CECIL ANDREWS COLLEGE

Achieving excellence together

2025

Senior School Curriculum Handbook

A guide to courses and programs for students in Year 11-12

PRINCIPAL'S MESSAGE

Selecting courses for Senior School is a very important milestone for students. It is a chance to tailor a program to suit individual needs and set students up for success in their chosen career path.

There are WACE courses across a range of subject areas that students can mix and match to achieve their goals after secondary school.

The Western Australian Certificate of Education (WACE) is awarded to students who have successfully completed our rigorous senior secondary education program.

Whether you're aiming to start work straight after secondary school or undertake further studies, this handbook will help you decide which Year 11 and 12 study options best match your interests, skills, needs and learning levels.

You can choose from one or more of the following pathways to achieve your goals:

- Australian Tertiary Admission Rank (ATAR) subjects are designed for students seeking admission to university
- General course units are designed for students aiming to undertake further training or enter the workforce directly from school
- Vocational Education and Training is designed for those seeking to gain job-related knowledge, skills and experience
- The Southern Perth P-TECH program engages students directly with companies in the growing industries of Technology, Ship Building, Defence, Advisory, Construction and Engineering. Students can undertake formal STEM training as part of a Nationally recognised VET qualification. These certificates will place students on a pathway to post-school studies that will further strengthen their prospects for employment.

No matter what you decide to do after Year 12, it's essential to meet the minimum standards in reading, writing and numeracy. By meeting these standards, you will significantly increase your prospects of gaining employment or further training. You will also need to meet these standards to get into university. Support is available through Foundation courses in Year 11 and 12 if you haven't met the minimum standards.

I encourage you to carefully read information in this handbook and discuss it with your parents or carers. I also urge you to talk to your Deputy Principal Mr Austin Ward, Senior Deputy Principal Mrs Melissa Kettle, VET Coordinator Mr Steven Dimech, Academic Excellence coordinator Dr Brendon Florio, Program Coordinator Pathways Mr Carl Sott or the Heads of Learning Areas about any questions that may arise from this booklet and for more information.

We urge parents to involve themselves in the counselling process for course selection in Term 3. Your participation and understanding can provide great support to help your child select an appropriate course for next year.

I wish you all the best for your studies during the rest of your schooling.

Mario Tufilli
Principal
Cecil Andrews College

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HOW TO USE THIS HANDBOOK

This handbook presents a summary of the requirements for achieving a WACE in 2025, pathways as well as a list of the courses to be offered at Cecil Andrews College.

This guide aims to:

- Outline Western Australian Certificate of Education (WACE) requirements;
- Provide student pathway information;
- Guidance on making good choices; and
- A Summary of courses available.

It does not stand-alone. There are links throughout the document to provide additional information. There are also a range of staff members to seek support from.

WHO TO ASK FOR ADVICE	
Mr Austin Ward Deputy Principal – Years 9 & 10 Austin.Ward@education.wa.edu.au	Mrs Melissa Kettle Deputy Principal – Years 11 & 12 Melissa.Kettle@education.wa.edu.au
Mr Steve Dimech VET Coordinator Steve.Dimech@education.wa.edu.au	Mr Carl Stott Student Services Manager: Senior School Carl.Stott@education.wa.edu.au
Ms Jessica Murray Year 11 & 12 Coordinator jessica.murray3@education.wa.edu.au	Ms Sarah McKinley Program Coordinator - Pathways sarah.mckinley@education.wa.edu.au

SCHOOL LEAVING AGE

Students must be enrolled in and attend school until the end of the year in which they reach the age of 17 and 6 months or on reaching the age of 18, whichever happens first.
This means that students must engage in one of the following options:

- Full-time schooling.
- Full-time enrolment in a training institution, e.g. State Training Providers (TAFE) or private registered training organisation (RTO).
- An apprenticeship or traineeship.
- A gazetted course provided by a community-based provider.
- Full-time approved employment.

In most cases, if a student is NOT returning for Year 11 or Year 12, or wishes to leave mid-year to engage in one of the above options, they must:

- Provide details of the new arrangement (including nature of arrangement (e.g. apprenticeship, employment, training), name of employer/provider, last date of attendance at school and start date of new arrangement.
- Complete a Notice of Arrangements (NOA) form – available from the front office. Completed NOAs should be returned within 14 days, either directly to the school office or by email to cecilandrews.col@education.wa.edu.au.
- Arrange a meeting with the Deputy Principal (Senior School) through the front office.

WACE REQUIREMENTS FOR 2024 AND BEYOND

To achieve WACE from 2024, a student must satisfy the following:

Figure 1. WACE requirements 2024 and beyond

The following documents can be downloaded from SCSA (also available on Connect): http://senior-secondary.scsa.wa.edu.au/the-wace/wace-requirements

- Your Guide to the WACE, WASSA & ATAR Course Report.
- Year 10 Information Handbook.

PATHWAYS

The three WACE pathways offered are:

1. ATAR Pathway.
2. General Pathway.
3. VET Pathway (explained in more detail in the Vocation Education and Training Section).

1. ATAR Pathway – To gain direct entry to university

To determine a student's ATAR their 4 highest scoring subjects are used. For this reason a student intending to obtain an ATAR must study at least 4 ATAR courses in Years 11 & 12. It is recommended that students study 5 ATAR courses, which then serves as a "back-up" course (in case they do not perform well), however students need to realise that the workload and study of 5 ATAR courses is more rigorous than 4 ATAR courses.
ATAR students are required to study one Certificate Course, which will assist in achieving TAFE entry should they choose that option; while also providing more flexible study options in Year 12.
Possible subject combinations:

- 6 ATAR subjects.
- 5 ATAR subjects plus 1 GENERAL subject or CERTIFICATE COURSE.
- 4 ATAR subjects plus 2 GENERAL subjects or 1 GENERAL subject and 1 CERTIFICATE COURSE.

2. General Pathway – to gain direct entry to TAFE, Apprenticeship or Employment

Students who select the General pathway are required to enrol in one Certificate course to complement their General studies.
Cecil Andrews College is proud to offer a variety of General and Certificate courses for students to select from that caters to their career aspirations. General Pathway students should ideally combine a certificate course with General subjects only, however selecting one ATAR course is permitted if their intended career requires. For example students wishing to become an Electrician will need to study ATAR Maths (provided they obtain their teachers recommendation).
Possible subject combinations:

- 6 GENERAL courses
- 5 GENERAL courses plus 1 CERTFICATE COURSE or 1 ATAR Subject*

**This option is not generally recommended, and should a student wish to do so, a follow up course selection meeting will need to be scheduled with the Year 10 Deputy Principal in Term 3.*

3. VET Pathway – To gain direct entry to TAFE, Apprenticeship or Employment

Students who are following the VET pathway are required to enrol in one Certificate and can enrol in a second Certificate course.
Cecil Andrews College is proud to offer a variety of Certificate courses for students to select from that caters to their career aspirations. VET Pathway students should ideally combine a certificate course with General subjects only, however selecting one ATAR course is permitted if their intended career requires a parent meeting is required in these circumstances.
Possible subject combinations:

- 4 GENERAL courses plus 1 CERTFICATE COURSE and Workplace Learning.
- 4 GENERAL courses plus 2 CERTIFICATE COURSES AND 1 PROFILE course (VET coordinator approved)
- 3 or 4 GENERAL courses, 1 or 2 FOUNDATIONS courses, 1 CERTIFICATE COURSE

SELECTING AN ATAR UNIVERSITY PATHWAY

Students who select an ATAR pathway:

- Like to study theories and concepts.
- Like to engage in high-order and critical thinking.
- Have strong literacy and writing skills.
- Have well-developed study skills and habits.
- Want to study for a further three or more years when leaving school.

The advantages of an ATAR pathway include:

- Generates an ATAR that can be used for direct university entry.
- Enables students to develop higher-order thinking skills and analysis.
- Is rigorous and requires dedication and commitment.
- Gives the students opportunities to develop strong study habits and work ethic.

Students selecting an ATAR pathway must have achieved the minimum entry requirements before being accepted into this pathway. This is a demanding pathway and students must demonstrate they are dedicated to their studies through their results and work ethic. Students must select a minimum of four (4) ATAR subjects. Depending on their interests and aspirations they make up the other two subject choices with ATAR, General or VET certificates.

Pathway Description		Year 11	Year 12
Typical ATAR pathway	1	ATAR English (A1 ENG , A2 ENG)	ATAR English (AT ENG)
	2	ATAR Mathematics (e.g. A1 MAM, A2 MAM)	ATAR Mathematics (AT MAM)
	3	ATAR List A or B (e.g. A1 HBY , A2 HBY)	ATAR List A or B (e.g. AT HBY)
	4	ATAR List A or B (e.g. A1 HIM, A2 HIM)	ATAR List A or B (e.g. AT HIM)
	5	ATAR List A or B,	ATAR List A or B,
	6	GENERAL course (G1,G2) or Certificate II qualification	GENERAL course (GT) or Certificate II qualification

SITTING WACE EXAMINATIONS

Full-time students who are in their final year of compulsory schooling and are enrolled in at least one ATAR course are required to sit for and make a genuine attempt at the WACE examination in that course (unless exempt).

A student who should sit an examination and chooses not to, or chooses not to make a genuine attempt in the examination, will not get a course report. Nor will the grades for those units be counted towards the C grade average for the WACE.

SELECTING A GENERAL PATHWAY

Students who select a GENERAL pathway:

- Develop deeper understanding of concepts and ideas.
- Build practical skills that align to the concepts learned.
- Want a broader scope of knowledge or can tailor learning program towards targets.
- Perform better in investigations and project learning not examinations.

The advantages of a General program:

- Can be better to cater for individual needs.
- Less stressful compared to ATAR courses.
- Can still provide a pathway to University with high performance.
- Always for flexibility with post school intentions.
- Can include Certificate or ATAR courses to meet student need.
- May include a Foundation course to help develop literacy or numeracy skills.

Students who complete a General pathway will select five (5) General courses along with an ATAR, General, Foundation or Certificate course. Students completing a General program may undertake a Profile course (see page >>>) as part of their General program.

High performing General pathway students who Achieve a 'B' grade or better in English and demonstrate an ability to manage their study well may be offered the opportunity to complete Flexitrack High in Year 12 in order to meet University Entry standards.

Pathway Description		Year 11	Year 12
Typical GENERAL pathway	1	General English (e.g. G1 ENG, G2 ENG)	General English (e.g. GT ENG)
	2	General Mathematics (e.g. G1 MAT, G2 MAT)	General Mathematics (e.g. GT MAT)
	3	General Course List A or B (G1, G2)	General Course List A or B (GT)
	4	General Course List A or B (G1, G2)	General Course List A or B (GT)
	5	General or Foundations Course List A or B (G1, G2 or F1, F2)	General or Foundations Course List A or B (GT or FT)
	6	Certificate II qualification	Certificate II qualification

Students undertaking a GENERAL pathway may access Profile, SBT and traineeships as part of their studies. See VET Information Booklet.

SELECTING A VOCATIONAL EDUCATION & TRAINING (VET) PATHWAY

Students who select a Vocational pathway:

- like to learn through observation.
- like to engage in hands-on activities and training.
- want to develop strong employability skills.
- want to study for a further one or two years when leaving school or leaner on the job.

The advantages of a Vocational pathway include:

- gives the students the opportunity to participate in work experience placements.
- enables students to develop specific industry skills, making them more employable.
- can assist student to gain and apprenticeship or traineeship.
- gives the students points towards TAFE course entrance.
- allows students to study nationally recognised qualifications while at school.
- allows students to study job-related subjects/units of competency.

Students selecting a vocational pathway will select a combination of General curriculum courses and VET courses. The combination may include an external program provided through the TAFE Profile programs, a school based traineeship or apprenticeship and/or ADWPL workplace learning.

Pathway Description		Year 11	Year 12
Typical VET pathway	1	General English (e.g. G1 ENG, G2 ENG)	General English (e.g. GT ENG)
	2	General Mathematics (e.g. G1 MAT, G2 MAT)	General Mathematics (e.g. GT MAT)
	3	General Course List A or B (G1, G2)	General Course List A or B (GT)
	4	General or Foundations Course List A or B (G1, G2)	General Course List A or B (GT)
	5	Certificate II qualification	Certificate II qualification
	6	Certificate II qualification	Certificate II qualification

Students undertaking a VET pathway may access Profile, SBT and traineeships as part of their studies. See VET Information Booklet

POST SCHOOL EDUCATION AND TRAINING ENTRY

UNIVERSITY ENTRY

ATAR entry is coordinated by the Tertiary Institutions Service Centre (tisc.edu.au). Students are required to successfully:

- Achieve WACE.
- Gain English competence (Final scaled score of 50 in ATAR English, Murdoch does not require this).
- Achieve a final scaled score of 50 in prerequisite courses if applicable (UNIVERSITY ADMISSION 2026 (tisc.edu.au).
- Meet minimum ATAR.

The ATAR is calculated by TISC, adding a student's four best final ATAR marks creating a Tertiary Entrance Aggregate (TEA). This TEA is used to rank students across Western Australia. An ATAR of 70 means that a student is in the top 30% of students in the state. Cecil Andrews College students receive Adjustment factors to their ATAR scores and vary between universities.

Enabling courses are available for all Universities and are conducted over the course of a semester. The courses are designed for students who don't achieve the required ATAR, English Competence or are high performing General students. Students are exposed to university level work and build academic skills to be successful in their studies. Cecil Andrews College offers Flexitack High, a Murdoch University Enabling course, during Year 12 for students who are not on track with ATAR courses or are high achieving General students wanting to go to University.

Students completing **Australian Qualification Framework (AQF)** courses at Certificate IV and Diploma level are eligible for University Enrollment. A Certificate IV is equivalent to an ATAR of 70 and a Diploma has the equivalence of an ATAR of 80. Students using this entry pathway do not compete against ATAR entry students and in many cases are able to find employment to compliment their studies.

Portfolio and experience based entry is available for select Universities and courses. This entry pathway allows students to demonstrate skills, knowledge and work within and beyond the school.

TAFE AND TRAINING PROVIDERS

TAFE and private training providers are required to show students have literacy and numeracy capacity to complete the course. The table below shows minimum requirements for entry into non competitive TAFE courses. For competitive courses please see the following link TAFE_admissions_guide.pdf.

	School leaver	Non-school leaver	AQF**
Certificate I	Nil	Nil	Nil
Certificate II	OLNA* or NAPLAN 9 Band 8	C Grades in year 10 English and Maths or equivalent	Certificate I or Certificate II
Certificate III	OLNA* or NAPLAN 9 Band 8	C Grades in year 10 English and Maths or equivalent	Certificate I or Certificate II
Certificate IV	C Grades in year 11 WACE General English, and OLNA* or NAPLAN 9 Band 8	C Grades in year 11 English and Maths or equivalent	Certificate II or Certificate III
Diploma or Advanced Diploma	Completion of WACE General or ATAR (minimum C Grades) or equivalent	Completion of WACE General or ATAR or equivalent (minimum C Grades)	Certificate III

Competitive Course Entry- Academic points (maximum 60 points)

Students use their three highest grades when generating their academic score. English and Mathematics are prioritised in the score. Work hours also can contribute to eligibility score.

Year	WACE course level	C grade	B grade	A grade
Year 10		6	8	10
Year 11 or 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

		Course applying for					
		Certificate I	Certificate II	Certificate III	Certificate IV	Diploma	Advanced Diploma
Course completed	Pathway course	60	60	60	60	60	60
	Degree and above	60	60	60	60	60	60
	Advanced diploma	60	60	60	60	60	60
	Diploma	60	60	60	60	60	60
	Certificate IV	60	60	60	60	50	50
	Certificate III	60	60	60	45	30	30
	Certificate II	60	60	50	30	20	20
	Certificate I	60	30	20	15	10	10

CAREERS AND EDUCATION WEBSITES

The following websites may help students to investigate and determine their post-school options.

Apprenticeships and Traineeships
www.dtwd.wa.gov.au

Australian Defence Force Academy
www.defencejobs.gov.au

Australia wide job search
www.jobsearch.gov.au

Jobs and Skills Centre
www.jobsandskills.wa.gov.au

Career research
www.careersonline.com.au

Centrelink
www.humanservices.gov.au

Curtin University
www.curtin.edu.au

Edith Cowan University
www.ecu.edu.au

Education Services Australia
http://www.esa.edu.au

Job Resources Australia
www.education.gov.au/youth

Murdoch University
www.murdoch.edu.au

My Future
www.myfuture.edu.au

Tertiary Institutions Services Centre
www.tisc.edu.au

University of Notre Dame
www.nd.edu.au

University of Western Australia
www.uwa.edu.au

Western Australian Government (go to 'Education and Training')
www.wa.gov.au

Vacancies Australia wide
www.seek.com.au

LEARNING AREA EXPERTS

The Arts
Ms Jessica Markowski
Head of Learning Area
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English
Ms Kerrie Mansell
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Health & Physical Education
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Mathematics
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Science
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Technologies & Enterprise
Mr Jason Evans
Head of Learning Area
Jason.Evans@education.wa.edu.au

PLANNING YOUR SENIOR SCHOOL COURSE: MAKING INFORMED DECISIONS

The college highly recommends that students consider their career aspirations when selecting their courses moving into Senior School. All students selecting courses are encouraged to ask themselves the following questions when selecting their courses.

- What are my career aspirations?
- Which course should I pick to set myself up for my pathway?
- What are my areas of strength and weakness?
- Where are my successes already coming from?

1. **Relate courses to career information**
   During Years 7-10, students completed work studies which aided students in studying career pathways for after school through the development of Pathway Plans. With these in mind, students are recommended to consider their ideal pathways and select courses that support them. It is easy to select courses that are enjoyable, but always ask, will this lead me to my desired career?

2. **Find out the full list of courses on offer by the school, and ask questions to appropriate staff to seek further information**
   You may find you are stronger in some learning areas compared to others. Please ensure you look at each subject carefully. To do this, it is necessary to complete the following:
   - Read the course descriptors in this handbook.
   - Ask questions from staff or course counsellors at the College who would be knowledgeable in that course.
   - Talk to senior school students already enrolled in the course.

3. **Decide on the courses that suit your requirements and abilities**
   Students need to be reminded that all ATAR courses have examinations which **MUST** be sat to qualify for direct university entry. General courses will not have examinations, but students do sit an Externally Set Task in Year 12. Results in general courses can count towards TAFE entry. Remember TAFE is a valid alternative pathway to university and career options.

4. **Be prepared to ask for help**
   If you have any questions around course counselling or the subjects on offer, it is recommended you speak to the following people:
   - Parents / guardians / carers.
   - Career Education Teachers / Staff.
   - TAFE and University admission officers.
   - Vocational Education and Training (VET) Program Coordinator.

5. **Further Information**

www.scsa.wa.edu.au	School Curriculum and Standards Authority
www.dtwd.wa.gov.au	Department of Training and Workforce Development
www.myfuture.edu.au	Australia's National Career Information Service
www.tisc.edu.au	Tertiary Institutions Service Centre (University Applications)
www.southmetrotafe.wa.edu.au	South Metro TAFE
www.northmetrotafe.wa.edu.au	North Metro TAFE

SELECTING SENIOR SCHOOL COURSES

At Cecil Andrews College Year 10 students select six (6) courses to study throughout Year 11 and 12 to meet their WACE and career pathway. Every student is required to select an English course (list A) and a Mathematics course (list B). All courses are studied for two years. This fulfills the breadth and depth requirements as set by SCSA.

Students need to select their courses from a "Fixed Grid" through the Subject Selections Online webpage. Students will select six (6) courses of study (one selection from each line). Each course will be allocated four (4) periods a week on a students' timetable for Year 11 and 12. The grid has been designed to allow maximum flexibility for students, while also providing pathways to future tertiary training and industry areas.

COURSE CONTINUATION YEAR 11 TO 12

Students in choosing their course for Year 11 also need to consider where that course will lead them in Year 12. Year 11 courses are taught sequentially with Unit 1 in semester 1 and Unit 2 in semester 2. Students are graded at the end of each semester and the grades achieved contribute towards the WACE achievement standard. Year 12 courses build on Year 11 content and are taught concurrently with Units 3 and 4 combined to focus on more complex ideas and skills. Students' grades at the end of Year 12 contribute as two units towards the WACE achievement standard. The semester one report is a progress report only and shows how a student is performing to the point in the course.

CHANGING COURSES

While Cecil Andrews College provides small opportunities for course changes, it is important students recognise that all courses are designed to build a depth of knowledge over two years. The School Standards and Curriculum Authority (SCSA) sets a date early in Year 12 where no changes are permitted.

All course changes requests must be signed by a parent / guardian or caregiver and must be approved by the Deputy Principal of Senior School. Course change requests may be rejected due to student pathway, WACE eligibility, resourcing or volume of learning missed.

ACADEMIC ABILITIES

To achieve success in Senior School courses, a student needs to have demonstrated both academic ability and achievement in Year 10 courses to the required level. Without this background, students invariably have difficulty with course content in Senior School. Students and parents should refer to the course prerequisites later in this booklet.

CAREER COUNSELLING

All Year 10 students along with their parents/ guardians or carers will have the opportunity to meet personally with a course counsellor to discuss their Course selections for 2025/6. Any course that students select should enable them to, achieve the WACE and meet any prerequisites for TAFE, University or certain job requirements.

FINANCIAL CONSIDERATIONS

The purpose of this section is to provide some information about the financial implications that need to be considered in relation to further education, training and employment, and is subject to change.

Charges payable for Senior School are *compulsory* and dependent upon the courses students choose. As well as the particular course charges, there are optional costs. For courses to run effectively, it would be appreciated if charges were paid at the beginning of the school year. Students will receive information relating to subject charges along with this booklet and an invoice will be send to your home address at the end of this year.

ABSTUDY

This grant is available to Aboriginals who are full-time students at an approved secondary school. Application should be made to the Commonwealth Department of Employment, Education and Training and lodged before the last day of first term for benefits to be paid for the whole year. Application forms are available from Centrelink – phone 136 240 for information.

SECONDARY ASSISTANCE SCHEME – CLOTHING & EDUCATIONAL PROGRAM ALLOWANCE ELIGIBILITY

Students in Years 11 & 12 will possibly not be listed on the parent/guardian concession card, however if the parent/guardian still holds a valid concession card the student is still eligible. The parent/guardian concession card number must be noted on the application. The *only* exception to this is when a student holds his/her own health care card *and has been declared independent by Centrelink* (e.g. living away from home). In this instance, a letter of confirmation from Centrelink needs to accompany the application. Cheque/payment into bank account is made payable to the parent/guardian. Payment to the student will only be made *if student has been declared 'independent' by Centrelink.*

TAX FILE NUMBER

Students must have a Tax File Number to get Abstudy / Youth Allowance or any other payment from Centrelink.

COURSE OUTLINES AND ASSESSMENT

All courses will have course and assessment outlines are set to comply with the course requirements as set by SCSA or by the Registered Training Organisation for Certificate courses. These will be uploaded to the class's Connect pages in compliance with the Senior School Assessment Policy.

External assessments are set by SCSA. All ATAR courses have an external written Examination that must be attempted for the course to be completed. In addition, some ATAR courses may have a practical exam as well.

All General courses will be required to complete an Externally Set Task (EST) in term 2. The content for the Task is published on the scsa.wa.edu.au website. While students are completing their Year 11 studies. The Task is worth 15% of their overall mark for the course.

COURSE DESCRIPTIONS

WACE BREADTH-OF-STUDY LIST

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

List A (Arts / Languages / Humanities & Social Sciences)	List B (Mathematics / Science / Technology)
English	Mathematics
Children, Family and the Community	Applied Information Technology
Economics	Engineering
Modern History	Chemistry
Visual Arts	Food Science and Technology
Health Studies	Human Biological Science
Career and Enterprise	Biology
Business Management and Enterprise	Materials Design and Technology
	Physical Education Studies
	Outdoor Education
	Psychology
	Accounting and Finance
	Physics
Endorsed Programs	
Workplace Learning **Community Arts Performance**	

Course of Study	Code	Year 11 2025	Year 12 2026
Certificate II Workplace Skills	BSB20120	2 year programs	
Certificate II Sport & Recreation	SIS20115		
Certificate II Music Industry	CUA20615		
Certificate II Visual Arts	CUA20715		
Certificate II Sampling & Measurement	MSL20116		
Certificate III Engineering – Technical	MEM30505		
Certificate III Business			

The following pages describe what you can expect from the courses available to you for next year. It includes information about prerequisite subjects, exam requirements and the location of the course. Please read these pages carefully and consider what courses might suit you best and give you the best opportunities to fulfill your career aspirations.

Learning Area: The Arts	
Community Arts Performance	
Code:	ADCAP (A1CAP, A2CAP)
Prerequisites	Nil
Program Description	Community Arts Performance is an Authority-developed endorsed program that enables a student engaged in community arts activities involving dance, drama, media, music and/or visual arts to be recognised for the significant learning encompassed within such activities. This program requires that a student is provided with opportunities to develop arts skills and techniques that culminate in a performance or production. Typically a student would participate in some form of lessons, classes or activities, maintain a regular practice routine, develop a performance repertoire, attend rehearsals and perform for an audience/s. Examples include student involvement with amateur theatre companies, dance school concerts, exhibitions or showcases and community choirs.
Content	The learning and teaching content of all programs includes: • knowledge and understanding of the art form, interpretation and expression, development of a repertoire • reflective skills such as self-evaluation, peer appraisal, analysis of own skills and performance or production. • skills and techniques relevant to the activity such as: **Dance**: physical skills that enable strength, flexibility, coordination and muscular and cardio-vascular endurance; genre specific techniques; appropriate warm up and warm down techniques relevant to the dance activity; application of relevant dance language and terminology; and the acquisition and retention of choreography. **Drama**: skills and techniques such as communication (verbal and non-verbal); characterisation; stagecraft; stage etiquette, rehearsal etiquette; script interpretation (style/form and underlying conventions); rehearsal and production process; application of drama language and terminology; participation in a range of roles in a production team; the ability to take direction; and the use of blocking techniques, stage space and geography. **Media**: skills and techniques such as application of media language and conventions; application of different media techniques and technologies; application of production styles, processes and skills to create media works for audience, purpose and context; participation in a range of production roles and related responsibilities; and management of controls and constraints such as copyright, ownership and budget on media production and performance. **Music**: skills and techniques such as practical performance skills to enable technical and musical proficiency; application of stylistic performance conventions; the ability to read music; aural skills; application of the 'elements of music'; interpretative skills; the ability to engage audience; rehearsal skills; stage presence such as improvisatory skills; and interaction with other musicians. **Visual Arts**: skills and techniques such as diverse visual arts skills and techniques associated with a range of Art forms; selection and application of appropriate media; and collaboration or involvement with professional artists or designers such as architects, illustrators, fashion or stage designers.

Learning Area: The Arts	
GENERAL VISUAL ARTS	
Pathway and Code:	Year 11 – G1VAR, G2VAR Year 12 – GTVAR (G3VAR, G4VAR)
External Exam:	Year 12 Externally Set Task (EST) 15% of Year 12 mark, in class
Other Information:	
Prerequisites	Nil
Outcome s:	**Outcome 1 – Visual arts ideas** Students use creative processes to research, develop and communicate art ideas. In achieving this outcome, students: • research and generate ideas. • use visual language (elements and principles of art) to express ideas. • develop and refine ideas for specific purposes, contexts and audiences. **Outcome 2 – Visual arts skills, techniques and processes** Students use creative skills, techniques, processes, technologies and conventions to produce resolved artworks. In achieving this outcome, students: • use art elements and principles in the production of artworks. • use skills, techniques and processes to complete artworks. • select and present artworks for audiences and contexts. **Outcome 3 – Responses to visual arts** Students respond to, reflect on and critically evaluate their own art and the art of others. In achieving this outcome, students: • respond to the qualities of artworks. • reflect on the thinking and creative processes of their art experiences. • critically evaluate artworks referring to visual language (the elements and principles of art and design) and using art terminology. **Outcome 4 – Visual arts in society** Students understand the role of visual arts in society. In achieving this outcome, students: • understand how art varies according to time and place. • understand the social, cultural and historical contexts of visual arts.
Content	Years 11 and 12 | Visual Arts (scsa.wa.edu.au)

Learning Area: English	
ATAR ENGLISH	
Pathway and Code:	Year 11 – A1ENG, A2ENG Year 12 – ATENG (A3ENG, A4ENG)
External Exam:	SCSA Written exam in Year 12
Prerequisites	A or B grade in Year 10 English
Other Information:	These units are designed for university bound students. Students are expected to develop and act on a study plan to build knowledge taught in class.
Outcomes:	**By the end of unit 1, students:** Understand the relationships between purpose, context and audience and how these relationships influence texts and their meanings. investigate how text structures and language features are used to communicate ideas and represent people and events in a range of texts. create oral, written and multimodal texts appropriate for different audiences, purposes and contexts. **By the end of unit 2, students:** understand the ways in which ideas, values and attitudes are represented in texts. examine the ways texts are constructed to position audiences. create oral, written and multimodal texts that experiment with text structures and language features for particular audiences, purposes and contexts. **By the end of unit 3, students:** understand relationships between texts, audiences, purposes, genres and contexts. investigate the effects of different conventions and media on responses. create oral, written and multimodal texts in a range of media and styles. **By the end of unit 4, students**: understand how content, structure, voice and perspectives in texts shape responses and interpretations. examine different interpretations of texts and how these resonate with, or challenge, their own responses. create oral, written and multimodal texts in a range of forms, media and styles.
Content:	Years 11 and 12 | English (scsa.wa.edu.au)

Learning Area: English

GENERAL ENGLISH

Pathway and Codes:	Year 11 – G1ENG, G2ENG Year 12 – GTENG (G3ENG, G4ENG)
External Exam:	Year 12 Externally Set Task (EST) 15% of Year 12 mark, in class
Prerequisites	Nil
Other Information:	This course is for the general English student who wishes to go to TAFE or enter the workforce.
Content:	**Unit 1- G1ENG** focuses on students comprehending and responding to the ideas and information presented in texts. Students: • employ a variety of strategies to assist comprehension. • read, view and listen to texts to connect, interpret and visualise ideas. • learn how to respond personally and logically to texts by questioning, using inferential reasoning and determining the importance of content and structure. • consider how organisational features of texts help the audience to understand the text. • learn to interact with others in a range of contexts, including every day, community, social, further education, training and workplace contexts. • communicate ideas and information clearly and correctly in a range of contexts. • apply their understanding of language through the creation of texts for different purposes. **Unit 2 – G2 ENG** focuses on interpreting ideas and arguments in a range of texts and contexts. Students: • analyse text structures and language features and identify the ideas, arguments and values expressed. • consider the purposes and possible audiences of texts. • examine the connections between purpose and structure and how a text's meaning is influenced by the context in which it is created and received. • integrate relevant information and ideas from texts to develop their own interpretations. • learn to interact effectively in a range of contexts. • create texts using persuasive, visual and literary techniques to engage audiences in a range of modes and media. **Unit 3 – G3ENG** focuses on exploring different perspectives presented in a range of texts and contexts. Students: • explore attitudes, text structures and language features to understand a text's meaning and purpose. • examine relationships between context, purpose and audience in different language modes and types of texts, and their impact on meaning. • consider how perspectives and values are presented in texts to influence specific audiences. • develop and justify their own interpretations when responding to texts. • learn how to communicate logically, persuasively and imaginatively in different contexts, for different purposes, using a variety of types of texts. **Unit 4 – G4ENG** Unit 4 focuses on community, local or global issues and ideas presented in texts and on developing students' reasoned responses to them. Students: • explore how ideas, attitudes and values are presented by synthesising information from a range of sources to develop independent perspectives. • analyse the ways in which authors influence and position audiences. • investigate differing perspectives and develop reasoned responses to these in a range of text forms for a variety of audiences. • construct and clearly express coherent, logical and sustained arguments and demonstrate an understanding of purpose, audience and context. • consider intended purpose and audience response when creating their own persuasive, analytical, imaginative, and interpretive texts.
Content	Years 11 and 12 | English (scsa.wa.edu.au)

Learning Area: English	
FOUNDATIONS ENGLISH	
Code:	GTENG (G3ENG, G4ENG)
External Exam:	Year 12 Externally Set Task (EST) 15% of Year 12 mark, in class
Pathway:	Year 11 – G1ENG, G2ENG Year 12 – G3ENG, G4ENG
Prerequisites	**OLNA Category 1 or 2 for Reading and Writing**
Other Information:	This course is for the general English student who wishes to go to TAFE or enter the workforce.
Content:	The English Foundation course aims to develop students': • opportunities to practise their skills with functional literacy, especially spelling, punctuation and grammar. • skills in reading (understanding, comprehending, interpreting, analysing) texts for work, learning, community and everyday personal contexts. • skills in producing (constructing, creating, writing) texts for work, learning, community and everyday personal contexts. • skills in speaking and listening for work, learning, community and everyday personal contexts.
Content	Years 11 and 12 | English (scsa.wa.edu.au)

Learning Area: Health and Physical Education	
GENERAL PHYSICAL EDUCATION STUDIES	
Pathway and Code:	Year 11 – G1PES, G2PES Year 12 – GTPES (G3PES, G4PES)
External Exam:	Year 12 Externally Set Task (EST) 15% of Year 12 mark, in class
Prerequisites	**NIL**
Other Information:	50% Theory 50% Practical
Content:	**Outcome 1 – Skills for physical activity** Students apply decision-making, movement and tactical skills to enhance participation in physical activity. In achieving this outcome, students: • make on-the-spot decisions to apply movement patterns in solving tactical problems. • perform movement skills to enhance participation. • implement strategies and tactics to enhance participation. **Outcome 2 – Self-management and interpersonal skills for physical activity** Students apply self-management and interpersonal skills to enhance participation in physical activity. In achieving this outcome, students: • apply mental skills in undertaking selected roles. • make informed decisions in undertaking selected roles. • apply communication skills in undertaking selected roles. • apply cooperation skills in undertaking selected roles. **Outcome 3 – Knowledge and understanding of movement and conditioning concepts for physical activity.** Students understand movement and conditioning concepts that enhance participation in physical activity. In achieving this outcome, students: • understand movement concepts. • understand conditioning concepts. **Outcome 4 – Knowledge and understanding of sport psychology concepts for physical activity.** Students understand mental skills, motor learning, coaching and tactical concepts that inform the enhancement of participation in physical activity. In achieving this outcome, students: • understand mental skills training concepts. • understand motor learning and coaching concepts. • understand tactical concepts of games and activities.
Content	Years 11 and 12 | Physical Education Studies (scsa.wa.edu.au)

Learning Area: Health and Physical Education	
GENERAL OUTDOOR EDUCATION	
Pathway and Code:	Year 11 – G1OED, G2OED Year 12 – GTOED (G3OED, G4OED)
External Exam:	Year 12 Externally Set Task (EST) 15% of Year 12 mark, in class
Prerequisites	C grade or better in Year 10 Outdoor Education or Physical Education
Other Information:	Students are required to participate in excursions and overnight expeditions as part of the course.
Content:	**Outcome 1 – Understanding the principles of outdoor education.** Students understand that outdoor education aims to develop an understanding of human-nature relationships. In achieving this outcome, students: • understand how to prepare for, participate in and reflect on outdoor experiences. • understand the self, the group and the relationships between them. • understand the human-nature relationship. **Outcome 2 – Skills for safe participation in outdoor activities** Students develop skills, strategies, risk management and emergency response procedures to participate safely in outdoor activities. In achieving this outcome, students: • perform outdoor activity skills. • implement strategies for the effective application of skills in outdoor activities. • apply risk management and emergency response procedures in outdoor activities. **Outcome 3 – Understanding of the environment** Students develop an understanding of the environment, human impacts and management principles. In achieving this outcome, students: • understand the characteristics of the environment. • understand the impact humans have on the environment. • understand environmental management. **Outcome 4 – Self-management and interpersonal skills in outdoor activities** Students develop self-understanding, decision-making and positive relationship skills. In achieving this outcome, students: • apply self-understanding during outdoor experiences. • make decisions during outdoor experiences. • develop relationship skills.
Content	Years 11 and 12 | Outdoor Education (scsa.wa.edu.au)

Learning Area: Health and Physical Education	
GENERAL HEALTH STUDIES	
Pathway and Code:	Year 11 – G1HEA, G2HEA Year 12 – GTHEA (G3HEA, G4HEA)
External Exam:	Year 12 Externally Set Task (EST) 15% of Year 12 mark, in class
Prerequisites	C grade or better in Year 10 Health Education
Other Information:	
Content:	**Outcome 1 – Knowledge and understandings** Students understand factors and actions that influence health. In achieving this outcome, students: • understand the determinants of health. • understand actions and strategies that influence health. • understand and apply frameworks, models and theories to explain health concepts. **Outcome 2 – Beliefs, attitudes and values** Students understand the influence of beliefs, attitudes, values and norms on health. In achieving this outcome, students: • understand the relationship between beliefs, attitudes, values, and health behaviour. • understand the influence of attitudes and values on health behaviour. • understand the range of factors influencing beliefs, attitudes, values and norms. **Outcome 3 – Self-management and interpersonal skills** Students use self-management and interpersonal skills to promote health. In achieving this outcome, students: • apply self-understanding and decision-making skills. • apply communication and cooperation skills. **Outcome 4 – Health inquiry** Students use inquiry skills and processes to investigate and respond to health issues. In achieving this outcome, students: • plan a health inquiry to define and research a health issue. • use a range of information to explore a health issue. • interpret information to develop a response to the health issue. • present findings and link the investigation to the response.
Content	Years 11 and 12 | Health Studies (scsa.wa.edu.au)

Learning Area: HASS	
ATAR Economics	
Pathway and Code:	Year 11 – A1ECO, A2ECO Year 12 – ATECO (A3ECO, A4ECO)
External Exam:	SCSA Written exam in Year 12
Prerequisites	A or B grade in Year 10 HASS
Other Information:	These units are designed for university bound students. Students are expected to develop and act on a study plan to build knowledge taught in class.
Outcomes:	**Unit 1 – Microeconomics** Microeconomics is the study of particular markets, and segments of the economy. This unit explores the theory that markets are an efficient way to allocate scarce resources, using real-world markets with an emphasis on the Australian economy. When the forces of demand and supply do not allocate and price resources in a way that society would regard as efficient, equitable or sustainable, market failure can occur. Students examine examples of market failure along with a range of government policy options that can be applied to achieve more desirable outcomes. Students are also introduced to the language of economics and the use of theories and models to explain and interpret economic events and issues. **Unit 2 – Macroeconomics** Macroeconomics is the study of the whole economy. This unit focuses on Australia's macroeconomic performance using the circular flow of income model. The business cycle results in changes in the levels of output, income, spending and employment in the economy, which, in turn, have implications for economic growth, inflation and unemployment. Students also examine the role of the government in the
Content:	Years 11 and 12 | Economics (scsa.wa.edu.au)

Learning Area: Humanities and Social Science	
GENERAL CAREER AND ENTERPRISE	
Pathway and Code:	Year 11 – G1CAE, G2CAE Year 12 – GTCAE (G3CAE, G4CAE)
External Exam:	Year 12 Externally Set Task (EST) 15% of Year 12 mark, in class
Prerequisites	
Other Information:	
Outcomes:	**Outcome 1 – Career and enterprise concepts** Students understand factors underpinning career development. In achieving this outcome, students: • understand factors that underpin personal development and learning opportunities. • understand how workplace practices and procedures influence career development. • understand how personal and external resources are accessed and managed for career development. **Outcome 2 – Career and enterprise investigations** Students investigate career development opportunities. In achieving this outcome, students: • collect and organise information to investigate career development opportunities. • analyse data and draw conclusions, considering needs, values and beliefs. • communicate solutions to career development opportunities. **Outcome 3 – Career development in a changing world** Students understand how aspects of the changing world impact on career development opportunities. In achieving this outcome, students: • understand how technologies influence career development opportunities. • understand how society, government legislation and policy influence career development opportunities. • understand how beliefs, values and attitudes influence career development opportunities. **Outcome 4 – Being enterprising.** Students use career competencies to manage career development opportunities. In achieving this outcome, students: • use initiative, willingness to learn and problem-solving capabilities. • use self-management, self-promotion, planning and organisational skills. • use communication, technology, networking and teamwork skills.
Content	Years 11 and 12 | Career and Enterprise (scsa.wa.edu.au)

Learning Area: Humanities and Social Science	
GENERAL ACCOUNTING AND FINANCE	
Pathway and Code:	Year 11 – G1ACF, G2 ACF Year 12 – GTACF (G3ACF, G4ACF)
External Exam:	Year 12 Externally Set Task (EST) 15% of Year 12 mark, in class
Prerequisites	
Other Information:	
Outcomes:	**Outcome 1 – Financial conceptual understanding** Students understand the concepts, principles, systems and structures that are fundamental to accounting and other financial processes. In achieving this outcome, students: • understand the concepts and principles of financial decision making. • understand the elements of financial systems. • understand the relationship between the purpose and structure of financial information. **Outcome 2 – Factors influencing financial decisions.** Students understand the interrelationship between financial decisions and the individual, society and the environment. In achieving this outcome, students: • understand the influence of values and ethics on financial decisions. • understand that government policies, legal requirements and other regulations influence financial decisions. • understand the impact of societal and environmental factors on financial decisions. **Outcome 3 – Financial systems** Students explore and apply appropriate financial systems to meet personal and organisational needs. In achieving this outcome, students: • explore and select an appropriate financial system to meet user needs. • use a financial system to record and present information. • adapt and/or customise a financial system to meet user needs. **Outcome 4 – Analysis and interpretation of financial information** Students select, use and interpret financial information. In achieving this outcome, students: • select financial information for analysis and use appropriate techniques. • draw conclusions from financial information. • recommend appropriate action based on financial information analysis.
Content	Years 11 and 12 | Accounting and Finance (scsa.wa.edu.au)

Learning Area: Humanities and Social Science	
ATAR MODERN HISTORY	
Pathway and Code:	Year 11 – A1HIM, A2HIM Year 12 – ATHIM (A3HIM & A4HIM)
External Exam:	Yes, in Year 12
Prerequisites	A or B grade in Year 10
Other Information:	The Modern History ATAR course enables students to study the forces that have shaped today's world and provides them with a broader and deeper comprehension of the world in which they live. While the focus is on the 20th century, the course refers back to formative changes from the late 18th century onwards and encourages students to make connections with the changing world of the 21st century.
Content:	**Unit 1- A1HIM** **Context:** *Capitalism – The American Experience* This unit examines developments of significance in the modern era, including the ideas that inspired them and their far-reaching consequences. Students examine one development or turning point that has helped to define the modern world. Students explore crucial changes, for example, the application of reason to human affairs; the transformation of production, capitalism and consumption, transport and communications; the challenge to social hierarchy and hereditary privilege, and the assertion of inalienable rights; and the new principles of government by consent. Through their studies, students explore the nature of the sources for the study of modern history and build their skills in historical method through inquiry. The key conceptual understandings covered in this unit are: what makes an historical development significant; the changing nature and usefulness of sources; the changing representations and interpretations of the past; and the historical legacy of these developments for the Western world and beyond. **Unit 2 - A2HIM** **Context:** *Nazism in Germany* This unit examines significant movements for change in the 20th century that led to change in society, including people's attitudes and circumstances. These movements draw on the major ideas described in Unit 1, have been connected with democratic political systems, and have been subject to political debate. Through a detailed examination of one major 20th century movement, students investigate the ways in which individuals, groups and institutions have challenged existing political structures, accepted social organisation, and prevailing economic models, to transform societies. The key conceptual understandings covered in this unit are: the factors leading to the development of movements; the methods adopted to achieve effective change; the changing nature of these movements; and changing perspectives of the value of these movements and how their significance is interpreted.

Learning Area: Humanities and Social Science	
GENERAL BUSINESS, MANAGEMENT AND ENTERPRISE	
Pathway and Code:	Year 11 – G1BME, G2BME Year 12 – GTBME (G3BME, G4BME)
External Exam:	Year 12 Externally Set Task (EST) 15% of Year 12 mark, in class
Prerequisites	Nil
Content:	**Unit 1 – G1BME** The focus of this unit is on establishing a small business in Australia. Opportunities are provided to explore business start-ups and to recognise the factors that contribute to business success. Entrepreneurship and innovative thinking are introduced, generating ideas and proposals that may be suitable for business ventures. These proposals are then developed into a business plan. **Unit 2 – G2BME** The focus of this unit is on operating a small business in Australia. The unit is suited to the running of a small business in the school or local environment, or to the use of business simulations. The concepts of innovation, marketing and competitive advantage and the key factors that influence consumer decision making are introduced. Legal aspects of running a small business, including rights and responsibilities of employer and employee, are investigated. **Unit 3 – G3BME** 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 – G4BME** 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.
Content	Years 11 and 12 | Business Management and Enterprise (scsa.wa.edu.au)

Learning Area: Delivery- Humanities and Social Science Course documents located in Science Learning Area on SCSA website	
GENERAL Psychology	
Pathway and Code:	Year 11 – G1PSY, G2PSY Year 12 – GTPSY (G3PSY, G4PSY)
External Exam:	Year 12 Externally Set Task (EST) 15% of Year 12 mark, in class
Prerequisites	Nil
Content:	**Outcome 1 – Psychological understandings** Students understand the bases of human behaviour. In achieving this outcome, students: • understand how human behaviour can be defined, and the relationship between the internal and external factors that influence how humans think, feel and act • understand the different theoretical approaches to the various areas or domains of psychology • understand psychology provides scientific explanations of behaviour with particular principles, procedures and approaches to data. **Outcome 2 – Investigating in psychology** Students use information gathering methods to explore and answer questions about human thinking, emotion and behaviour. In achieving this outcome, students: • develop and select questions and ideas or hypotheses and plan and conduct research to test these ideas in a reliable, valid and ethical way • collect, record, classify, quantify and process data and information in organised, logical and ethical ways • interpret and evaluate findings in relation to ideas or hypotheses being tested and reflect on the design of the research. **Outcome 3 – Applying and relating psychological understandings** Students select and apply knowledge, understandings and skills to the study of human behaviour. In achieving this outcome, students: • use psychological knowledge and understandings to explain thoughts, feelings and behaviour • apply knowledge and understandings reflecting the values of the discipline of psychology • explore and interpret human behaviour in the everyday world using psychological theory and principles. **Outcome 4 – Communication in psychology** Students use appropriate skills and processes to communicate their understanding of human behaviour. In achieving this outcome, students: • use psychological discourse • interpret information received and communicate feelings, thoughts and ideas with purpose, understanding and critical awareness • explain psychological understandings to a range of audiences for a range of purposes.
Content	Years 11 and 12 | Psychology (scsa.wa.edu.au)

Learning Area: Mathematics	
MATHEMATICS FOUNDATION	
Pathway and Code:	Year 11 – F1MAT, F2MAT Year 12- FTMAT (F3MAT, F4MAT)
External Exam:	Year 12 Externally Set Task (EST) 15% of Year 12 mark, in class
Prerequisites	OLNA Category 1 or 2 for Numeracy.
Other Information:	Mathematics Foundation is a course which focuses on building the capacity, confidence and disposition to use mathematics to meet the numeracy standard for the WACE.
Content:	**Unit 1 – F1MAT** This unit provides students with the mathematical knowledge, understanding and skills to solve problems relating to addition and subtraction, length, mass, capacity and time, and involving the extraction of information from, and the interpretation of, various simple forms of data representation used in everyday contexts, such as shopping and debits and credits. Teachers are encouraged to apply the content of this unit in contexts which are meaningful and of interest to their students. The number formats for the unit are whole numbers and money. **Unit 2 – F2MAT** This unit provides students with the mathematical knowledge, understanding and skills relating to fractions and decimals, solving problems relating to multiplication and division, perimeter, area and volume and qualitative probability from everyday contexts, such as sports scores, recipes and pay. Teachers are encouraged to apply the content of this unit in contexts which are meaningful and of interest to their students. The number formats for this unit are whole numbers, money, fractions and decimals. **Unit 3** This unit provides students with the mathematical knowledge, understanding and skills relating to percentages and the link to fractions and decimals and the solving of problems relating to the four operations using whole number, fractions and decimals. Location, time and temperature, and shape and its relationship to design, are also covered in this unit. **Unit 4** This unit provides students with the mathematical knowledge, understanding and skills relating to rates and ratios, and the connection between statistics and probability. The collection of mathematical concepts and thinking processes encountered in this and previous units culminates in the solving of comprehensive real life problems encountered in personal, workplace and community contexts.
Content	Years 11 and 12 | Mathematics Foundation (scsa.wa.edu.au)

Learning Area: Mathematics	
GENERAL MATHEMATICS ESSENTIAL	
Pathway and Code:	Year 11 – G1MAE, G2MAE Year 12 – GTMAE (G3MAE & G4MAE)
External Exam:	Year 12 Externally Set Task (EST) 15% of Year 12 mark, in class
Prerequisites	Nil
Other Information:	Mathematics Essential is a General course which focuses on using mathematics effectively, efficiently and critically to make informed decisions.
Content:	**Unit 1, students**: • understand the concepts and techniques in calculations, algebra, measurement, and graphs. • apply reasoning skills and solve practical problems in calculations, measurement, algebra and graphs. • communicate their arguments and strategies when solving problems using appropriate mathematical language. • interpret mathematical information and ascertain the reasonableness of their solutions to problems. **Unit 2, students:** • understand the concepts and techniques used in representing and comparing data, percentages, rates and ratios and time and motion. • apply reasoning skills and solve practical problems in representing and comparing data, percentages, rates and ratios and time and motion. • communicate their arguments and strategies when solving mathematical and statistical problems using appropriate mathematical or statistical language. • interpret mathematical and statistical information and ascertain the reasonableness of their solutions to problems. **Unit 3, students:** • understand the concepts and techniques used in measurement, scales, plans and models, graphs and data collection. • apply reasoning skills and solve practical problems in measurement, scales, plans and models, graphs and data collection. • communicate their arguments and strategies when solving mathematical and statistical problems using appropriate mathematical or statistical language. • interpret mathematical and statistical information and ascertain the reasonableness of their solutions to problems. **Unit 4, students:** • understand the concepts and techniques used in probability and relative frequencies, earth geometry and time zones, loans and compound interest. • apply reasoning skills and solve practical problems in probability and relative frequencies, earth geometry and time zones, loans and compound interest. • communicate their arguments and strategies when solving mathematical problems using appropriate mathematical or statistical language. • interpret mathematical information and ascertain the reasonableness of their solutions to problems.
Content	Years 11 and 12 | Mathematics Essential (scsa.wa.edu.au)

Learning Area: Mathematics	
ATAR MATHEMATICS METHODS	
Pathway and Code:	Year 11 – A1MAM, A2MAM Year 12 – ATMAM (A3MAM & A4MAM)
External Exam:	Yes (if studied in Year 12)
Prerequisites	A or B grade in Year 10 Mathematics
Other Information:	This course requires a considerable work ethic and commitment to homework. Mathematics Methods is an ATAR course which focuses on the use of calculus and statistical analysis. This course is designed for students whose future pathway may involve mathematics and statistics and their application in a range of disciplines at university level. Mathematics Methods is the hardest course offered at Cecil Andrews College. The advanced content is extremely challenging and should not be undertaken without consideration and application. Methods attracts a 10% bonus of a student's score added to their TEA in acknowledgement of the difficulty of the course.
Content:	**Unit 1 - A1MAM** Contains the three topics: • Functions and graphs • Trigonometric functions • Counting and probability **Unit 2 - A2MAM** Contains the three topics: • Exponential functions • Arithmetic and geometric sequences and series • Introduction to differential calculus **Unit 3 – A3MAM Contains** the three topics: • Further differentiation and applications • Integrals • Discrete random variables **Unit 4 – A4 MAM** Contains the three topics: • The logarithmic function • Continuous random variables and the normal distribution • Interval estimates for proportions.
Content:	Years 11 and 12 | Mathematics Methods (scsa.wa.edu.au)

Learning Area: Mathematics	
ATAR MATHEMATICS APPLICATION	
Pathway and Code:	Year 11 – A1MAA, A2MAA Year 12 – ATMAA (A3MAA & A4MAA)
External Exam:	Yes in Year 12
Prerequisites	A or B grade in Year 10 Mathematics
Other Information:	Mathematics Applications is an ATAR course which 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 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.
Content:	**Unit 1 - A1MAA** Contains the three topics: • Consumer arithmetic • Algebra and matrices • Shape and measurement. **Unit 2 - A2MAA** Contains the three topics: • Univariate data analysis and the statistical investigation process • Applications of trigonometry • Linear equations and their graphs. **Unit 3 – A3MAA** Contains the three topics: • Bivariate data analysis • Growth and decay in sequences • Graphs and networks **Unit 4 – A4MAA** Contains the three topics: • Time series analysis • Loans, investments and annuities • Networks and decision mathematics.
Content:	Years 11 and 12 | Mathematics Applications (scsa.wa.edu.au)

Learning Area: Science	
ATAR HUMAN BIOLOGY	
Pathway and Code:	Year 11 – A1HBY, A2HBY Year 12 – ATHBY
External Exam:	Yes – In Year 12
Prerequisites	A or B grade in Year 10 Science
Other Information:	This course requires a considerable work ethic and commitment to homework. Most tertiary institutions offer Science courses with major studies in Human Biology. Satisfactory levels in Human Biological Science would obviously be an advantage in these courses. Although Human Biology is not a prerequisite for many tertiary studies, it counts equal value with any science subject for tertiary entrance. It would be an advantage to students pursuing careers in medical and career occupations e.g. Nursing, Physiotherapy, Physical Education, Human Movement Studies and Veterinary Nursing.
Outcomes:	**Outcome 1 – Science Inquiry Skills** Students investigate questions in human biology, evaluate the impacts of advancements in human biology and communicate scientific understandings. In achieving this outcome, students: • plan and conduct investigations. • analyse data, draw conclusions, evaluate investigation design and findings. • evaluate the impact of advancements in human biology on individuals and society. • communicate understandings of human biology. **Outcome 2 – Science as a Human Endeavour** Students explore the application of the knowledge and understanding of human biological systems in a wide range of real world contexts. In achieving this outcome, students: • understand that knowledge of human biological systems has developed over time and continues to develop with improving technology. • understand how scientists use knowledge of human biological systems in a wide range of applications. • understand how knowledge of human biological systems influences society in local, regional and global contexts. **Outcome 3 – Science Understanding** Students understand how the structure and function of the human body maintain homoeostasis, and the importance of inheritance and its interrelationships with human variability and evolution. In achieving this outcome, students: • understand structure and function in the body. • understand inheritance in humans. • understand how the body maintains homeostasis. • understand human variability and evolution.
Content	Years 11 and 12 | Human Biology (scsa.wa.edu.au)

Learning Area: Science	
ATAR BIOLOGY	
Pathway and Code:	Year 11: A1BIO, A2BIO Year 12: ATBIO (A3BIO and A4BIO)
External Exam:	Yes – In Year 12
Prerequisites	B grade in Year 10 Biological Sciences unit
Other Information:	Fieldwork is an important part of this unit. Fieldwork provides valuable opportunities for students to work together to collect first-hand data and to experience local ecosystem interactions. In order to understand the interconnectedness of organisms, the physical environment and human activity, students analyse and interpret data collected through investigation of a local environment. They will also use sources relating to other Australian, regional and global environments. This course leads to STEM fields such as agriculture, biotechnology, biosecurity, quarantine, food and marine sciences.
Aims:	The Biology ATAR course aims to develop students': • sense of wonder and curiosity about life and respect for all living things and the environment • understanding of how biological systems interact and are interrelated; the flow of matter and energy through and between these systems; and the processes by which they persist and change. • understanding of major biological concepts, theories and models related to biological systems at all scales, from subcellular processes to ecosystem dynamics. • appreciation of how biological knowledge has developed over time and continues to develop; how scientists use biology in a wide range of applications; and how biological knowledge influences society in local, regional and global contexts. • ability to plan and carry out fieldwork, laboratory and other research investigations, including the collection and analysis of qualitative and quantitative data and the interpretation of evidence. • ability to use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge. • ability to communicate biological understanding, findings, arguments and conclusions using appropriate representations, modes and genres.
Content	Years 11 and 12 | Biology (scsa.wa.edu.au)

Learning Area: Science	
ATAR PHYSICS	
Pathway and Code:	Year 11 – A1PHY, A2PHY Year 12 – ATPHY (A3PHY & A4PHY)
External Exam:	Yes - In Year 12
Prerequisites	A or B grade in Year 10 Science
Other Information:	This course requires a considerable work ethic and commitment to homework. Students have opportunities to develop their investigative skills and use analytical thinking to explain and predict physical phenomena. Students plan and conduct investigations to answer a range of questions, collect and interpret data and observations, and communicate their findings in an appropriate format. Problem-solving and using evidence to make and justify conclusions are transferable skills that are developed in this course.
Content:	**Unit 1 A1PHY - Thermal, nuclear and electrical physics** In this unit, students investigate heating processes, apply the nuclear model of the atom to investigate radioactivity, and learn how nuclear reactions convert mass to energy. They examine the movement of electrical charge in circuits and use this to analyse, explain and predict electrical phenomena. **Unit 2 A2PHY - Linear motion and waves** Students develop an understanding of motion and waves which can be used to describe, explain and predict a wide range of phenomena. In this unit, linear motion in terms of position and time data is described and the relationships between force, momentum and energy for interactions in one dimension are examined. **Unit 3 – A3PHY - Gravity and electromagnetism** In this unit, students develop a deeper understanding of motion and its causes by using Newton's Laws of Motion and the gravitational field model to analyse motion on inclined planes, the motion of projectiles, and satellite motion. They investigate electromagnetic interactions and apply this knowledge to understand the operation of direct current motors, direct current (DC) and alternating current (AC) generators, transformers, and AC power distribution systems. Students also investigate the production of electromagnetic waves. **Unit 4 – G4PHY - Revolutions in modern physics** In this unit, students examine observations of relative motion, light and matter that could not be explained by existing theories and investigate how the shortcomings of existing theories led to the development of the special theory of relativity and the quantum theory of light and matter. Students evaluate the contribution of the quantum theory of light to the development of the quantum theory of the atom and examine the Standard Model of particle physics and the Big Bang theory.
Content	Years 11 and 12 | Physics (scsa.wa.edu.au)

Learning Area: Technologies	
GENERAL APPLIED INFORMATION TECHNOLOGY	
Pathway and Code:	Year 11 - G1AIT, G2AIT Year 12 – GTAIT (G3AIT & G4AIT)
External Exam:	Year 12 Externally Set Task (EST) 15% of Year 12 mark, in class
Prerequisites	Nil
Content:	The Year 11 syllabus is divided into two units, each of one semester duration that are typically delivered as a pair. The notional time for each unit is 55 class contact hours. **Unit 1 –G1AIT**- Personal communication The focus of this unit is to enable students to use technology to meet personal needs. Students develop a range of skills that enable them to communicate using appropriate technologies and to gain knowledge that assists in communicating within a personal context. **Unit 2 –G2AIT**- Working with others The focus of this unit is to enable students to use a variety of technologies to investigate managing data, common software applications and wireless network components required to effectively operate within a small business environment. They examine the legal, ethical and social impacts of technology within society. **Unit 3 – G3AIT** Media information and communication technologies The emphasis of this unit is on the use of digital technologies to create and manipulate digital media. Students use a range of applications to create visual and audio communications. They examine trends in digital media transmissions and implications arising from the use of these technologies. **Unit 4 – G4AIT** Digital technologies in business The emphasis of this unit is on the skills, principles and practices associated with various types of documents and communications. Students identify the components and configuration of networks to meet the needs of a business. Students design digital solutions for clients, being mindful of the various impacts of technologies within legal, ethical and social boundaries.
Content	Years 11 and 12 | Applied Information Technology (scsa.wa.edu.au)

Learning Area: Technologies	
GENERAL ENGINEERING STUDIES	
Pathway and Codes:	Year 11 - G1EST, G2EST Year 12 – GTEST (G3EST& G4EST)
External Exam:	Year 12 Externally Set Task (EST) 15% of Year 12 mark, in class
Prerequisites	Nil
Content:	**Outcome 1 – Engineering process** Students apply and communicate a process to design, make, and evaluate engineered products. In achieving this outcome, students: • investigate needs and opportunities. • generate engineering production proposals to provide solutions. • manage engineering production processes to produce solutions. • evaluate intentions, plans and actions. **Outcome 2 – Engineering understandings** Students demonstrate understanding of materials, components, and scientific and mathematical concepts used in the engineering context. In achieving this outcome, students: • understand and explain properties and behaviours of materials and components. • understand and apply scientific and mathematical concepts used in the engineering context. **Outcome 3 – Engineering technology skills** Students use materials, skills and technologies when undertaking an engineering challenge. In achieving this outcome, students: • apply initiative and organisational skills. • apply materials, techniques and technologies to achieve solutions to engineering challenges. • operate equipment and resources safely. • apply skills of calculation and computation. **Outcome 4 – Engineering in society** Students investigate, analyse and understand the interrelationships between engineering projects and society. In achieving this outcome, students: • identify forms, sources and uses of energy. • describe advantages and disadvantages for society, business and the environment of automation and innovation.
Content	Years 11 and 12 | Engineering Studies (scsa.wa.edu.au)

Learning Area: Technologies	
GENERAL CHILD, FAMILY AND COMMUNITY	
Pathway and Code:	Year 11 - G1CFC, G2CFC Year 12 – GTCFC (G3CFC & G4CFC)
External Exam:	Year 12 Externally Set Task (EST) 15% of Year 12 mark, in class
Prerequisites	Nil
Content:	**Outcome 1 – Exploring human development.** Students understand factors that optimise human growth and development. In achieving this outcome, students: • understand growth and development of individuals. • understand factors that impact on growth and development. • understand strategies designed to promote growth and development. **Outcome 2 – Applying the technology process.** Students apply the technology process to meet human needs. In achieving this outcome, students: • investigate issues, values, needs and opportunities. • generate ideas when devising production proposals. • organise, implement and adjust production processes. • produce a product, service or system. • evaluate intentions, plans and actions. **Outcome 3 – Self-management and interpersonal skills** Students apply self-management and interpersonal skills. In achieving this outcome, students: • apply self-management skills to meet human needs. • apply interpersonal skills to establish and maintain relationships. • communicate information for a range of purposes and audiences. **Outcome 4 – Society and support systems** Students understand the interrelationships between individuals, families and societies. In achieving this outcome, students: • understand the relationship between beliefs and values and the management and use of resources and support systems. • understand that social issues and trends result from social, cultural, environmental, economic and political forces. • understand that political and legal systems are shaped by the rights and responsibilities of individuals, families and communities.
Content	Years 11 and 12 | Children, Family and the Community (scsa.wa.edu.au)

Learning Area: Technologies	
GENERAL FOOD SCIENCE AND TECHNOLOGY	
Pathway and Code:	Year 11 G1FSC, G2FSC Year 12 GTFSC (G3FSC & G4FSC)
External Exam:	Year 12 Externally Set Task (EST) 15% of Year 12 mark, in class
Prerequisites	Nil
Content:	**Outcome 1 – Understanding food** Students understand foods are used and processed to meet identified needs. In achieving this outcome, students: • understand the properties of foods and related equipment used to meet needs. • understand foods are used to meet the body's needs. • understand the nature and operation of food-related systems. **Outcome 2 – Developing food opportunities** Students apply the technology process to develop food-related products, services or systems. In achieving this outcome, students: • investigate issues, values, needs and opportunities. • devise and generate ideas and prepare production proposals. • organise, implement and manage production processes in food-related environments. • produce food products, services or systems. • evaluate plans, results and actions. **Outcome 3 – Working in food environments** Students apply skills and operational procedures to work in productive food-related environments. In achieving this outcome, students: • apply self-management and communication skills in food-related environments. • apply organisational skills when undertaking food-related challenges and activities. • apply operational procedures and practical skills to safely meet defined standards. **Outcome 4 – Understanding food in society** Students apply skills and operational procedures to work in productive food-related environments. In achieving this outcome, students: • understand that beliefs and values of consumers and producers' impact on food-related technologies • understand that resource management decisions affect developments in food-related industries. • understand the importance of safe, sustainable practices when developing and using food-related technologies.
Content	Years 11 and 12 | Food Science and Technology (scsa.wa.edu.au)

Learning Area: Technologies	
GENERAL MATERIALS, DESIGN AND TECHNOLOGY – METALS **GENERAL MATERIALS, DESIGN AND TECHNOLOGY – WOOD**	
Pathway and Code: Metals	Year 11 - G1MDTM, G2MDTM Year 12 – GTMDTM (G3MDTM & G4MDTM)
Pathway and Code: Wood	Year 11 - G1MDTW, G2MDTW Year 12 – GTMDTW (G3MDTW & G4MDTW)
External Exam:	Year 12 Externally Set Task (EST) 15% of Year 12 mark, in class
Prerequisites	Nil
Special Information	The materials, design and technology can be studied using different materials. *Cecil Andrews College offers both METALs and WOOD* materials. Students **can pick one or both** materials.
Content:	**Outcome 1 – Technology process** Students apply a technology process to create or modify products, processes or systems in order to meet human needs and realise opportunities. In achieving this outcome, students: • investigate issues, values, needs and opportunities • devise and generate ideas and prepare production proposals • produce solutions and manage production processes • evaluate intentions, plans and actions. **Outcome 2 – Understanding the use of materials** Students understand how the nature of materials influences design, development and use. In achieving this outcome, students: • understand the structure of materials • understand the relationship between the structure and properties of materials • understand how to select appropriate materials based on their structure and properties, and understand how these characteristics influence design, development and usage. **Outcome 3 – Using technology skills** Students create material products safely and efficiently to specified standards. In achieving this outcome, students: • plan and manage resources to create products within constraints • select and apply appropriate techniques and procedures when creating and modifying technologies • manipulate equipment and resources safely to meet defined standards. **Outcome 4 – Understanding materials, society and the environment** Students understand interrelationships between people, the environment and the use of materials. In achieving this outcome, students: • understand how values and beliefs influence materials selection, design and technology • understand the impact and consequences on society and the environment when selecting and using materials, designs and technologies • understand strategies for safe and sustainable practices when developing and using materials, designs and technologies.
Content	Years 11 and 12 | Materials Design and Technology (scsa.wa.edu.au)

Vocational Education and Training	
AUTHORITY DEVELOPED WORKPLACE LEARNING	
Code:	ADWPL
External Exam:	No
Pathway:	Year 11 - G1MDTW, G2MDTW Year 12 – G3MDTW, G4MDTW
Prerequisites	• Workplace readiness interview with Work Place Learning Coordinator. • Workplaces may request an interview or specialised WHS units before commencement. • Workplaces are organised in alignment with Department of Education policies and the school reserves the right not to endorse a student placement.
Other Information:	• Available to all work-ready students in Years 10, 11 and 12. • It is recommended that student's complete industry relevant WorkSafe SmartMove Certificates before commencing. (http://smartmove.safetyline.wa.gov.au) • 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 equivalents 55 -- 109 hours = 1 unit equivalent 110 – 164 hours = 2 unit equivalents For each 55 hours completed in the workplace, a student must complete the: Workplace Learning Logbook AND Workplace Learning Skills Journal.
Content:	The Workplace Learning endorsed program provides an opportunity for a student to demonstrate, and develop increasing competence in, the core skills for work, often referred to as generic, transferable or employability skills. A student learns to apply and adapt the workplace skills that are necessary to understand and carry out different types of work, and that play a key role in lifelong learning. Workplace Learning is an Authority-developed endorsed program that is managed by individual schools. To complete this endorsed program, a student works in one or more real 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. If the journal and logbook are not completed, or evidence not provided, students will not be allocated unit equivalents.

\Vocational Education and Training Learning Area: Science	
CERTIFICATE II IN SAMPLING AND MEASURING	
Code:	MSL20122
Auspicing RTO:	Australian Institute of Education and Training (121314) AIET
Learning Area:	Quantitative Sciences
External Exam:	No
Prerequisites:	It is recommended that students have a keen interest in Science and C grade or above in lower school Science.
Other Information:	• This is a two (2) year course. • There may be excursions organised throughout the course that attract an additional cost. Students must have Unique Student Identifier (USI) to enrol and receive qualification. Student and parent contact information will be released to the RTO for enrolment and resulting purposes.
Content:	Students must complete 8 Units of Competency, including core units and 5 elective units selected by the college. This qualification covers the skills and knowledge required to perform a range of sampling and measurement activities as part of laboratory, production or field operations in the construction, manufacturing, resources and environmental industry sectors. Employment outcomes targeted by this qualification include samplers and testers, production personnel, plant operators, production operators, field assistants, drivers, sample couriers and many others. Samplers and testers conduct limited sampling and testing as part of their duties in their particular industry. They apply a restricted range of skills and operational knowledge to perform these tasks and do not generally work inside a laboratory. They: • follow set procedures to sample raw materials and products. • may package, label, store and transport samples. • use simple equipment (hydrometers, thermometers and pH meters) to make measurements and perform basic tests that take a short time and involve a narrow range of variables and easily recognised control limits. • may make visual inspection of products and packaging. In some industry sectors (for example, mineral assay) this work forms a whole job role. As this course is a Vocational qualification, this means that students are expected to simulate behaviours and work ethics as if they were in employment. Conduct and enthusiasm must reflect the expectations of an industry employer.

Vocational Education and Training Learning Area: Health and Physical Education	
CERTIFICATE II &/OR III IN SPORT AND RECREATION	
Code:	SIS20122 & SIS30122
Auspicing RTO:	Institute of Vocational Education and Training (IVET 91517)
Learning Area:	Health and Physical Education
External Exam:	No
Prerequisites:	Recommended participation in lower school Training, Fitness and Conditioning. Other students may select this course after an interview if they have a keen interest in the sport and recreation industries.
Other Information:	• Participation is required in a **range** of sporting contexts. • This is a two (2) year course. • Students will complete HLTAID011-Provide First Aid as part of this qualification package. Students must have Unique Student Identifier (USI) to enroll and receive qualification. Student and parent contact information will be released to the RTO for enrolment and resulting purposes.
Content:	**Certificate II in Sport and Recreation** Students must complete 10 Units of Competency, including 6 core units and 4 elective units selected by the college. This qualification will provide students with the opportunity to consolidate practical sporting skills and enhance their knowledge of the sport and recreation industry. 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. Upon successful completion, students can seek work in a sport and recreation organisation including commercial, not-for-profit, community and government. **Certificate III in Sport and Recreation** Students must complete 15 Units of Competency, including 6 core units and 9 elective units selected by the college. This qualification will provide students with the practical skills and knowledge to perform a variety of roles in the sport and recreation industry. You'll be exposed to a broad range of activities, developing coaching and programming skills to assist as part of a team in this dynamic environment. Successful completion of the qualification provides pathway opportunities for roles within fitness centres, sporting clubs or complexes, leisure, aquatic and community recreation centres. As this course is a Vocational qualification, this means that students are expected to simulate behaviours and work ethics as if they were in employment. Conduct and enthusiasm must reflect the expectations of an industry employer.

Vocational Education and Training Learning Area: **CERTIFICATE II IN WORKPLACE SKILLS AND CERTIFICATE III BUSINESS**	
Code:	BSB20120 & BSB30120
Auspicing RTO:	Institute of Vocational Education and Training (IVET 91517)
Learning Area:	Technologies & Enterprise
External Exam:	No
Prerequisites:	It is recommended that students have a keen interest being innovative and entrepreneurial and have a C grade or above in lower school English.
Other Information:	• This is a two (2) year course. • This is a P-TECH affiliated qualification. Students will have opportunities to link with P-TECH mentors, workshops and excursions. • This is a recommended course for students pursuing an ATAR pathway as it provides a fall back position for university entry via TAFE. • Students must have Unique Student Identifier (USI) to enrol and receive qualification. Student and parent contact information will be released to the RTO for enrolment and resulting purposes.
Content:	**<u>Certificate II in Workplace Skills</u>** Students must complete 10 Units of Competency, including 5 core units and 5 elective units selected by the College. This qualification reflects the roles of individuals who have not yet entered the workforce and developing skills to prepare for work. It is a great course as it encompasses a variety of industry areas and how to be as effective as possible in the workplace. Skills developed and assessed include, procedural, clerical, administrative or operation tasks requiring self-management and technology skills. **<u>Certificate III in Business</u>** Students must complete 13 Units of Competency including 6 Core units and 7 electives selected by the college to achieve this qualification, and is offered to students who have demonstrated sound organisational and self management skills. High attendance is a must and is delivered concurrently to the Certificate II in Workplace Skills as units are mapped to both qualifications. Skills developed and assessed include Technology, Business Competence, Teamwork and Relationships, Customer Engagement, Business Administration and Records and Information Management.

Vocational Education and Training Learning Area- P-Tech- South Metro TAFE	
CERTIFICATE III IN ENGINEERING - TECHNICAL	
Code:	MEM30505
Auspicing RTO:	South Metropolitan TAFE (52787)
Learning Area:	Technologies
External Exam:	No
Prerequisites:	Students must have passed OLNA numeracy (Cat 3) and achieved an A or B grade in Year 10 mathematics. They are also required to have a C grade or above in lower school English.
Other Information:	• This is a competitive course and due to restricted class numbers students may nominate interest for this qualification but acceptance into the class will be based on literacy and numeracy achievement. • This is a one (1) year course. • This is a P-TECH affiliated qualification. Students will have opportunities to link with P-TECH mentors, workshops and excursions. • This is a recommended course for students pursuing an ATAR pathway as it provides a fallback position for university entry via TAFE. • Students must have Unique Student Identifier (USI) to enrol and receive qualification. Student and parent contact information will be released to the RTO for enrolment and resulting purposes.
Content:	This qualification will allow a student to gain the practical skills and knowledge to provide technical support in mechanical engineering research, design, operations and maintenance, including technical drawing, computer aided drafting, materials testing, hand tools, measuring and workplace health and safety. The completion of this qualification lays the groundwork to a career in engineering drafting or as an engineering associate. The Certificate III looks at the industries of Civil, Structural, Mechanical and Electrical Engineering and develops skills such as mathematics, drafting and design, selecting, assembling, setting up and maintaining simple equipment and systems to a prescribed routine or standard. As this course is a Vocational qualification, that means that students are expected to simulate behaviours and work ethics as if they were in employment. Conduct and enthusiasm must reflect the expectations of an industry employer. IMPORTANT NOTICE: This course is delivered on site by SM TAFE over one full day. If your child commits to the course, they will need to endeavour to be as up to date as possible in all school course work they miss as a result. Students who select this course are given 3 periods a week for catch up or TAFE purposes.

GOVERNMENT OF WESTERN AUSTRALIA

TAFE WA South Metropolitan

More courses. Part-time. Full-time. On campus.

Vocational Education and Training Learning Area: The Arts	
CERTIFICATE II IN MUSIC	
Code:	CUA20620
Auspicing RTO:	North Metropolitan TAFE (52786)
Learning Area:	The Arts
External Exam:	No
Prerequisites:	It is recommended that students have completed lower school Music courses. Students must have reasonable experience in vocals and/or a musical instrument and may be required to demonstrate their abilities through an audition process.
Other Information:	• This is a two (2) year course. • There may be excursions organised throughout the course that attract an additional cost. • Students must have Unique Student Identifier (USI) to enrol and receive qualification. Student and parent contact information will be released to the RTO for enrolment and resulting purposes.
Content:	Students must complete 8 Units of Competency to achieve this qualification, including 3 core units and 5 elective units selected by the college. This qualification will provide you with practical skills and knowledge to enhance current musical skills for performance purposes. You can choose to learn skills that enable you to play music or sing, develop a demo recording, use technical equipment and computers, record and transform sound and prepare yourself for performance. Successful completion of this qualification provides you with the opportunity to become a road crew assistant, recording assistant and performer at the local community level. It is also a preparatory qualification that can be used as a pathway into specialist Certificate III qualifications within the music industry or TAFE. It may also help in gaining entrance to music courses at tertiary institutions. The course is integrated with productions and performances devised by the Specialist Performing Arts program which aids in the delivery of underpinning knowledge and theoretical elements. As this course is a Vocational qualification, this means that students are expected to simulate behaviours and work ethics as if they were in employment. Conduct and enthusiasm must reflect the expectations of an industry employer.

GOVERNMENT OF WESTERN AUSTRALIA

TAFE WA North Metropolitan

Vocational Education and Training Learning Area: The Arts	
CERTIFICATE II IN VISUAL ARTS	
Code:	CUA20715
Auspicing RTO:	Skills Strategies International (2401)
Learning Area:	The Arts
External Exam:	No
Prerequisites:	Preference will be given to students who have studied Year 10 Visual Arts as an elective or by completing the Certificate I in Visual Arts. Students need to have a strong Visual Arts background, demonstrating both skill and interest in traditional art making skills. Students need to have familiarity with observational drawing, acrylic painting, sculpture, and printmaking skills.
Other Information:	• This is a two (2) year course. • There may be excursions organised throughout the course that attract an additional cost e.g. Practical workshops at North Metro TAFE and the Art Gallery of WA. • Students are required to purchase an A3 three ring binder Visual Art diary and A3 plastic display sleeves to present practical work. • Students must have Unique Student Identifier (USI) to enrol and receive qualification. Student and parent contact information will be released to the RTO for enrolment and resulting purposes.
Content:	Students must complete 9 Units of Competency to achieve this qualification, including 4 core units and 5 elective units selected by the college. This qualification allows learners to develop the basic creative and technical skills that underpin visual arts practice. Students learn traditional Visual Arts skills suited to the Art Industry or any job that involves Visual Arts and Contemporary Practice. After achieving this qualification, students could progress to a wide range of Cert III or IV qualifications in visual arts, design and craft, or the creative industries more broadly. This course will be delivered off-the-job through practical sessions involving small-group and individual activities with some simulated work experience provided. Please bear in mind, significant after hours / out of class time needs to be invested by students in practicing time for developing skills and portfolio work. Students will be required to develop an A3 portfolio of studio work in four major studio areas. Students will also be required to produce resolved studio work in a large scale format. Students will be required to make use of exhibition opportunities throughout the course as they are provided. As this course is a Vocational qualification, this means that students are expected to simulate behaviours and work ethics as if they were in employment. Conduct and enthusiasm must reflect the expectations of an industry employer.

Skills Strategies INTERNATIONAL RTO 2401

OFFSITE VET FOR SCHOOLS: PROFILE / PRE-APPRENTICESHIPS / SBA / SBT	
Code:	Various
Auspicing RTO:	TAFEs and authorised Private RTO's
Learning Area:	Vocational Education
External Exam:	No
Prerequisites:	• Students must complete an Expression of interest form. If successful then interview and application process through the school's VET Coordinator. • Qualification prerequisites are prescribed by individual RTO. Students will be made aware of these during course counselling (Ideally C's in Maths and English) It is essential that Students must have Unique Student Identifier (USI) to enrol and receive qualification. Students without a USI will not receive a certificate at the completion of the qualification. Student and parent contact information will be released to the RTO for enrolment and resulting purposes.
Other Information:	Offerings by RTOs are not guaranteed from year to year. School VET Coordinator advertises offerings to students on a yearly basis when they become available. Students can begin a training qualification in Years 11 and 12 at the same time as completing the Western Australian Certificate of Education (WACE) through one of three programs:
Content:	**1. Pre-apprenticeship in Schools (PAiS)** A pre-apprenticeship is entry level training which can provide a pathway into industry. Generally, they are offered in the traditional trades industries. These 1 year qualifications are delivered 1-2 days per week offsite and contain a work experience component. *Previous offering have included Cert II level – Automotive, Building & Construction, Engineering and Hospitality Kitchen Ops **2. Profile courses** Profile courses are offered through the TAFE's, where students are released for 1-2 days a week. Students who apply and accept a profile course position will still need to complete their courses of study enrolled at the college. Students cannot complete more than 1 profile course over the 2 years. These are 1 or 2 year qualifications. *Previous offering have included Cert II or III levels – Events, Tourism, Health Services, Teaching Assistant, Electrotechnology. **3. School Based Apprenticeships (SBA) / Traineeships (SBT)** Apprenticeships and traineeships combine practical experience at work with structured training that leads to a nationally recognised qualification. If students are interested in technical trades such as bricklaying or cabinet making, then they would consider an apprenticeship. Traineeships are usually in non-trade areas such as hospitality, business, manufacturing and health. These Certificate II level qualifications are delivered through on the job training 1 day per week for 1 year to 18 months. Students are employed by and assessed at the workplace. Students must find their own employer and enter into a legal binding contract between the employer, the student and parent/guardian to complete the apprenticeship or traineeship.

P- Tech pathways

General P-Tech Pathways

Engineering Pathway

General Pathway
1. General English
2. General Maths
3. General Engineering
4. Cert III Engineering Technical
5. ADWPL
6. *Student Choice of General Subject

Information Technology Pathway

General Pathway
- General English
- General Maths
- General Engineering
- Cert III Engineering Technical
- ADWPL
- *Student Choice of General Subject

Entrepreneurial

General Pathway
- General English
- General Maths
- Business Management and Enterprise
- Cert II Workplace Skills / Cert III Business
- ADWPL
- *Student Choice of General Subject

ATAR P-TECH Pathways

ATAR Pathway
1. ATAR English
2. ATAR, General / VET
3. ATAR, General/ VET
4. ATAR Maths Applications
5. ATAR Physics
6. ATAR Methods

ATAR Pathway
1. ATAR English
2. ATAR, General or VET
3. ATAR, General or VET
4. ATAR Applications
5. ATAR Physics
6. ATAR Methods

ATAR Pathway
1. ATAR English
2. ATAR Human Biology
3. ATAR Course
4. Cert II Workplace Skills / Certificate III Business
5. ATAR course
6. General BME

Employment Opportunities

Apprenticeship
Gain a qualification whilst employed in the Engineering, Business or Information Technology industries.

Direct Employment
In the Engineering, Business or IT industries.

By selecting these pathways, students will be engaged in a program supported also by the government, promoting the incorporation of 2 STEM subjects.

Taking 2 STEM subjects will give young people the skills to find a great job, and change jobs in the future. The opportunities are endless.

Further Study

Students can build on their P-Tech Certificate by undertaking higher Vocational Education at a TAFE or training institution (Cert III, IV or Diploma). Completing a Cert IV, Diploma can lead to University Entry and a Bachelor Degree.
P-Tech qualifications to consider upon completion of school

Diploma
Diploma of Engineering (Technical)
Advanced Diploma of Engineering
or
Diploma of Information Technology
or
Diploma of Business

EMPLOYMENT OPPORTUNITIES

Purpose – to provide a more structured learning approach for senior school students to engage with industry and a learning program which provides a clear pathway supported by industry partners. The P-TECH partnership focuses on three high growth industries in Western Australia. These are:

1. Engineering 2. Information Technology 3. Business

The P-TECH pathways at Cecil Andrews College are designed to allow studies to develop specific skills and knowledge that will equip them for a STEM related career in their chosen industry. These pathways also enable studies to develop 21st Century Skills that enable students to adapt to an ever changing environment. Getting involved in P-TECH opens up a world of opportunities for students. As the above flowcharts shows, the pathway is flexible, meaning that once students have graduated from Year 12, they can choose the next step that suits their needs best. While some students may gain employment via an apprenticeship, potentially with one of the P-TECH partners, or gain direct employment in one of the P-TECH industries, students are also encouraged to consider further study through a Registered Training Organisation or university to advance their learning. No matter how a student might map their career journey, being part of our P-TECH program while at school provides students with many pathways to a successful career.

MATHS AND ENGLISH

Maths and English are essential for students to further develop their literacy and numeracy skills and OLNA preparation who need the additional support.

CERTIFICATE / ENDORSED PROGRAMS

Each pathway is enhanced with an industry supported qualification in Certificate III Engineering, Certificate III Workplace Skills and CISCO networking academy.

AUTHORITY DEVELOPED WORKPLACE LEARNING

P-TECH partners support this program through offering up Workplace Learning placements for students. Ideally looking at 2-3 positions over differing days at each site to support the program. Students would only attend 1 day a week of ADWPL.

Potential placements:

- CIVMEC - Engineering/Entrepreneurial
- Austal - Engineering/Entrepreneurial
- Thales - IT
- Datacom -IT
- Engineers Australia
- Santos - Engineering
- Deloitte - Entrepreneurial

ON COMPLETION

As part of the program, students will be required to complete an exit interview, to discuss the student's pathways into industry. Student Edge will also be highly encouraged for students to continuously update to enhance employability.

Getting involved in P-TECH Australia opens up a world of opportunities for students. As the above flowchart shows, the pathway is flexible, meaning that once students have graduated from Year 12, they can choose the next step that suits their needs best.

NOTES