valuable insights into human behaviour through a breadth of psychological knowledge and its application through the scientific method. Psychological knowledge helps us understand factors relating to individuals, such as measuring intelligence, as well as the biological bases of behaviour, starting with the physical and chemical structure of the brain. Understanding human development and cognitive processes, such as memory and the various biases that affect human thinking, increases student attention to critical thinking that can be applied throughout their study, work and everyday lives. Psychological knowledge also helps us understand the way that individuals function within groups, relate and communicate. In pursuit of the answers to questions explaining human behaviour, students will use the scientific method to systematically explore the complexities of human behaviour based on data and evidence, gathered through planned investigations.

The study of psychology can be applied to any context in which humans are involved, but is highly relevant to further studies in the health professions; education, human resources, social sciences, media, marketing and management.

For further information, see: Dr Susan Aulfrey

PSYCHOLOGY GENERAL

Psychology is the study of the mind and behaviour. This General course provides students with a background to the psychology of the self and others. Students will learn about theories of personality, intelligence and cognition (how we think), brain structure and function, and the processes of human development. There is a significant emphasis on the function of individuals in groups, including socialisation (how we learn to live in society), communication in relationships and the impact of context and culture. As psychology is strictly grounded in the scientific method, students will also be introduced to the fundamentals of data collection, analysis and reporting.

An understanding of psychology is a valuable tool for understanding and improving oneself and one's relationships with others in the family, workplace and community. The critical and analytical skills developed are also applicable in a wide range of occupations. For these reasons, the study of psychology is relevant and useful for those intending to study in the fields of health, education, social science, sales and marketing, media, business and management.

For further information, see: Miss Sarah McBride or Miss Tegan Clarke

VISUAL ARTS ATAR

The Visual Arts ATAR 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. This course allows them to engage in traditional, modern and contemporary art forms, such as sculpture, painting, drawing, graphic design, printmaking, collage, ceramics, earth art, video art, installations, textiles, performance, photography, montage, multimedia, and time-based works and environments.

The Visual Arts ATAR course aims to enable students to make connections to relevant fields of study and to more generally prepare them for creative thinking and problem solving in future work and life. It aims to contribute to a sense of enjoyment, engagement and fulfilment in their everyday lives, as well as to promote an appreciation for the environment and ecological sustainability.

Students who have not completed Year Ten Visual Art will be required to gain written approval from the Course Coordinator before selecting ATAR Visual Art.

For further information, see: Ms Meredith Burke

VISUAL ARTS GENERAL

The focus for this course is experiences and explorations. Students develop artworks based on their lives and personal experiences, observations of the immediate environment, events and/or personal lives. They acquire various skills using processes of experimentation and discovery. Ample scope for free, imaginative interpretation and experimentation with materials is provided.

Students explore ways to generate and develop ideas using a variety of stimulus materials and explorations from their local environment. When exploring ideas and approaches to art making, they investigate the work of other artists. They will learn to identify stylistic features of art forms from different times and places and explore ways to manipulate art elements and principles to produce their own artwork.

For further information, see: Ms Meredith Burke.

CERTIFICATE QUALIFICATIONS

Students will have the opportunity to complete nationally recognised VET qualifications. In doing so, they leave Mercy College with qualifications that can be used to gain employment or entrance into TAFE WA and allow them to begin their TAFE WA education at a Certificate III or higher.

10741NAT CERTIFICATE III IN CHRISTIAN MINISTRY AND THEOLOGY (31402)

Course duration: 2 years

This course is offered by the Institute of Faith Education (IFE) in collaboration with Mercy College. The course has been developed by the IFE as an opportunity for senior secondary students to reflect on their own beliefs and ethics and to learn more about Catholic spirituality, beliefs and ethics. This qualification is issued by the IFE and students are enrolled with the IFE. The course is taught face-to-face at Mercy College by College staff.

The course is designed to develop generic 21st century skills, including: critical and creative thinking skills; collaboration and teamwork; communication; personal and social skills (including global citizenship, character and self-management). These skills are relevant to careers in any sector, as is the general ethical and personal formation of students.

Students enrolled in this course do not need to undertake the Religion and Life General or ATAR course.

The College can only run one class of this qualification. Where we have more applicants than spaces available, Year 10 RE teacher's will be asked to recommend students on the basis of their participation in, and engagement with, the Year 10 R.E course.

For further information, see: Miss Cassandra Hall and Compass website at <https://compass.ife.qld.edu.au>.

BSB30115 CERTIFICATE III WORKPLACE SKILLS

iVET Institute (40548)

Course duration: 2 years

Students will be enrolled in a 2-year course and have the opportunity to attain their Certificate III after being assessed as competent at the completion of Year 12.

This course will offer students the essential skills needed to work in an office environment and exposure to general business practices. Students will gain skills and knowledge needed to work in various roles in an office in any industry. You'll become familiar with trading with other businesses, customer service, creating business and text documents using business software, and business processes.

Student will also develop verbal, written planning and organisational skills as well as learning to relate to people from a range of cultures.

For further information, see: Ms Laura Mathews.

CUA30915 CERTIFICATE III IN MUSIC INDUSTRY

College of Sound and Music Production (41549)

Course duration: 2 years.

By the end of this two-year course students should be able to confidently play and create music by developing the skills for working in an ensemble. Students will develop industry knowledge and understand how to operate equipment such as recording devices and P.A. equipment using safe handling practices. Students are also given experience in music composition including song writing and engaging with sound creation software.

Students required to work independently to accumulate evidence to maintain in a portfolio of work samples and relevant information. Previous experience on instrument (guitar, drums, vocals, piano etc.) is essential as well as involvement in at least one extracurricular ensemble.

For further information, see: Ms Jodie Harders.

CHC30213 CERTIFICATE III IN EDUCATION SUPPORT

Skills Strategies International (2401)

Course duration: 2 years.

Students will be enrolled in a 2 year course and have the opportunity to attain their Certificate III after being assessed as Competent at the completion of Year 12.

Certificate III in Education Support is a certificate course available for students who want to become an education assistant, and work with teachers to create a warm, supportive environment for children's learning. As part of this course students will learn to make sure lessons run smoothly; develop literacy, numeracy and research skills in students; and support children with special needs.

This certificate will enable students to enjoy an immensely rewarding career as an Education Support Worker, Learning Support Assistant, Support Worker (Assisting Children with Disabilities) and Teacher Aide. Education assistants work in a range of classroom contexts, including public, catholic and independent schools and community education settings.

Structured Workplace Learning is undertaken during this course to provide students with the on-the-job experience that will give them skills that will also help to secure employment and will be recognised as part of the Workplace Learning Endorsed Program. Completion of this certificate is also a closer step towards and alternative or portfolio entry into a Bachelor of Education.

For further information, see: Mrs. Heather Gardiner.

SIS20513 CERTIFICATE II SPORT COACHING

iVET Institute (40548)

Course duration: 2 years

Students will be enrolled in a 2-year course and have the opportunity to attain their Certificate II after being assessed as Competent at the completion of Year 12.

This qualification reflects the role of individuals who apply the skills and knowledge to be competent in delivering a basic instruction session for a sport. In this course students will apply the skills and knowledge to be competent in delivering a basic instruction session for a sport. Individuals wishing to undertake this qualification should have an interest or be current or past participants in the respective sport specialisation. A variety of sports will be explored to complete this qualification. Students may choose which sport they wish to be assessed on.

Completion of this qualification will enable a student to assist in coaching at the school and community level.

For further information, see: Mr Andreas Bouzinekis

SIS10115 CERTIFICATE II: SPORT AND RECREATION (SOCCER FOCUS)

iVET Institute (40548)

Course duration: 2 years

Students will be enrolled in a 2-year course and have the opportunity to attain their Certificate II after being assessed as Competent at the completion of Year 12.

This certificate qualification gives students the opportunity to follow their passion for soccer whilst developing a knowledge of strength and conditioning and advanced skills, tactics and strategies. Students will also learn how to work effectively in recreational environments, also developing their coaching and teaching skills. Practical sessions are aimed to develop both the elite and social player and to get them ready for competition outside of the school environment.

Students will learn how to plan, prepare and deliver coaching sessions, coach teams, referee games and maintain workplace environments, all whilst adhering to relevant codes of practice. The certificate also includes a core unit in first aid.

For further information, see: Mr Trim Morgan

ENDORSED PROGRAM **GLOBAL CITIZENSHIP AND SUSTAINABILITY PROGRAM**

United Nations Association of Australia (WA)

Based on the United Nations 2030 Sustainable Development Goals, the GCS program invites students to apply General Capabilities such as critical and creative thinking and information and communication technology to plan for the planet and implement projects at the local, regional and global level. Students develop an understanding of the 17 Goals and global interconnections, identify a problem to address, design and then implement solutions. The global goals cover a range of cross curricular content, including sustainability, Australia's engagement with Asia, and Aboriginal and Torres Strait Islander cultures and histories. There are four units that students will complete over two years of the course. Each unit requires students to use the design thinking process to empathise with others, define problems in sustainable development, and develop solutions. The course is student-led which develops responsible learning and leadership, allowing students to choose projects that resonate with their team and suit their capabilities and/or personal strengths.

Students will complete these units:

- Global Goals and the Local Community
- Global Goals and the Australian Regions
- Global Goals and the Local Community
- Global Citizenship and Sustainable Earth

For further information, see: Mr Matt Clarke