



ASHDALE SECONDARY COLLEGE
YEAR 12 | 2023
COURSE HANDBOOK



Welcome from the Principal

At Ashdale Secondary College, students, staff and parents have access to a world-class education in a world-class facility. Ashdale Secondary College is part of the "Ashdale Cluster", including Landsdale Primary School, Ashdale Primary School, Madeley Primary School, Carnaby Rise Primary School and Landsdale South (planning name only – due to open in 2023). This Cluster creates a seamless transition from primary school to high school and the development of a K-12 curriculum that is relevant, engaging and stimulating.

Students at the College are equipped with a wide range of skills and abilities, including academic, social, physical and emotional, enabling them to realise their individual potential and become valued members of our community.

This handbook contains vital information about the variety of courses offered by the College. I would encourage you to read this handbook with your child so that your family is familiar with the options available for your child as they enter their next year of study. This handbook also provides an overview of how each year links to further study pathways and helps you make informed choices.

The partnership and relationship between home and school are critical in the successful education of your child, and we encourage and welcome parent communication with the College. Please do not hesitate to contact the staff at the College with any questions or comments you may have.

Jacqueline Bogunovich Principal Ashdale Secondary College

Suggested Reading

WACE Manual (http://www.scsa.wa.edu.au/publications/wace-manual)

Published by the School Curriculum and Standards Authority (SCSA) and updated annually, this document provides a detailed breakdown of course requirements, graduations requirements and all other information related to studying for the Western Australian Certificate of Education (WACE).

<u>Year 12 Information Handbook 2023</u> (http://www.scsa.wa.edu.au/publications/year-12-information)

Tertiary Institutions Service Centre (TISC) Website (https://www.tisc.edu.au/static/home.tisc)

The TISC website is an excellent resource for students thinking about applying for university study in Western Australia.

Technical and Further Education (TAFE) (https://www.tafecourses.com.au/)

Technical and Further Education (TAFE) institutions provide a wide range of predominantly vocational tertiary education courses, mostly qualifying courses under the National Training System/Australian Qualifications Framework/Australian Quality Training Framework.

Ashdale Secondary College Website (https://www.ashdalesc.wa.edu.au/)

Western Australian Certificate of Education

This section is relevant to all students seeking to achieve the WACE in 2023.

The WACE is a certificate that demonstrates significant achievement over Years 11 and 12.

The WACE requirements

Achievement of your WACE acknowledges that you have achieved or exceeded the required minimum standards in an educational program with suitable breadth and depth at the end of your compulsory schooling.

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

GENERAL REQUIREMENTS

- 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
- complete a minimum of 20 units or equivalents as described below
- complete four or more Year 12 ATAR courses or 5 General courses as equivalent.

BREADTH AND DEPTH

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

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

ACHIEVEMENT STANDARD

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

Unit equivalence 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 11 units and four Year 12 units. Students may obtain unit equivalence as follows:

- up to eight unit equivalents through completion of VET programs, or
- up to four unit equivalents through completion of endorsed programs, 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 and endorsed programs is as follows:

- VET qualifications
 - Certificate I is equivalent to two Year 11 units
 - Certificate II is equivalent to two Year 11 and two Year 12 units
 - Certificate III or higher is equivalent to two Year 11 and four Year 12 units
- Endorsed programs unit equivalence is identified on the Authority's approved list of endorsed programs.

There are two types of courses available at Ashdale Secondary College:

- 1. ATAR course units for students aiming to enrol in a university course directly from school. These courses will be examined by the Authority and contribute to achieving an Australian Tertiary Admission Rank (ATAR).
- 2. General course units for students aiming to enter further training or the workforce directly from the school. These courses require completion of an Externally Set Task developed by the Authority.

There are two types of programs that can contribute to the WACE:

- 1. VET programs
- 2. Endorsed programs

You can mix and match these options to provide yourself with the best platform to meet the requirements to achieve your WACE – and for life beyond school.

In Year 10, you can choose what you will study in Years 11 and 12.

ACHIEVEMENT OF A WACE

Courses units/programs from ATAR, General, VET programs and endorsed programs contribute to the achievement of a WACE.

WACE courses are grouped into List A (arts/languages/social sciences) and List B (mathematics/science/technology). Students studying for a WACE must select at least one Year 12 course from each of List A, and List B. Appendix 1 lists the subjects as List A and List B.

Schools choose to offer courses that meet the needs and interests of their students in line with the resources they have available.

You can select across a range of course units at various cognitive levels to suit your skills and post-school aspirations. If you think you will be heading to university once you finish Year 12, you should enrol in at least four ATAR courses to be eligible for an ATAR. Universities use the rank as a selection

mechanism. More information about the ATAR is available at http://www.tisc.edu.au/static/guide/atarabout.tisc?cid=12862.

If you do not complete the course requirements to achieve an ATAR, you will need to achieve a minimum of a Certificate II qualification.

Each course has four units – Unit 1 and Unit 2 (Year 11 units) and Unit 3 and Unit 4 (Year 12 units). Unit 1 and Unit 2 can be studied as a pair, Unit 3 and Unit 4 must be studied as a pair.

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

THE WESTERN AUSTRALIAN STATEMENT OF STUDENT ACHIEVEMENT (WASSA)

A WASSA is issued to all Year 12 students who complete any study contributing to a WACE. It lists all courses and programs students have completed in Year 11 and 12.

Literacy and numeracy

There are two parts to demonstrating competence in literacy and numeracy. Firstly, you must complete two Year 11 English units and a pair of Year 12 English units.

Secondly, you must demonstrate that you have met the minimum standard for literacy and numeracy, which is based on skills regarded as essential for individuals to meet the demands of everyday life and work.

You can demonstrate the minimum standard:

- through the Authority's Online Literacy Numeracy Assessment (OLNA), or
- if you demonstrate Band 8 or higher in your Year 9 NAPLAN, Reading, Writing and Numeracy tests.

The OLNA is compulsory for those students who have not prequalified in one or more of the components through Year 9 NAPLAN and want to achieve the WACE. Students will have up to six opportunities (two per year) between Year 10 and Year 12 to demonstrate the literacy and numeracy minimum standard.

There are three assessment components:

- one 60-minute, 60-item multiple-choice of Reading
- one 60-minute, 60-item multiple-choice of Numeracy, and
- one 60-minute, extended response in Writing of between 300 and 600 words.

If you have a language background other than English and arrived from overseas in the past year, you may be able to delay sitting the OLNA. You should discuss your options with the Senior School Deputy.

Disability provisions are available for students with significant conditions which may severely limit their capacity to participate in the OLNA. After discussions with parents/carers and the school, these students may choose not to sit the OLNA. However, this would mean that these students could not achieve the WACE. Students should discuss their options with the school.

VET PROGRAMS

VET is recognised across Australia. VET programs can give you the opportunity to gain core skills for work and, in some cases, complete training in industry through workplace learning.

VET can contribute up to eight of the 20 units you need to achieve your WACE.

ENDORSED PROGRAMS

Endorsed programs address areas of learning not covered by WACE courses. Examples include workplace learning, Keys for Life, performance in school productions and independently administered examinations in music, speech and drama.

These programs can be delivered in various settings by schools, community organisations, universities, training organisations and workplaces.

Endorsed programs may replace up to two Year 11 course units and two Year 12 course units you need to achieve your WACE.

VET can contribute up to eight of the 20 units you need to achieve your WACE.

Appendices

Appendix 1: WACE breadth-of-study list for the WACE in 2023

Appendix 2: Courses offered at Ashdale 2023

Appendix 3: Summary of courses

Appendix 1: WACE breadth-of-study list for the WACE in 2023

To ensure an appropriate breadth of study in your senior secondary studies, you must select at least one Year 12 course from each of List A and List B.

List A (arts/languages/social sciences)	List B (mathematics/science/technology)	
Business Management and Enterprise	Applied Information Technology	
Career and Enterprise	Biological Science	
Children Family and Community	Chemistry	
Economics	Design	
English	Earth and Environmental Science	
Modern History	Food Science and Technology	
Visual Arts	Human Biological Science	
	Materials Design and Technology	
	Mathematics	
	Outdoor Education	
	Physical Education Studies	
	Physics	
	Psychology	

Appendix 2: Courses offered at Ashdale 2023

General (moderated with the externally set task)	ATAR Courses 50% external examination, 50% school assessment	
Business Management and Enterprise	Applied Information Technology	
Career and Enterprise	Biology	
Children, Family and Community	Business Management and Enterprise	
Design Photography	Chemistry	
Design Graphic Design	Economics	
English	Earth and Environmental Science	
Engineering Studies	English	
Food Science and Technology	Engineering Studies	
Human Biology	Human Biology	
Materials Design and Technology Metal	Mathematics Methods	
Materials Design and Technology Wood	Mathematics Applications	
Mathematics Essentials	Mathematics Specialist	
Modern History	Modern History	
Outdoor Education	Physical Education Studies*	
Physical Education Studies	Physics	
Psychology	Psychology	
Visual Arts		

Appendix 3: Summary of Courses

The Arts

Visual Arts: General

VISUAL ARTS GENERAL

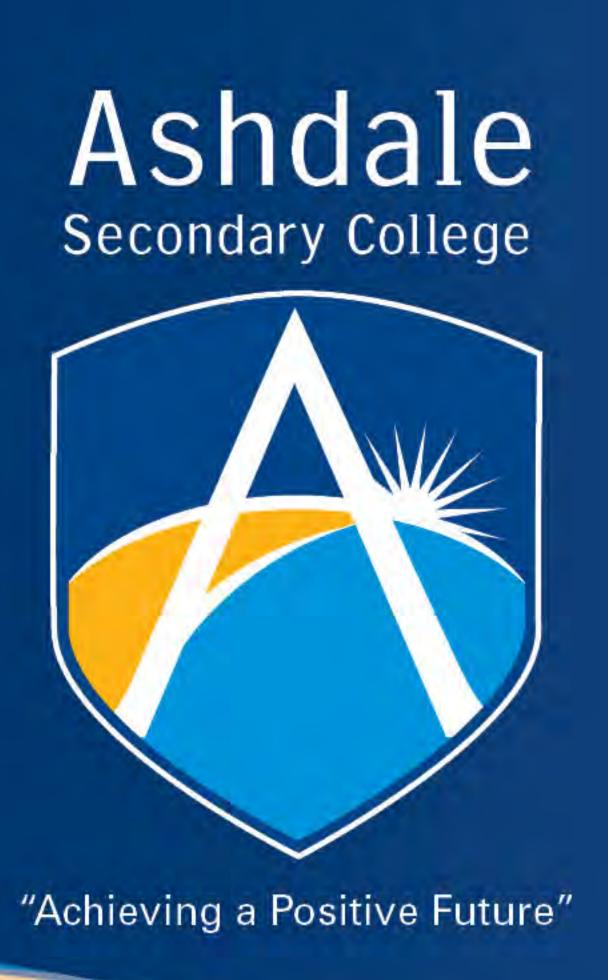
Unit 3 - Inspirations

The focus of this unit is inspiration. Students become aware that artists gain inspiration and generate ideas from diverse sources, including what is experienced, learned about, believed in, valued, imagined or invented. The breadth of this focus allows the choice of learning contexts related to students' interests. In this unit, students develop their visual language knowledge and apply it to both art making and art interpretation. Through exploration, investigation and experimentation, they develop skills in inquiry, recording observations and manipulating media to create artworks in selected art forms. Through research and/or first-hand experience of artworks and art-making, students actively engage in perception, research, reflection and response and consider how artists, past and present, have been inspired to develop artworks. They are given opportunities to present or exhibit their work, describe their source(s) of inspiration, and evaluate the process and success of their finished artworks.

Unit 4 - Investigations

The focus of this unit is investigations. Students explore and develop ideas by investigating different artists, art forms, processes and technologies. Students investigate spontaneous and analytical drawing styles, experimenting with a range of media and techniques. They further develop their knowledge and understanding of visual language and apply it to art-making and interpretation. In particular, students explore the expressive potential of media techniques and processes, considering their inherent qualities in developing and presenting their artworks. They investigate ways to document their thinking and working practices, refining their reflection and decision-making skills. In this unit, students explore a variety of artworks and media to develop their understanding of the creative process further and learn how to apply new analytical and production skills and techniques in the communication of their own ideas.

The Arts



YEAR 7 - 8 CORE

Students will rotate between Performing Arts (Music, Dance, Drama)

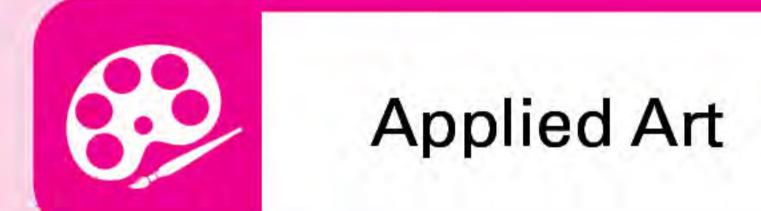
YEAR 9 ELECTIVES

YEAR 10 ELECTIVES

YEAR 11 SUBJECTS

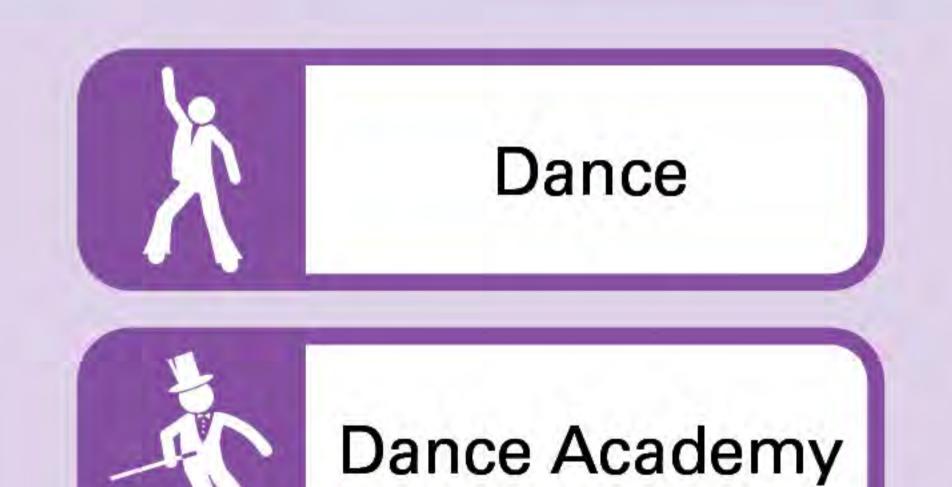
YEAR 12 SUBJECTS

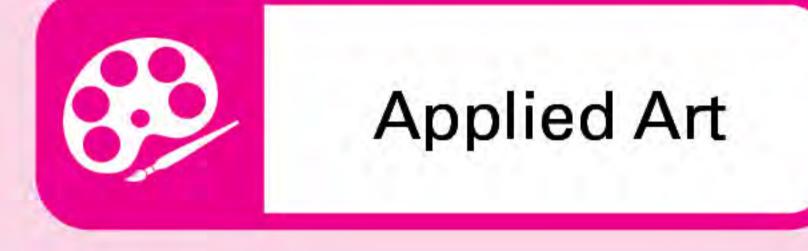
and Visual Arts by Semester.

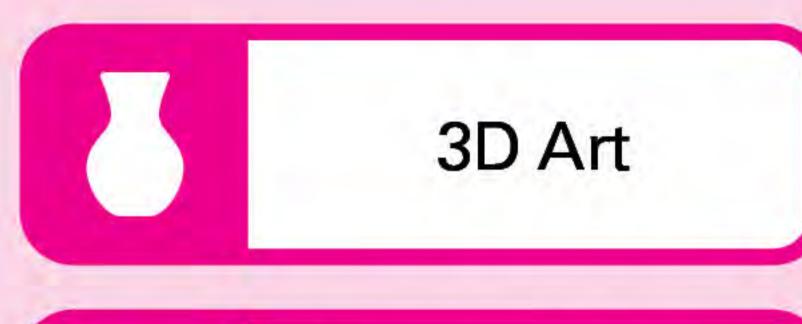




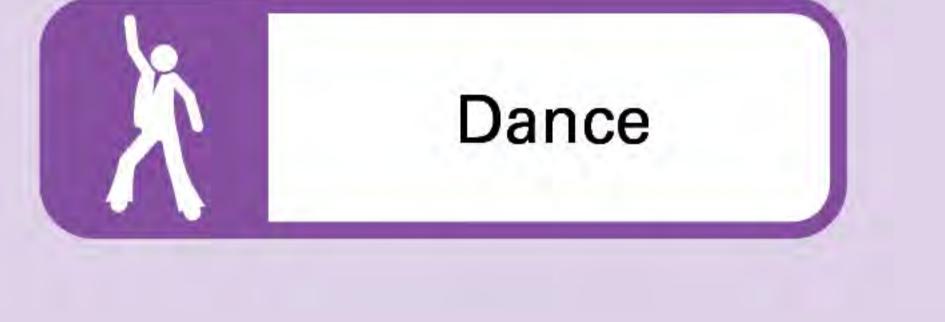


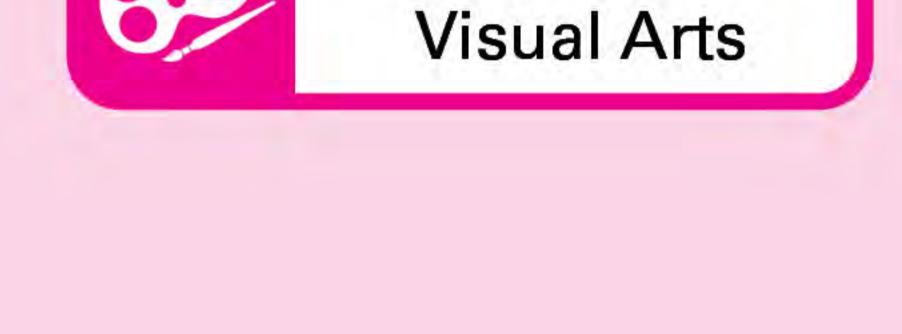






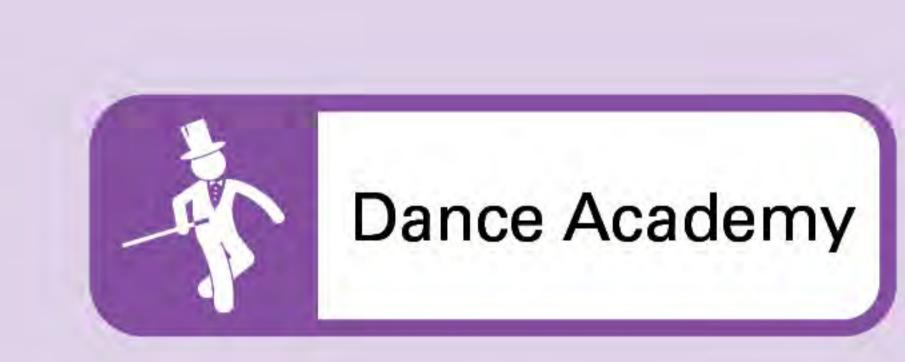






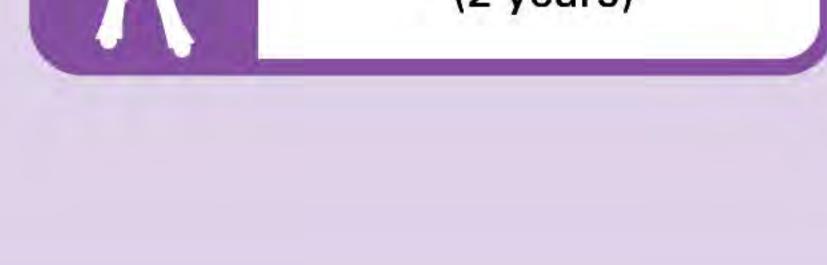
General











Cert II Dance





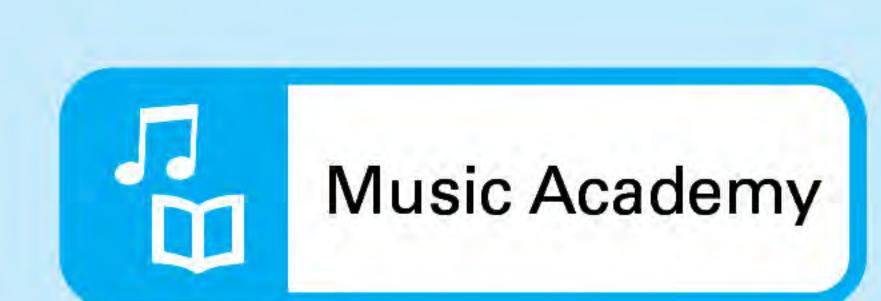


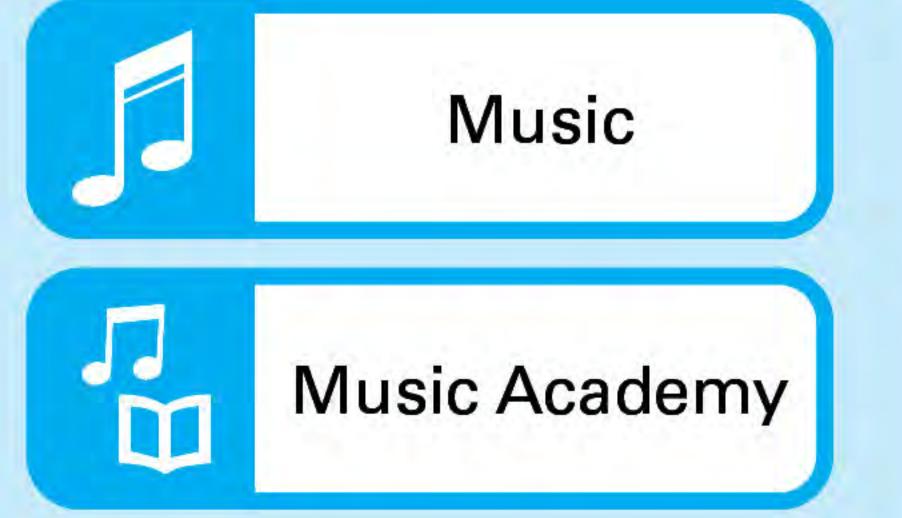


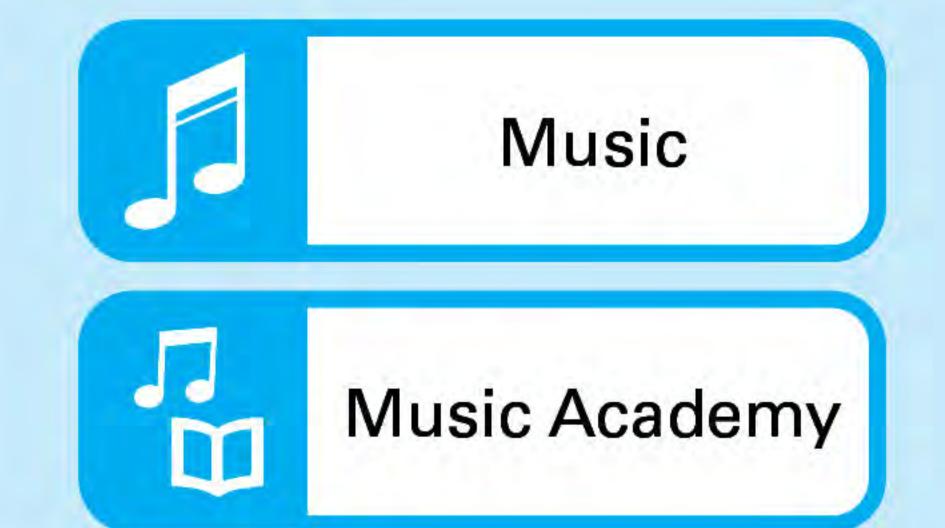
















English

English: ATAR, General

To cater for all students' needs and abilities, Ashdale Secondary College offers two English courses at **General and ATAR** levels. Each course is organised into 4 units, with Unit 1 and Unit 2 delivered in Year 11 and Unit 3 and Unit 4 in Year 12.

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 many 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 written, oral, multimodal and digital forms.

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

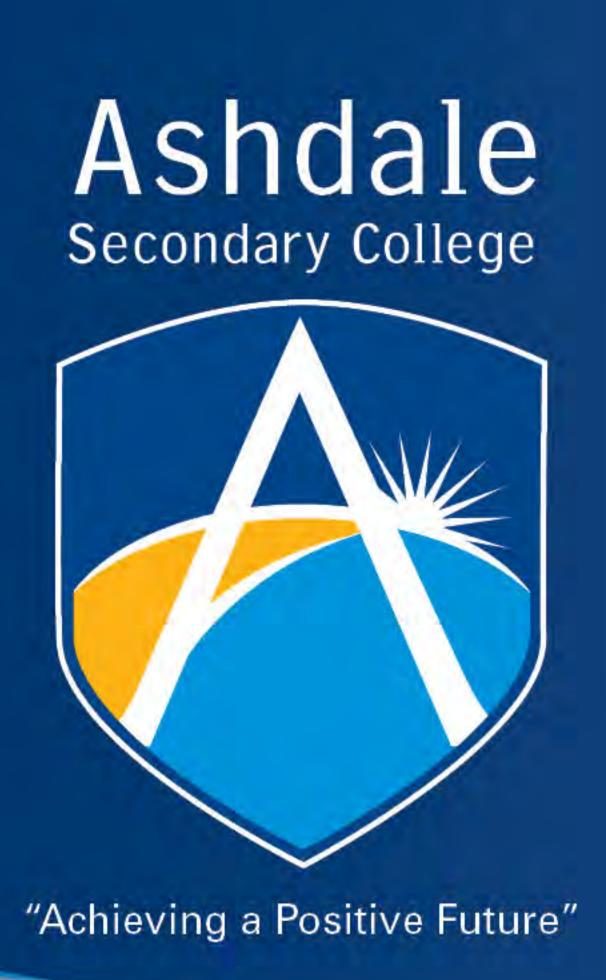
Through close study and wide reading, viewing and listening, students develop the ability to analyse and evaluate the purpose, stylistic qualities and conventions of texts and enjoy creating their own imaginative, interpretive, persuasive and analytical responses. The **English ATAR** course is designed to develop students' facility with all types of texts and language modes and foster an appreciation of the value of English for lifelong learning.

Students refine their skills across all language modes by engaging critically and creatively with texts. They learn to speak and write fluently in various contexts and to create a range of text forms. They hone their oral communication skills through discussion, debate, and argument in formal and informal situations.

All students enrolled in the English ATAR Year 12 course must sit the ATAR course examination. The examination is based on a representative sample of the content for Unit 3 and Unit 4.

Source: https://senior-secondary.scsa.wa.edu.au

English



YEAR 9 CORE YEAR 10 CORE YEAR 11 CORE YEAR 12 CORE



English Mainstream



ATAR English stream (A, B, C Grades)



ATAR English stream



ATAR English stream



General English Mainstream



English Focus



General English Mainstream (C, D Grades)



English Focus (D, E Grades)



General English Mainstream



General English Mainstream

Health & Physical Education

Outdoor Education: General

Physical Education Studies: ATAR, General

OUTDOOR EDUCATION GENERAL

Unit 3 - Building confidence in the outdoors

Students understand the planning and organisational requirements necessary to participate in safe, short-duration excursions/expeditions. Students participate in outdoor adventure activities where they develop and improve their technical skills such as surfing or canoeing, apply appropriate practices to ensure safe participation, and develop survival skills. Students develop personal skills related to flexibility in coping and adapting to change and monitoring such things as the elements in an environment or the participation of individuals in activities and expeditions. Features and relationships in natural settings are examined. Weather components, patterns and forecasting are introduced. Students develop a greater understanding of human interactions with nature, past and present. Sustainability is introduced, and local issues are examined.

Unit 4 - Outdoor leadership

Students consider planning and organisational requirements necessary to participate in positive and safe, short-duration excursions/expeditions in selected outdoor activities. Students engage in outdoor activities to develop and improve their technical skills, such as mountain biking or abseiling and apply appropriate practices to ensure safe participation. They continue to develop navigational skills and respond to outdoor emergencies. Students focus on developing commitment, tolerance, resilience and conflict resolution skills. Students lead briefing and debriefing sessions and appraise their own and others' leadership skills. Students continue to forecast weather and apply strategies to minimise human impact on natural environments. They explore sustainability projects and understand human responsibility for the environment.

Due to the offsite nature of this course, students must have a demonstrated ability to follow instructions, self-regulate behaviour, and tread water and swim a minimum of 200m continuously. Before selecting this course, students must get signed approval by the Head of Learning Area.

Further information about this course can be found at https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/health-and-physical-education/outdoor-education and by clicking General>Syllabus.

PHYSICAL EDUCATION STUDIES ATAR (UNIT 3 AND UNIT 4)

*It is recommended student selecting this course have completed the Year 11 ATAR Physical Education Studies course as a prerequisite.

Physical Education Studies contributes to the development of students' physical, social and emotional growth. The Physical Education Studies ATAR course focuses on the complex inter-relationships between motor learning and psychological, biomechanical and physiological factors that influence individual and team performance. Students engage as performers, leaders, coaches, analysts and planners of physical activity.

The course prepares students for a variety of post-school pathways, including immediate employment or tertiary studies. It provides students with an increasingly diverse range of employment opportunities in the sport, leisure and recreation industries, education, sport development, youth work, and health and medical fields linked to physical activity and sport. The course also equips students to take on volunteer and leadership roles in community activities.

Further information about this course can be found at https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/health-and-physical-education/physical-education-studies and by clicking ATAR>Syllabus>ATAR Syllabus Year 12.

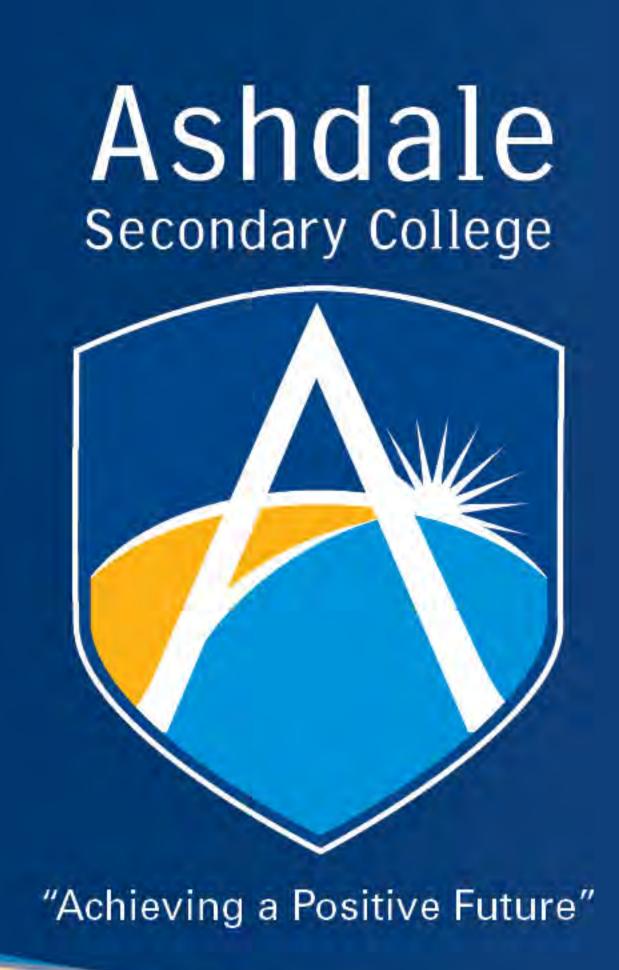
PHYSICAL EDUCATION STUDIES GENERAL (UNIT 3 AND UNIT 4)

Physical Education Studies contributes to the development of students' physical, social and emotional growth. The Physical Education Studies General course provides students with opportunities to understand and improve performance through the integration of theoretical concepts and practical activities. Through engagement as performers, leaders, coaches, analysts and planners of physical activity, students may develop skills that can be utilised in leisure, recreation, education, sport development, youth work, health and medical fields.

Students selecting this course should have an interest in the realms of physical activity. Students will complete assessments in both a theory (50%) and practical sense (50%).

Further information about this course can be found at https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/health-and-physical-education/physical-education-studies by clicking General>Syllabus.

Health & Physical Education



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YEAR 10 ELECTIVES

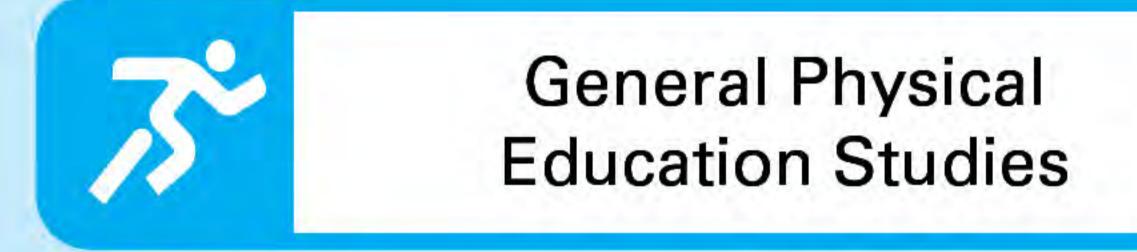
YEAR 11 SUBJECTS

YEAR 12 SUBJECTS



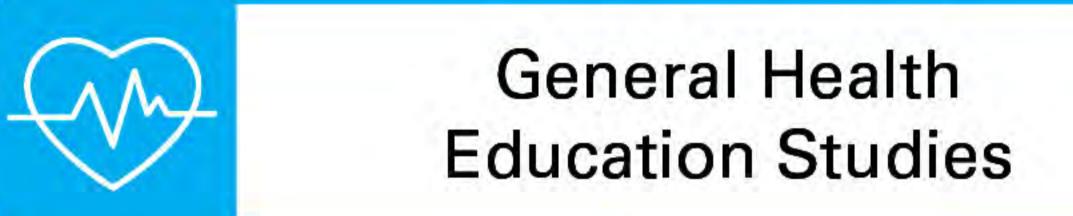










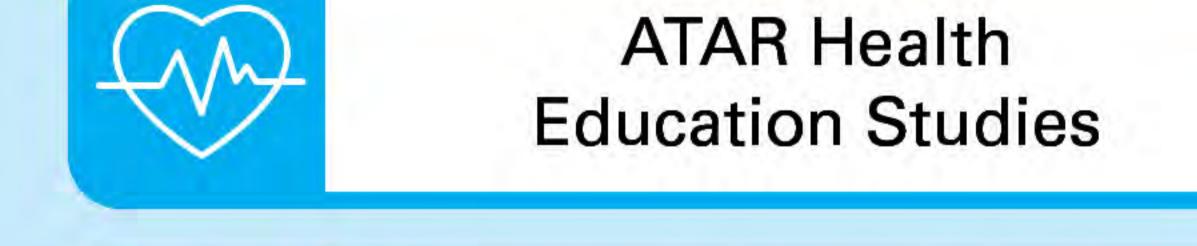














Cert II in Sport & Recreation (2 years)





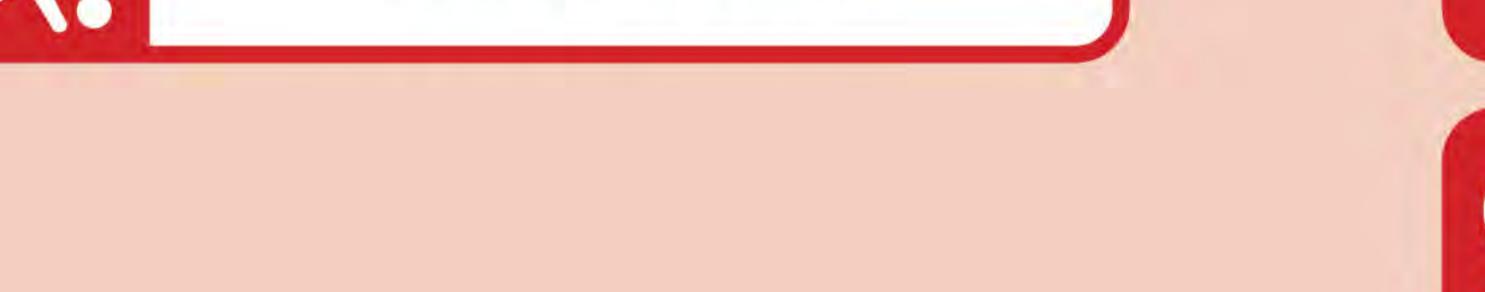




ATAR Physical Education Studies



ATAR Physical Education Studies



Soccer Academy





Cert II in Sports & Recreation (General) (2 years)



Cert II in Sports & Recreation (General) (2 years)



Physical Recreation



Physical Recreation

Soccer

Sports Science



General Outdoor Education



General Outdoor Education

Humanities and Social Sciences

Business Management and Enterprise: ATAR, General

Career and Enterprise: General

Economics: ATAR

Modern History: ATAR, General

BUSINESS MANAGEMENT AND ENTERPRISE ATAR

Unit 3

The focus of this unit is on **strategic international business growth**. The unit explores the need for global expansion and change management. It also addresses the opportunities provided by the global environment and the factors that drive international business development.

Unit 4

The focus of this unit is on **global business operations**. The unit explores how businesses operate strategically and examines the features and traits of successful management. It addresses the significance of strategic planning and the concept of competitive advantage.

BUSINESS MANAGEMENT AND ENTERPRISE GENERAL

Unit 3

The focus of this unit is on success in business at a national level. It explores what it takes to be successful beyond the initial start-up stage. Students investigate the features of successful marketing campaigns and report on how businesses succeed and prosper through methods such as expansion in products, market share or diversification. The unit explores how the marketing plan contributes to the overall business plan.

Unit 4

The focus of this unit is on business growth and the challenges faced by businesses expanding at a national level. The unit explores issues in the business environment, including the importance of intellectual property in protecting business ideas. The unit addresses the significance of employee motivation and the development of a business plan in the overall success of expansion.

CAREER AND ENTERPRISE GENERAL & WORKPLACE LEARNING

All students who choose this subject will be enrolled in ADWPL and undertake work placement in two blocks of two weeks.

Unit 3

This unit focuses on adopting a proactive approach to securing and maintaining work. It involves self-management, using work search tools and techniques, developing career competencies, and accessing learning opportunities that are essential for career building. An assessment is made of the multidimensional operation and organisation of workplaces. The legal, ethical and financial considerations underpinning corporate and individual rights and responsibilities and conflict resolution are examined. An exploration is made of the implications of organisational reviews due to influences and trends and how they impact individual opportunities to secure and maintain work. Options are provided for students to develop the repertoire of career competencies further and work search techniques that are directly applicable to securing and maintaining employment. Career portfolios are presented professionally and reflect the organisation of detailed records of work, training and learning experiences, especially those related to securing and maintaining work.

Unit 4

This unit explores issues associated with career management, workplaces and influences and trends in times of change. Change can be analysed, and the information used to inform strategies related to self-management, career building and personal and professional learning experiences. This unit investigates the dynamic nature of the interrelationships between these strategies. Examining the complexity of workplace operations and management of resources is used to understand productivity, achievement of industry standards and compliance with legal, ethical and financial considerations.

ECONOMICS ATAR

Unit 3 - Australia and the Global Economy

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

Unit 4 - Economic Policies and Management

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

MODERN HISTORY ATAR

Unit 3 - Modern Nations in the 20th Century

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

Unit 4 - The Modern World since 1945

This unit examines some significant and distinctive features of the modern world within the period 1945–2001 in order to build students' understanding of the contemporary world – that is, why we are here at this point in time. These include changes to the nature of the world order: shifting international tensions, alliances and power blocs; the emergence of Asia as a significant international political and economic force, and the nature of engagement by and with Australia; the nature of various conflicts and regional and international attempts to create peace and security. Students study one of these features. As part of their study, they should follow and make relevant connections with contemporary events. The key conceptual understandings covered in this unit are: causation; continuity and change; historical significance and changing perspectives and interpretations of the past; and contestability. Students study these concepts through Australia's engagement with Asia.

MODERN HISTORY GENERAL

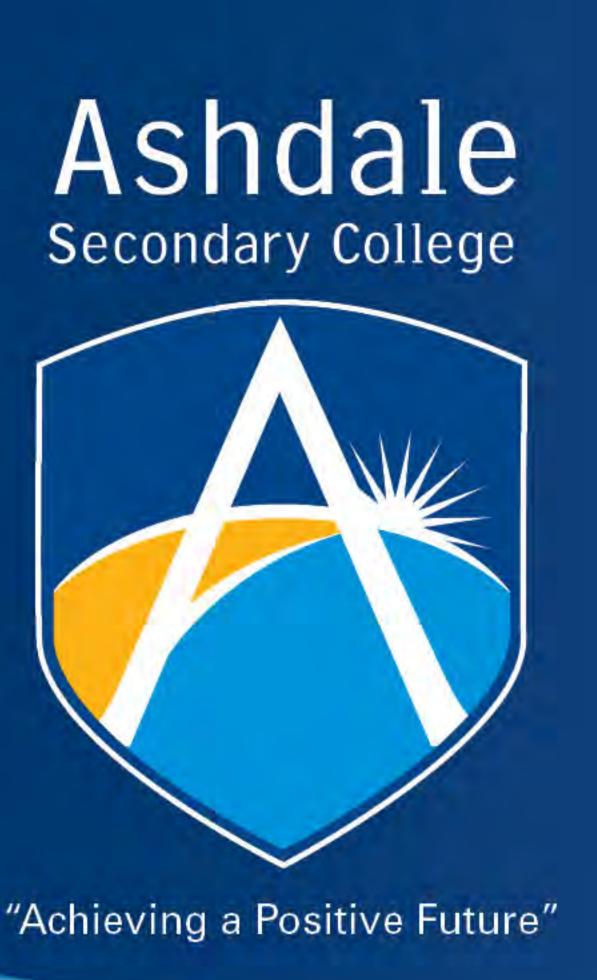
Unit 3 - Societies and Change

Students learn about the evolving nature of societies and the various forces for continuity and change that exist.

Unit 4 – Historical Trends and Movements

Students understand that throughout history there have been events, ideas, beliefs and values that have contributed to historical trends and movements.

Humanities & Social Sciences

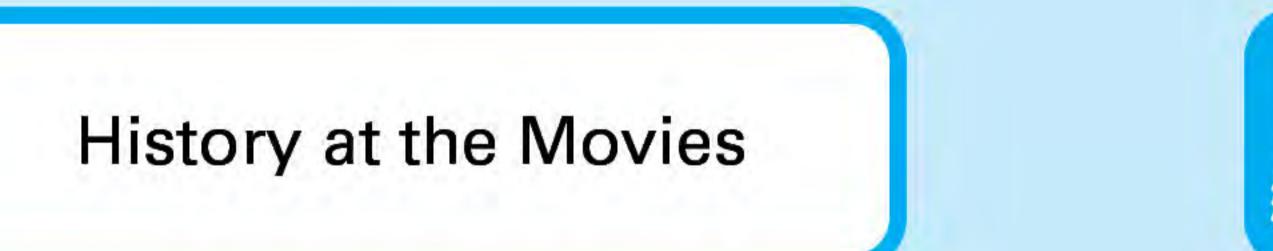


YEAR 9 CORE

YEAR 10 CORE & ELECTIVES YEAR 11 SUBJECTS YEAR 12 SUBJECTS









General / ATAR Geography



General / ATAR History



General / ATAR Economics



General / ATAR Politics and Law



General / ATAR Geography



General / ATAR History



General / ATAR Economics



General / ATAR Politics and Law



Crime & Criminology



General / ATAR Politics and Law



General / ATAR Politics and Law

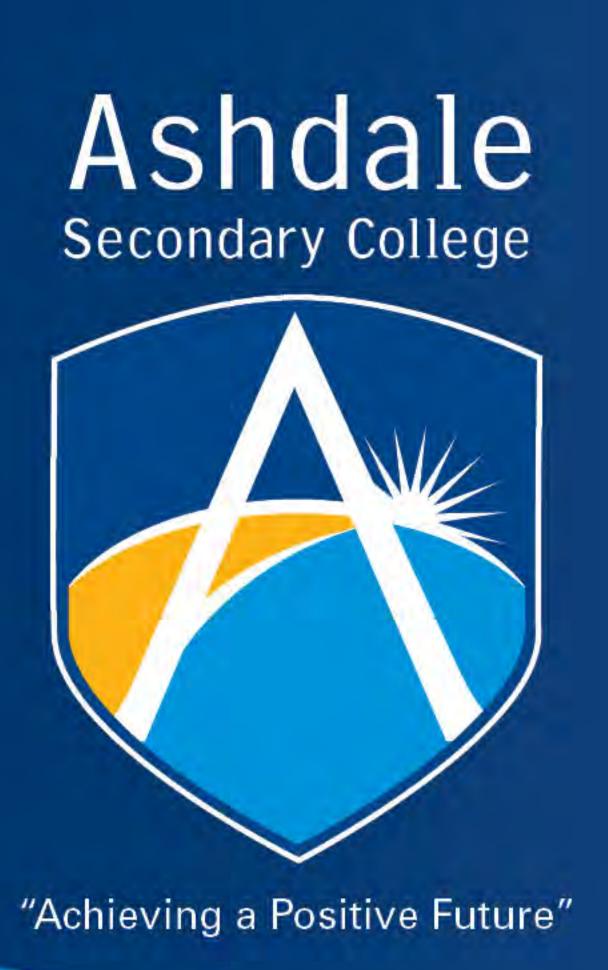


General Career & Enterprise



General
Career & Enterprise

Business



YEAR 9 ELECTIVES YEAR 10 ELECTIVES YEAR 11 SUBJECTS YEAR 12 SUBJECTS



Financial Literacy and Business



Financial Literacy and Business



Cert II Workplace Skills (1 year)



General Business

Management & Enterprise



ATAR Business

Management & Enterprise



Cert III Business (1 year)



General Business

Management & Enterprise



ATAR Business

Management & Enterprise

Mathematics

Mathematics Methods: ATAR
Mathematics Specialist: ATAR
Mathematics Applications: ATAR
Mathematics Essential: General

There are four mathematics courses, one General and three ATAR. Each course is organised into four units. Unit 1 and Unit 2 are taken in Year 11 and Unit 3 and Unit 4 in Year 12. The Western Australian Certificate of Education (WACE) examination for each of the three ATAR courses is based on Unit 3 and Unit 4 only.

The courses are differentiated, each focusing on a pathway that will meet the learning needs of a particular group of senior secondary students.

MATHEMATICS ESSENTIAL GENERAL

Unit 3

Unit 3 provides students with the mathematical skills and understanding to solve problems related to measurement, scales, plans and models, drawing and interpreting graphs and data collection. Students use the mathematical thinking process and apply the statistical investigation process. Teachers are encouraged to apply the content of the four topics in this unit: Measurement; Scales, plans and models; Graphs in practical situations; and Data collection, in a context which is meaningful and of interest to the students. A variety of approaches could be used to achieve this purpose. Possible contexts for this unit are Construction and design, and Medicine.

It is assumed that an extensive range of technological applications and techniques will be used in teaching this unit. The ability to choose when, and when not, to use some form of technology, and the ability to work flexibly with technology, are important skills. The number formats for the unit are positive and negative numbers, decimals, fractions, percentages, rates, ratios, square and cubic numbers written with powers and square roots.

Unit 4

Unit 4 provides students with the mathematical skills and understanding to solve problems related to probability, earth geometry and time zones, loans and compound interest. Students use the mathematical thinking process and apply the statistical investigation process to solve problems involving probability. Teachers are advised to apply the content of the three topics in this unit: Probability and relative frequencies; Earth geometry and time zones; and Loans and compound interest, in a context which is meaningful and of interest to the students. Possible contexts for this unit are Finance, and Travel.

It is assumed that an extensive range of technological applications and techniques will be used in teaching this unit. The ability to choose when, and when not, to use some form of technology, and the ability to work flexibly with technology, are important skills.

The number formats for the unit are positive and negative numbers, decimals, fractions, percentages, rates, ratios and numbers expressed with integer powers.

MATHEMATICS APPLICATIONS ATAR

Unit 3

Unit 3 has three topics: 'Bivariate data analysis', 'Growth and decay in sequences', and 'Graphs and networks'. 'Bivariate data analysis' introduces students to some methods for identifying, analysing and describing associations between pairs of variables, including the use of the least-squares method as a tool for modelling and analysing linear associations. The content is to be taught within the framework of the statistical investigation process.

'Growth and decay in sequences' employs recursion to generate sequences that can be used to model and investigate patterns of growth and decay in discrete situations. These sequences find application in a wide range of practical situations, including modelling the growth of a compound interest investment, the growth of a bacterial population, or the decrease in the value of a car over time. Sequences are also essential to understanding the patterns of growth and decay in loans and investments that are studied in detail in Unit 4.

'Graphs and networks' introduces students to the language of graphs and the ways in which graphs, represented as a collection of points and interconnecting lines, can be used to model and analyse everyday situations, such as a rail or social network.

Unit 4

Unit 4 has three topics: 'Time series analysis', 'Loans, investments and annuities', and 'Networks and decision mathematics'.

'Time series analysis' continues students' study of statistics by introducing them to the concepts and techniques of time series analysis. The content is to be taught within the framework of the statistical investigation process.

'Loans investments and annuities' aims to provide students with sufficient knowledge of financial mathematics to solve practical problems associated with taking out or refinancing a mortgage and making investments.

'Networks and decision mathematics' uses networks to model and aid decision making in practical situations

MATHEMATICS METHODS ATAR

Unit 3

In Unit 3 the study of calculus continues with the derivatives of exponential and trigonometric functions and their applications, together with some differentiation techniques and applications to optimisation problems and graph sketching. It concludes with integration, both as a process that reverses differentiation and as a way of calculating areas. The fundamental theorem of calculus as a link between differentiation and integration is emphasised. In statistics, discrete random variables are introduced, together with their uses in modelling random processes involving chance and variation. This supports the development of a framework for statistical inference.

Unit 4

The calculus in this Unit 4 deals with derivatives of logarithmic functions. In probability and statistics, continuous random variables and their applications are introduced and the normal distribution is used in a variety of contexts. The study of statistical inference in this unit is the culmination of earlier work on probability and random variables. Statistical inference is one of the most important parts of statistics, in which the goal is to estimate an unknown parameter associated with a population using a sample of data drawn from that population. In the Mathematics Methods ATAR course, statistical inference is restricted to estimating proportions in two-outcome populations.

MATHEMATICS SPECIALIST ATAR

Unit 3

Unit 3 of the Mathematics Specialist ATAR course contains three topics: Complex numbers, Functions and sketching graphs and Vectors in three dimensions. The study of vectors was introduced in Unit 1 with a focus on vectors in two-dimensional space. In this unit, three-dimensional vectors are studied and vector equations and vector calculus are introduced, with the latter extending students' knowledge of calculus from the Mathematics Methods ATAR course. Cartesian and vector equations, together with equations of planes, enables students to solve geometric problems and to solve problems involving motion in three-dimensional space. The Cartesian form of complex numbers was introduced in Unit 2, and the study of complex numbers is now extended to the polar form.

The study of functions and techniques of graph sketching, begun in the Mathematics Methods ATAR course, is extended and applied in sketching graphs and solving problems involving integration.

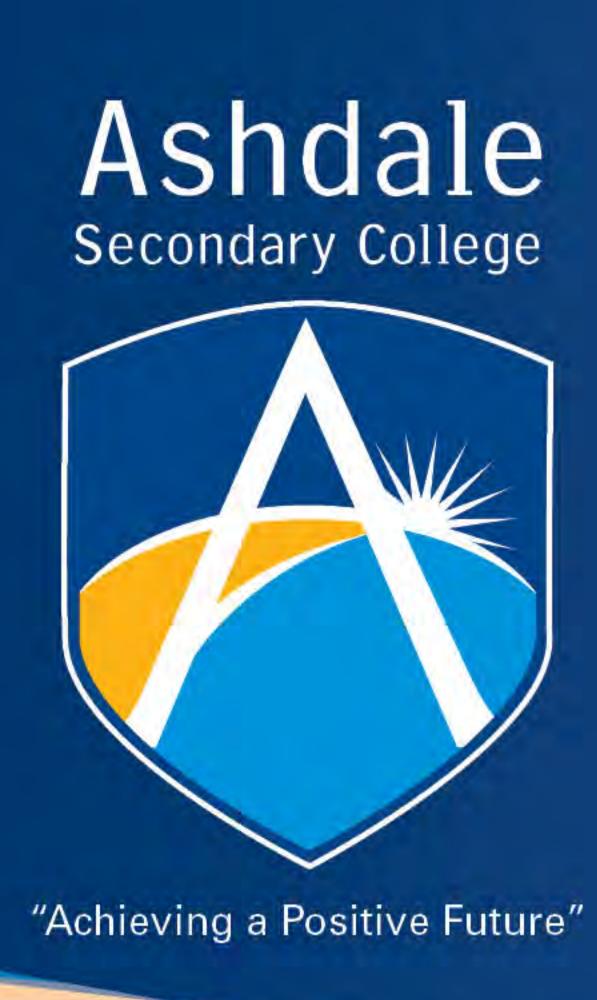
Unit 4

Unit 4 of the Mathematics Specialist ATAR course contains three topics: Integration and applications of integration, Rates of change and differential equations and Statistical inference.

In Unit 4, the study of differentiation and integration of functions continues, and the calculus techniques developed in this and previous topics are applied to simple differential equations, in particular in biology and kinematics. These topics demonstrate the real-world applications of the mathematics learned throughout the Mathematics Specialist ATAR course.

In this unit, all of the students' previous experience working with probability and statistics is drawn together in the study of statistical inference for the distribution of sample means and confidence intervals for sample means.

Mathematics



YEAR 8 - 9 CORE

YEAR 10 CORE YEAR 11 SUBJECTS YEAR 12 SUBJECTS



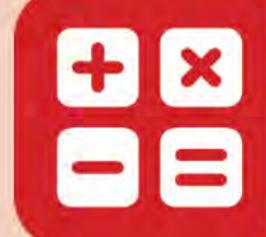
Mathematics Focus



Mathematics Focus



General Mathematics Essentials



General Mathematics Essentials



Mathematics Pathway 1



Mathematics Pathway 1 (C Grades)



General Mathematics Essentials



General Mathematics Essentials



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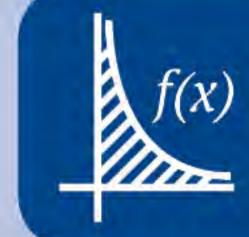
Mathematics Extension (A/B Grades)



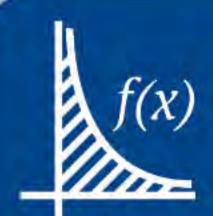
ATAR Mathematics Applications



ATAR Mathematics
Applications



Mathematics Extension



Mathematics 10A (A Grades)



ATAR Mathematics Methods



ATAR Mathematics Specialist



ATAR Mathematics Methods



ATAR Mathematics Specialist

SCIENCE

Biology: ATAR

Chemistry: ATAR

Earth and Environmental Science: ATAR

Human Biology: ATAR, General

Physics: ATAR

Psychology: ATAR, General

BIOLOGY ATAR

Unit 3 - Continuity of species

Heredity is an important biological principle as it explains why offspring (cells or organisms) resemble their parent cell or organism. Organisms require cellular division and differentiation for growth, development, repair and sexual reproduction. In this unit, students investigate the biochemical and cellular systems and processes involved in the transmission of genetic material to the next generation of cells and to offspring. They consider different patterns of inheritance by analysing the possible genotypes and phenotypes of offspring. Students link their observations to explanatory models that describe patterns of inheritance and explore how the use of predictive models of inheritance enables decision making.

Unit 4 – Surviving in a Changing Environment

In order to survive, organisms must be able to maintain system structure and function in the face of changes in their external and internal environments. Changes in temperature and water availability, and the incidence and spread of infectious disease, present significant challenges for organisms and require coordinated system responses. In this unit, students investigate how homeostatic response systems control organisms' responses to environmental change – internal and external – in order to survive in a variety of environments, as long as the conditions are within their tolerance limits. Students study changes in the global distribution of vector-borne infectious diseases. They consider the factors that contribute to the spread of infectious disease and how outbreaks of infectious disease can be predicted, monitored and contained.

CHEMISTRY ATAR

Unit 3 – Equilibrium, Acids and Bases, and Redox Reactions

The idea of reversibility of reaction is vital in a variety of chemical systems at different scales, ranging from the processes that release carbon dioxide into our atmosphere to the reactions of ions within individual cells in our bodies. Processes that are reversible will respond to a range of factors and can achieve a state of dynamic equilibrium. In this unit, students investigate acid-base equilibrium systems and their applications. They use contemporary models to explain the nature of acids and bases, and their properties and uses. This understanding enables further exploration of the varying strengths of acids and bases. Students investigate the principles of oxidation and reduction reactions and the production of electricity from electrochemical cells.

Unit 4 - Organic Chemistry and Chemical Synthesis

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

EARTH AND ENVIRONMENTAL SCIENCE ATAR

Unit 3 - Managing Earth Resources

Earth resources are required to sustain life and provide infrastructure for living, for example, food, shelter, medicines, transport, and communication, driving ongoing demand for mineral and energy resources and biotic resources. In this unit, students explore renewable and non-renewable resource formation and analyse the effects that resource extraction, sustainable use and associated rehabilitation processes have on Earth systems.

Students examine the occurrence of non-renewable mineral and energy resources and review how an understanding of Earth and environmental science processes guides resource exploration and extraction. They investigate how the rate of extraction is managed to sustain the quality and availability of renewable resources, including water, energy resources and biota, and the importance of monitoring and modelling to manage these resources at local, regional and global scales. Students learn about ecosystem services and how natural and anthropogenic changes of the biosphere, hydrosphere, atmosphere and geosphere influence resource availability and sustainable management.

Unit 4 - Earth Hazards and Climate Change

Earth hazards occur over a range of timescales and have significant impacts on Earth systems across a wide range of spatial scales. Investigation of naturally occurring and anthropogenic Earth hazards enables prediction of their impacts, and the development of management and mitigation strategies. In this unit, students examine the causes and effects of naturally occurring Earth hazards, including volcanic eruptions, earthquakes and tsunamis. The composition of magma is examined to predict the degree of volcanic explosivity and hence the risk of hazard that an eruption could inflict on the environment. This unit focuses on the timescales at which the effects of natural and human-induced change are apparent and the ways in which scientific data are used to provide strategic direction for the mitigation of Earth hazards and environmental management decisions.

Students review the scientific evidence for climate change models, including the examination of evidence from the geological record, oceanic and atmospheric data, and explore different interpretations of the same evidence. They consider the reliability of these models for predicting climate change, and the implications of future climate change events, including changing weather patterns, globally and in Australia, for example, changes in flooding patterns or aridity, and changes to vegetation distribution, river structure and groundwater recharge.

HUMAN BIOLOGY ATAR

Unit 3 - Homeostasis and Disease

This unit explores the nervous and endocrine systems and the mechanisms that help maintain the systems of the body to function within normal range, and the body's immune responses to invading pathogens. The complex interactions between body systems in response to changes in the internal and external environments facilitate the maintenance of optimal conditions for the functioning of cells. An understanding of human biology is valuable for a variety of career paths. The course content deals directly and indirectly with many different occupations in fields such as science education, medical and paramedical fields, food and hospitality, childcare, sport and social work.

Unit 4 - Human Variation and Evolution

This unit explores the variations in humans in their changing environment and evolutionary trends in hominids. The changing environment can influence the survival of genetic variation through the survival of individuals with favourable traits. Over time, this leads to evolutionary changes. Evidence for these changes comes from fossils and comparative anatomy and biochemical studies. A number of trends appear in the evolution of hominids and these may be traced using phylogenic trees. The selection pressures on humans have changed due to the control humans have over the environment and survival.

HUMAN BIOLOGY GENERAL

Unit 3 - Coordination

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

Unit 4 - Infectious Disease

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

PHYSICS ATAR

Unit 3 – Gravity and Electromagnetism

Field theories have enabled physicists to explain a vast array of natural phenomena and have contributed to the development of technologies that have changed the world, including electrical power generation and distribution systems, artificial satellites and modern communication systems. In this unit, students develop a deeper understanding of motion and its causes by using Newton's Laws of Motion and the gravitational field model to analyse motion on inclined planes, the motion of projectiles, and satellite motion. They investigate electromagnetic interactions and apply this knowledge to understand the operation of direct current motors, direct current (DC) and alternating current (AC) generators, transformers, and AC power distribution systems. Students also investigate the production of electromagnetic waves.

Unit 4 – Revolutions in Modern Physics

The development of quantum theory and the theory of relativity fundamentally changed our understanding of how nature operates and led to the development of a wide range of new technologies, including technologies that revolutionised the storage, processing and communication of information. In this unit, students examine observations of relative motion, light and matter that could not be explained by existing theories, and investigate how the shortcomings of existing theories led to the development of the special theory of relativity and the quantum theory of light and matter. Students evaluate the contribution of the quantum theory of light to the development of the quantum theory of the atom, and examine the Standard Model of particle physics and the Big Bang theory.

PSYCHOLOGY ATAR

Unit 3

In this unit, students study the functions of the four lobes of the cerebral cortex and examine how messages are transmitted from the brain to the body. They focus on how behaviour is influenced by learning, by reviewing classical and operant conditioning, negative and positive reinforcement and observational learning. They further expand their knowledge and understanding by examining behaviour that is not influenced by learning, such as heredity, hormones and recreational drugs. Students learn about the impact of others on individual behaviour. They examine the socialisation processes observed within families and explore how social background and gender can shape communication styles. Students engage in detailed investigations of experimental methods, noting practical issues associated with research and its application.

Unit 4

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

PSYCHOLOGY GENERAL

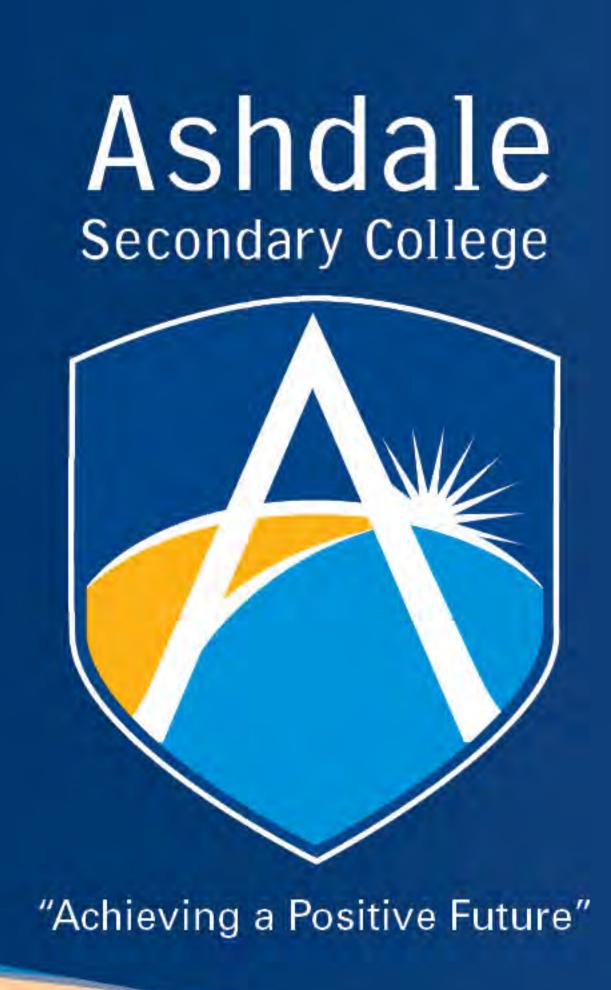
Unit 3

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

Unit 4

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

Science



YEAR 9 CORE	YEAR 10 CORE	YEAR 11 SUBJECTS	YEAR 12 SUBJECTS
Science (A/B Grades)	Science (A Grades)	ATAR Physics	ATAR Physics
		ATAR Chemistry	ATAR Chemistry
Science (A/B Grades)	Science (A/B/C Grades)	ATAR Biology	ATAR Biology
		ATAR Human Biology	ATAR Human Biology
		ATAR Earth & Environmental	ATAR Earth & Environmental
		ATAR Psychology	ATAR Psychology
Science (C/D/E Grades)	Science (C/D/E Grades)	General Human Biology	General Human Biology
		General Psychology	General Psychology

Technologies

Applied Information Technology: ATAR

Children, Family and the Community: General Design: General (Photography, Graphic Design)

Engineering Studies: ATAR, General
Food Science and Technology: General

Materials, Design and Technology: General (Metal, Wood)

APPLIED INFORMATION AND TECHNOLOGY ATAR

Are you interested in graphic and website design? Do you want to learn more Adobe Photoshop, Illustrator and InDesign? Keen to know more about emerging technologies?

Design Concepts and Application Skills form a large part of the Applied Information Technology (AIT) ATAR course, followed by Project management, Managing data, Hardware, Networks and Impacts of technology.

Throughout the AIT course, students investigate client-driven issues and challenges, devise and produce digital solutions and then evaluate the design solution in collaboration with the client. The course is both theoretical and practical, and offers pathways to further studies in a wide range of technology based careers.

The practical application of skills, techniques and strategies to solve information problems is a key focus of the course, as is understanding computer systems and networks, and considering the legal, ethical and social issues associated with each solution.

This course follows on from units 1 and 2 studied in Year 11. Unit 3 – Evolving digital technologies focuses on the use of software applications to create, modify, manipulate, use and/or manage digital technologies. Students consider the nature and impact of technological change and the effect this has when designing products for a particular purpose and audience. Unit 4 – Digital technologies within a global society focuses on the production of a digital solution for a particular client. Students undertake the management of data and develop an appreciation of the social, ethical and legal impacts of digital technologies within a global community.

CHILDREN, FAMILY AND THE COMMUNITY GENERAL

Unit 3 – Building on relationships

In this unit, students investigate the principles of development and how these relate to the domains and theories of development. Students examine and evaluate the features of products, services and systems for individuals and families. They examine the diverse and dynamic nature of families in Australia. They recognise and acknowledge cultural diversity, and inequity and injustice issues.

Unit 4 – My place in the community

In this unit, students examine the effect on an individual's development and wellbeing in a society characterised by rapid change. They explore contemporary Australian issues or trends relating to families and communities at the state and national level and are introduced to a range of advocacy types. Students examine developmental theories and their influence on cognitive development.

DESIGN (PHOTOGRAPHY) GENERAL

Have you ever wanted to take better photos? Interested in learning or using Photoshop? Want to improve your design skills?

In this Design course we teach design through a Photography context, meaning students develop photography and photo editing and manipulation skills and processes for current and future industry and employment markets. Students are equipped with the knowledge and skills to understand design principles and processes, analyse problems and devise innovative strategies through hands-on production tasks. They will learn to use a camera and associated equipment as well as Adobe Photoshop and Lightroom.

The focus of Unit 3 is product design. Students learn that the commercial world is comprised of companies, requiring consumer products, services and brands for a particular audience. They are introduced to the concept of intellectual property. Using the design process, they create products/services, visuals and/or layouts with an awareness of codes and conventions. They use relevant and appropriate production skills and processes, materials and technologies relevant to the design.

The focus of Unit 4 is cultural design. Students learn that society is made up of different groups of people who share diverse values, attitudes, beliefs, behaviours and needs, and that different forms of visual communication transmit these values and beliefs. Students are encouraged to create designs that link to a culture or sub-culture and are introduced to ethical issues concerning representation. Students develop a design process with an understanding of codes and conventions. They consider communication strategies and audience. They define and establish contemporary production skills and processes, materials and technologies.

DESIGN (GRAPHIC DESIGN) GENERAL

Want to see your designs on products? Curious about how designers work through the design process? Interested in using drawing tablets? Then pick Year 12 General Design with a graphic design context...

In this Design course we teach design through a Graphic Design context, meaning students develop graphic design skills using programs such as Adobe Illustrator and InDesign. Students are equipped with the knowledge and skills to understand design principles and processes, analyse problems and devise innovative strategies through hands-on production tasks. They will learn to sue drawing tablets, a range of software, and present their designs in a number of ways.

The focus of Unit 3 is product design. Students learn that the commercial world is comprised of companies, requiring consumer products, services and brands for a particular audience. They are introduced to the concept of intellectual property. Using the design process, they create products/services, visuals and/or layouts with an awareness of codes and conventions. They use relevant and appropriate production skills and processes, materials and technologies relevant to the design.

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ENGINEERING STUDIES GENERAL (STEM PATHWAY)

This Engineering Studies General course is a practical based course that is focussed on developing real-world skills. Students will continue the learning established in the Year 11 course. They will develop their understandings of engineering principles and apply these to their ever more complex engineered projects.

Students will learn how to develop and test solutions within Computer Added Design (CAD), creating systems to be added to the Electric Vehicle chassis developed in Year 11. They will learn to model and simulate steering and control systems, learning industry-relevant skills that can be transferred to future careers.

The aim of this course is to complete the build of working EVs that can be used within a controlled environment to test engineering prowess and metalworking skills. Students will develop, test and improve steering and electrical systems to create the working vehicles.

Students get to design, develop and test their solutions within a controlled environment, working through the engineering design process to continually improve their designs. This course helps students develop real-world applicable skills and provides them with the pathway into growing STEM-based industries.

ENGINEERING STUDIES ATAR (STEM PATHWAY)

This Engineering Studies ATAR course provides opportunities for students to investigate, research and present information, design and make products and undertake project development. These opportunities allow students to apply engineering processes, understand underpinning scientific and mathematical principles, develop engineering technology skills and explore the interrelationships between engineering and society.

The Engineering Studies ATAR course is essentially a practical course focussing on real-life contexts. It is a continuation of the Year 11 course with a focus on building on the knowledge and content covered. During the year students will have the opportunity to investigate real world engineering challenges and develop their own solutions and products to solve these challenges. It is particularly suited to those students who are interested in engineering and technical industries as future careers.

FOOD SCIENCE AND TECHNOLOGY GENERAL

Unit 3 - Food Science

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

Unit 4 – The Undercover Story

This unit focuses on food spoilage and contamination and explores reasons for preserving food. Students investigate food processing techniques and the principles of food preservation.



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

MATERIALS DESIGN AND TECHNOLOGY METAL GENERAL

Students develop an understanding of the elements and fundamentals of design and consider human factors involved in the design, production and the use of their projects. They develop creative thinking strategies and work on design projects within specified constraints. Students learn about the classifications and properties of a variety of materials and make appropriate material selection for the design needs.

Students learn about manufacturing and production skills and techniques. They develop the skills and techniques appropriate to the materials being used and gain practice in planning and managing processes through the production design projects. They learn about risk management and ongoing evaluation processes.

Students learn about the nature of designing for a client, target audience or market. Students apply an understanding of the elements and fundamentals of design and consider human factors involved in their design projects. Students learn about the nature, properties and environmental impacts related to a variety of materials and production techniques. They develop creative thinking strategies, work on design projects within specific constraints and consider the environmental impacts of recycling materials.

Students extend their understanding of safe working practices and contemporary manufacturing techniques and develop the knowledge, understanding and skills required to manage the processes of designing and manufacturing.

MATERIALS DESIGN AND TECHNOLOGY WOOD GENERAL

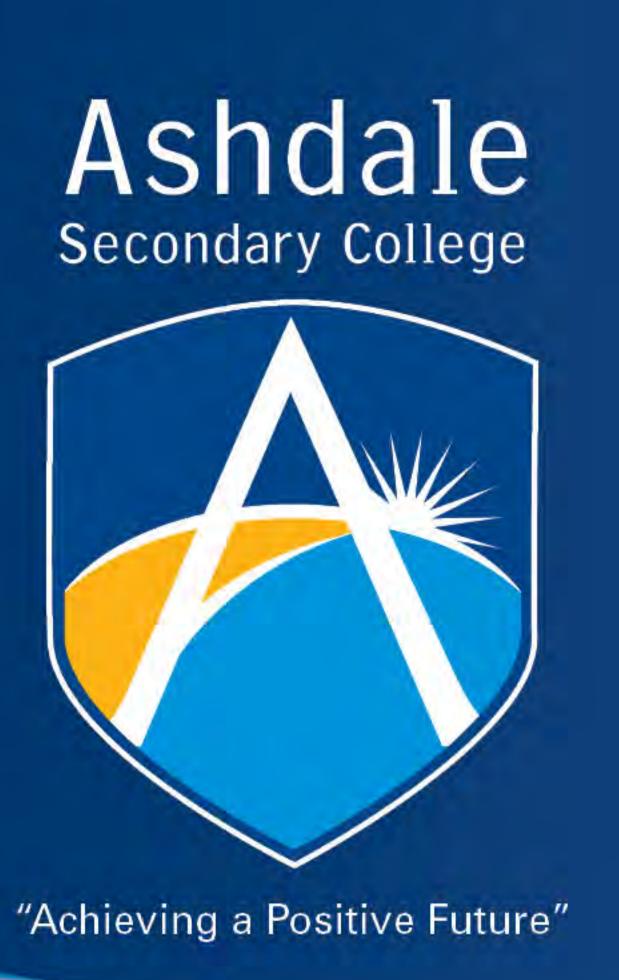
Students develop an understanding of the elements and fundamentals of design and consider human factors involved in the design, production and the use of their projects. They develop creative thinking strategies and work on design projects within specified constraints. Students learn about the classifications and properties of a variety of materials and make appropriate material selection for the design needs.

Students learn about manufacturing and production skills and techniques. They develop the skills and techniques appropriate to the materials being used and gain practice in planning and managing processes through the production design projects. They learn about risk management and ongoing evaluation processes.

Students learn about the nature of designing for a client, target audience or market. Students apply an understanding of the elements and fundamentals of design and consider human factors involved in their design projects. Students learn about the nature, properties and environmental impacts related to a variety of materials and production techniques. They develop creative thinking strategies, work on design projects within specific constraints and consider the environmental impacts of recycling materials.

Students extend their understanding of safe working practices and contemporary manufacturing techniques and develop the knowledge, understanding and skills required to manage the processes of designing and manufacturing.

Information and Communications Technology



YEAR 9 ELECTIVES YEAR 10 ELECTIVES YEAR 11 SUBJECTS YEAR 12 SUBJECTS



Interactive Design & Animation



Advanced Interactive Design & Animation



ATAR / General Applied Information Technology



General Design (Graphic Design)



ATAR / General Applied Information Technology



General Design (Graphic Design)



Photography



Media - Film, Streaming and Podcasts



Advanced Photography



Advanced Media



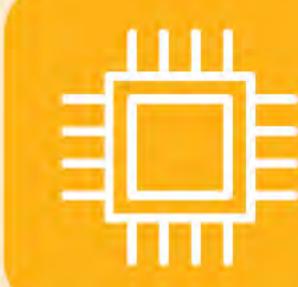
General Design (Photography)



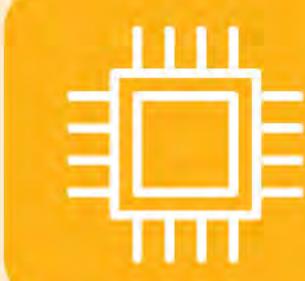
General Design (Photography)



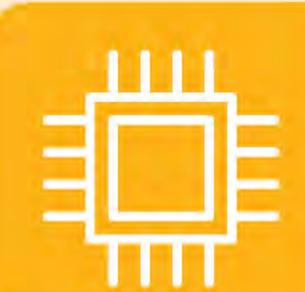
Video Game Design



Software and Cyber Security



ATAR / General Computer Science



ATAR / General Computer Science



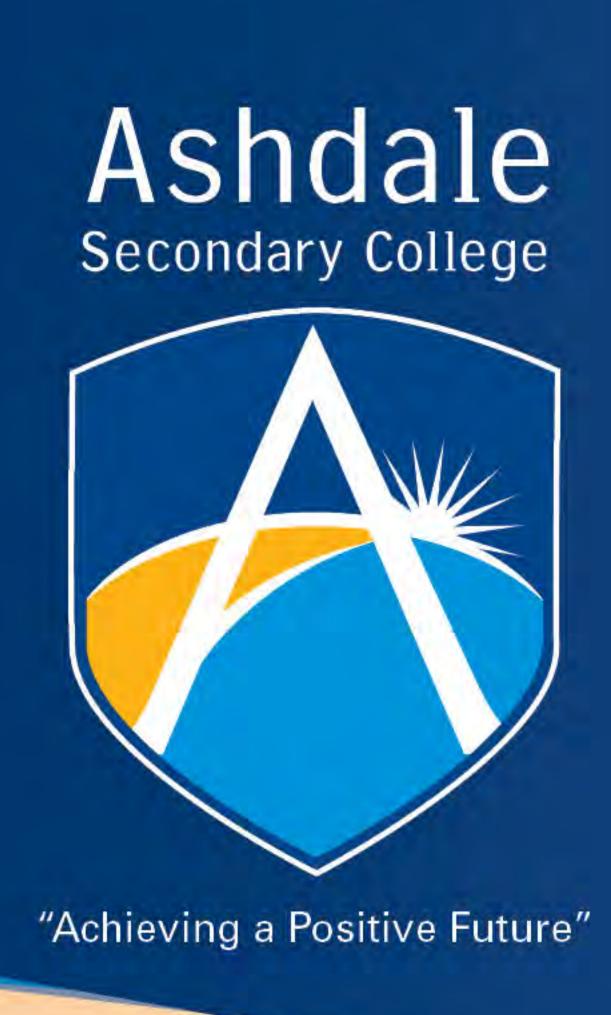
STEM Innovation Projects



STEM Innovation Project

Jewellery 1

Design & Technology



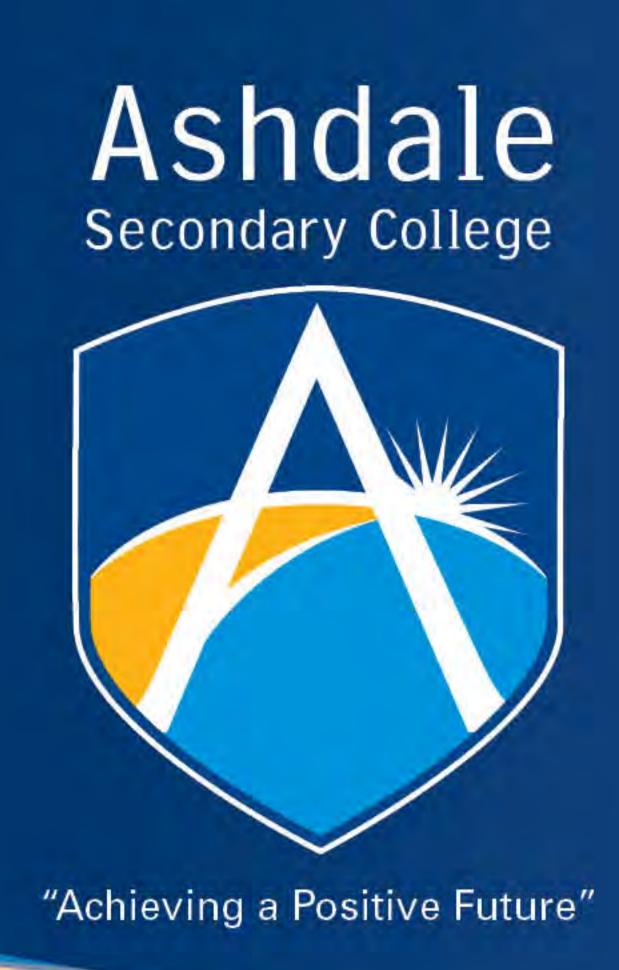
General Jewellery

YEAR 9 **YEAR 12** YEAR 10 **YEAR 11** ELECTIVES SUBJECTS ELECTIVES SUBJECTS General / ATAR General / ATAR Mechatronics 2 Mechatronics 1 Engineering Engineering MA MIC Cert II Cert II Engineering (2 years) Engineering (2 years) Cert II Engineering -Cert II Engineering -Cert III Aviation - (18 months) Drones (Semester 1) Drones (18 months) Cert III Aviation - (Semester 2) Screen to Machine 2 Screen to Machine 1 General General Woodwork 1 Woodwork 2 Woodwork Woodwork General General Metalwork 2 Metalwork 1 Metalwork Metalwork

General Jewellery

Jewellery 2

Home Economics





YEAR 10 ELECTIVES

YEAR 11 SUBJECTS

YEAR 12 SUBJECTS



Food



Food



General Food Science & Technology



General Food Science & Technology



Hospitality Studies



Cert II in Hospitality (2 years)



Cert II in Hospitality (2 years)



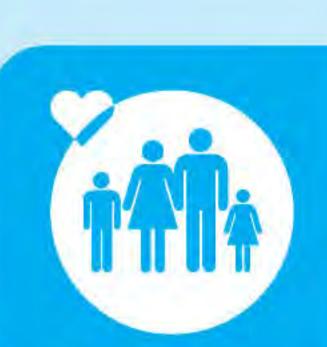
Childcare



Childcare



Cert II in Community Service (1 year)



General Children, Family & Community



Cert III in Community Service (1 year)



General Children, Family & Community



Textiles



Textiles

Potential further study in Materials, Design and Technology

VET IN SCHOOLS

Ashdale Secondary College is committed to providing our students with senior schooling opportunities that allow them to gain nationally recognised qualifications and skills, experiences and opportunities in industry. There are two models of VET in Schools:

VET delivered at Ashdale Secondary College

The qualifications listed below are provided by the school in partnership with relevant Registered Training Organisations. These RTOs (codes included below) are licensed under ASQA or TAC to deliver and assess these qualifications. You can find the full list of approved qualifications that each RTO is licensed for by accessing https://training.gov.au and using the RTO Code to search.

VET delivered at external RTOs

Each year the federal government allocates funding to various RTOs for pre-apprentice programs and programs delivered off-site at various specialist locations. This funding is allocated to areas that have been identified by industry as areas of need. These programs work on a model where students attend ASC for 3 or 4 days per week and TAFE/Workplace for 1 or 2 days per week. Entry into these programs is competitive and requires a formal selection process. As programs become available, information will be provided to students through Connect and Year Assemblies.

There are significant advantages for students who have a Certificate qualification, including making students more competitive for entry into TAFE, employment and further training. VET in Schools is not an "easier" option and requires students to demonstrate skills that are evident in adult learning environments such as autonomy and self-direction, effective time management skills and self-discipline.

Please note that qualifications offered will change each year based on student selections, RTO's, trainer and assessor availability and vocational opportunities. A list of the 2022 qualifications offered along with the RTO is available on the school website.

Ashdale Secondary College VET Coordinator:

Megan Falconer

6207 1300

Email: megan.falconer@education.wa.edu.au

VET credit transfer unit equivalence

Completed qualification		Total Equivalents	Credit allocation by Year level (unit equivalents)	
			Yr 11	Yr 12
Certificate I ¹		2 units	2	×
Certificate II ²		4 units	2	→
Certificate III or higher	Partial ³	4 units	2	→
	Full	6 units	2	✓

¹ Equivalence is only awarded for completed Certificate I qualifications where the total achievement in units of competency is equal to or greater than 110 nominal hours (the equivalent of two course units).

² Equivalence is only awarded for completed Certificate II qualifications where the total achievement in units of competency is equal to or greater than 220 nominal hours (the equivalent of four course units). Certificate II qualifications with units of competency that are less than 220 nominal hours in total will meet the minimum Certificate II qualification requirement however the qualification will only contribute towards the WACE as two Year 11 unit equivalents.

 $^{^{\}rm 3}$ Equivalence is awarded on the basis of predetermined criteria.

CERTIFICATE COURSES

BSB30115 Certificate III in Business 1-year course

This qualification reflects the role of individuals who apply a broad range of competencies in a varied work context using discretion, judgement and relevant theoretical knowledge. They may provide technical advice and support to a team. Completion of the Certificate III in Business qualifies a student for direct entry into a Diploma of Business.

MEM20413 Certificate II in Engineering Pathways - continuing

This qualification has been designed for students with an interest in Engineering, Trades, or even those keen to pursue a career in the mining industry. Students develop practical skills and knowledge to cut, shape, join and finish metal to make, maintain or repair metal products and structures. Students learn skills in using tools, measuring and calculating, drawing and interpreting sketches, mechanical cutting, thermal cutting, gouging and arc welding. Students also learn about Occupational Health and Safety in the Workplace and quality control. Students will be well positioned to pursue further training for entry into careers such as Trades Assistant, Apprenticeship in Metals, Engineering or Machinist, Panel Beater, Boilermaker or Mechanic.

Due to requirements of the industry, students will need to provide and wear steel cap boots and a full-piece safety set of overalls.

SIT20316 Certificate II in Hospitality - continuing

This course is the continuation of the Certificate II Hospitality course for students who have successfully completed the initial units in Year 11.

This qualification reflects the role of individuals who use a defined and limited range of hospitality operational skills. Students will learn the skills to perform as part of a team at hospitality functions and provide support within hospitality in the tourism industry. They are involved in mainly routine and repetitive tasks using practical skills and basic industry knowledge. Individuals with this qualification are able to perform roles such as:

- Serving food and beverage to tables
- Preparing and serving drinks
- Providing housekeeping services
- Providing reception or front desk services
- Providing assistance in a catering operation

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

SIS20115 Certificate II in Sport and Recreation - continuing

This qualification reflects the role of individuals who apply the skills and knowledge to work in the sport and recreation industry in a generalist capacity. Likely functions for someone with this qualification include providing support in the provision of sport and recreation programs, grounds and facilities maintenance, routine housekeeping, retail and customer service assistance, administrative assistance and café service in locations such as fitness centres, outdoor sporting grounds or complexes or aquatic centres. All job roles are performed under supervision.

CUA20615 Certificate II in Music - continuing

This course is the continuation of the Certificate II in Music course for students who have successfully completed the initial units in Year 11.

A Certificate II in Music will enable students to continue to develop practical skills in ensemble playing, musical performance, basic song composition, live sound and studio recording. Students will learn how the music industry operates and expand their knowledge through real industry-based tasks and assessments.

Endorsed Programs:

WORKPLACE LEARNING (ADWPL)

Workplace Learning is an Authority-developed endorsed program. To complete this endorsed program, a student works in one or more paid or unpaid workplace/s to develop a set of transferable workplace skills. The student must record the number of hours completed and the tasks undertaken in the workplace in the Authority's Workplace Learning Logbook. The student must also provide evidence of his/her knowledge and understanding of the workplace skills by completing the Authority's Workplace Learning Skills Journal after each 55 hours completed in the workplace.

All Career and Enterprise students in the General pathway will have the opportunity to complete two blocks of work placements in Year 11 and two blocks of work placements in Year 12.

For WACE purposes a student can count a maximum of 4 unit equivalents from endorsed programs, two in Year 11 and two in Year 12.