

PROSPECTUS 2018

YEAR 11



Ballajura Community College

Creating the future together

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PRINCIPAL'S WELCOME

My vision is for all students at Ballajura Community College to be provided with the opportunity to achieve excellent educational outcomes and develop the skills to be successful in their choice of further education or employment. I intend to ensure that students' successes are not only measured by their results but also by the way the College value adds to them and that they become successful members of society.

To successfully fulfill this vision as a College we need to invest our resources into a career education program that makes students aware of future pathways and enables them to make well informed choices that lead to success. By this, I am not talking about the subjects that are being selected for Year 11 and 12 but the destination of our students after Year 12.

We need to focus on the destination, whether it is University, TAFE or employment and then help you to choose the courses in line with your ability and interests that will enable you to get there.

The College provides a high quality learning environment with quality teachers and shared Arts, Trade Training Centre, Technology and Sporting facilities, which ensures that students are challenged to reach their academic potential. Learning and teaching programs are tailored to suit the potential of our students in whichever academic pathway they choose, whether it be ATAR courses to go onto University or one of our Vocational Education and Training courses.

Use this prospectus with the support of the career counselling team within the College, to choose your subjects for Year 11 and 12, which will get you to where you want to go and help you fulfill your dreams and aspirations.

Cheryl Townsend
Principal

GENERAL INFORMATION

This prospectus has been designed to assist Year 10 students to make decisions about the future. It contains details of courses and pathways to be offered at Ballajura Community College in **2018**.

Western Australian Statement of Student Achievement (WASSA)

A WASSA is issued to all Year 12 students who complete any course of study. It lists all courses and programs that the student has completed in Year 11 and Year 12.

Western Australian Certificate of Education (WACE)

To achieve a WACE from 2016, a student must satisfy the following three requirements:

1. STANDARD
2. BREADTH
3. DEPTH

STANDARD

- Complete four or more Year 12 ATAR courses **OR** completes a Certificate II or higher
- Achieve a minimum standard of numeracy and literacy (passing OLNA)
- Achieve 14C grades or higher over Years 11 and 12 – with 6C grades achieved in Year 12

There will be provision for students to gain unit equivalence through VET qualifications accruing over year 11 and 12. VET courses contribute in the same manner as a C grade. For a Certificate II – 4 unit equivalents, for a Certificate III – 6 unit equivalents, for an endorsed program – 4 unit equivalents

BREADTH

- Complete at least one pair of units in Year 12 from List A (arts/languages/social sciences) and List B (mathematics/science/technology) see List A and B courses

DEPTH

- Complete a minimum of 20 course units or the equivalent – 10 units undertaken in Year 12. (Equivalent refers to VET qualification)
- Two completed year 11 units from an English unit and one pair of completed year 12 units from an English unit

School Curriculum and Standards Authority (SCSA)

For more information visit www.scsa.wa.edu.au There are five types of courses developed by the School Curriculum and Standards Authority

1. ATAR course units for students who are aiming to enrol in a university course direct from school. These courses will be examined by the Authority and contribute to the achievement of an Australian Tertiary Admission Rank (ATAR).
2. General course units for students who are aiming to enter further training or the workforce directly from school. These courses will not be examined by the Authority
3. Foundation course units for those who need additional help in demonstrating the minimum standard of literacy and numeracy.
4. Vocational Education and Training industry specific (VETis) courses for students who are aiming to enter further training or the workforce directly from school. VETis courses have been developed in close consultation with WA Industry Training Councils and include a full, nationally recognised qualification and mandatory industry-related workplace learning.
5. Preliminary course units for those who may need modification to the curriculum to meet their special needs. Preliminary courses do not contribute to the achievement of a WACE.

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

- VET Programs
- Endorsed programs

VET PROGRAMS

VET is recognised across Australia. VET Programs can give you the opportunity to gain core skills for work and, in some cases, complete training in industry through workplace learning. If your educational program does not include four ATAR courses in year 12, you will need to complete a Certificate II qualification or higher to achieve your WACE. Among the range of VET programs on offer are school-based apprenticeships, traineeships and Pre-Apprenticeships in Schools (PAIS). VET can contribute up to **eight** of the 20 units you need to achieve your WACE.**

Information on SBTs and SBAs - <http://vetinonet.dtwd.wa.gov.au/VETinschools/Pages/SchoolBasedApprenticeships.aspx>.

PAIS - <http://vetinonet.dtwd.wa.gov.au/VETinschools/Pages/Pre-apprenticeshipsinschools.aspx>

ENDORSED PROGRAMS

Endorsed programs address areas of learning not covered by WACE courses. Examples include workplace learning, Cadets WA, performance in school productions and independently administered examinations in music, speech and drama. These programs can be delivered in a variety of settings other than school, e.g. Community organisations, universities, training organisations or workplaces. Endorsed programs may replace up to **two** Year 11 and **two** Year 12 course units you need to achieve your WACE.

**Unit equivalence

Unit equivalence can be obtained through VET qualifications and/or endorsed programs. The maximum unit equivalence available through these programs is eight units – four Year 11 units and four Year 12 units. Students may obtain unit equivalence as follows:

- up to eight unit equivalents through completion of VET qualifications, **or**
- up to four unit equivalents through completion of endorsed programs, **or**
- up to eight unit equivalents through a combination of VET qualifications and endorsed programs, but with endorsed programs contributing no more than four unit equivalents.

WACE breadth-of-study list for the WACE in 2018 offered by Ballajura Community College

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 / social sciences)	List B (mathematics / science / technology)
Career and Enterprise	Accounting and Finance
Dance	Applied Information Technology
English	Building and Construction
Economics	Chemistry
English as an Additional Language or Dialect	Computer Science
Geography	Design
Health Studies	Engineering Studies
Literature	Health, Physical and Outdoor Education Foundation
Media Production and Analysis	Human Biological Science
Modern History	Integrated Science
Music	Materials Design and Technology
Politics and Law	Mathematics
Visual Arts	Outdoor Education
	Physical Education Studies
	Physics

UNIVERSITY PATHWAY

If you think you will be heading to university once you finish Year 12, you should enrol in at **least four ATAR courses to be eligible for an ATAR**. The rank is used by universities as a selection mechanism. More information about the ATAR is available at: <http://www.tisc.edu.au/static/guide/atar-about.tisc?cid=12862>.

University Prospectus are located in the VET office at the College or you can access information online at:

- **Curtin University** www.curtin.edu.au
- **Edith Cowan University** www.ecu.edu.au/future-students/overview
- **Murdoch University** www.murdoch.edu.au
- **University of Notre Dame** www.nd.edu.au
- **University of Western Australia** www.uwa.edu.au

University admissions to the four public universities is processed through TISC. To explore the Tertiary Institutions Services Centre (TISC) website, log onto: www.tisc.edu.au

What is an ATAR?

An ATAR ranges between 99.95 and zero, and reports your rank position relative to all other students. It takes into account the number of students who sit the WACE examinations in any year and also the number of people of Year 12 school leaving age in the total population.

In 2008 the TEA (Tertiary Entrance Aggregate) replaced the TES (Tertiary Entrance Score). Your TEA will be calculated and then converted to an ATAR, which tells you where you are ranked relative to other students. This will be the same position as a ranking based on your TEA, but the TEA is not able to convey this information directly to you. If you have an ATAR of 70.00, for example, it indicates that you have achieved as well as or better than 70% of the Year 12 school leaver age population.

UNACCEPTABLE COURSE COMBINATIONS

You cannot use the following course combinations in calculating your ATAR. It may be possible to take both courses but the result in only one may be used to calculate your ATAR.

- **Design Graphics with Design Photography**
- **English and English Literature**

TISC: UNIVERSITY ADMISSION AND THE ATAR

University admission to the four public universities is processed through TISC.

To explore the Tertiary Institutions Service Centre (TISC) website. Log on to : tisc.edu.au

How do I find out my ATAR?

All students are able to access their Year 12 examination results and ATAR on the website from late December. If you have at least one scaled mark in a WACE course, TISC will notify you of your results in your Universities Admission Advice Letter (UAAL), available online at the end of December.

UNIVERSITIES AND STATE PROVIDERS

Below is the home page giving you access to information on Education and Training. Clicking onto Universities will give you access to all the universities websites. Under Training you will be able to view all certificates on offer throughout the State and where these Certificates can be studied. When you search online the term TAFE is often used. TAFE is now referred to as **State Training Providers**

Refer:

www.wa.gov.au/information-about/education-training

Education & training



Whether you're looking for information on early education, further education or just want to find a school, college or training course in your area, this section covers information on all education and training facilities in WA.

In this section:

Schools

A series of links relating to all aspects of Kindergarten to Year 12 Education: curriculum frameworks and outcomes, study skills and exam preparation, special schools, and programs, term dates, contacts, special events and department policy and planning

Training

Looking for a course, learning centre or information on training? This section covers a full range of training topics, from apprenticeships and traineeships to information for international students who want to study in Perth.

Universities

Western Australia has 5 universities: Edith Cowan (which includes the WA Academy of Performing Arts), Murdoch, Curtin, Notre Dame and the University of WA. Here you will find everything you need to know about studying at university in WA

Activities & events

Activities & Events provides links to a variety of learning resources, such as cultural, scientific, historic and heritage attractions in Western Australia. Find out details such as opening times, locations and how to book group tours.

CAREER INFORMATION

Choosing a career is probably one of the most important decisions you will make so it is important that you think seriously about it. There are many people, places and websites and publications available to assist you to make up your mind. Sources of Information include:

- A comprehensive online career planning site **www.careercentre.dtwd.wa.gov.au**
- Job Guides online **www.education.gov.au/job-guide**
- Career & labour market research information to help decide future career **www.joboutlook.gov.au**
- Australian award winning national career information and exploration service **www.myfuture.edu.au**
- Government of Western Australia , Department of Training and Workforce development **www.dtwd.wa.gov.au**

School Based Apprenticeships and Traineeships

www.vetinfonet.dtwd.wa.gov.au/VETinschools/Pages/SchoolBasedApprenticeships.aspx

Apprenticeships and Traineeships equip young people with employability skills and a nationally recognised qualification. School based apprenticeships and traineeships are paid employment based training programs for full time school students 15 years of age and over. Under these arrangements, the student is both a full time student and a part time employee, with the same employment and training privileges and responsibilities as other apprentices/trainees.

School based Apprenticeships/Traineeships are quite competitive. To be a school based apprentice/trainee a student must fulfil certain requirements, including:

- enter into a training contract with an employer to complete an apprenticeship/traineeship;
- have their school's agreement to undertake the school based apprenticeship/traineeship; and
- have the completed units of competency of their apprenticeship/traineeship included on their Western Australian Certificate of Education.

PRE-APPRENTICESHIPS IN SCHOOLS (PAIS)

www.vetinfonet.dtwd.wa.gov.au/VETinschools/Pages/Pre-apprenticeshipsInSchools.aspx

Pre-apprenticeships in schools are Certificate II programs that have been nominated by Western Australian industry training councils as valid pathways from school to apprenticeships.

Students attend school, train at a registered training organisation and are linked to an employer for work placement. The student must complete a work placement as nominated in the pre-apprenticeship program. The registered training organisations will coordinate work placements in partnership with the schools.

Benefits of PAIS

Successful applicants for a Certificate II Pre-Apprenticeship will undertake trade training while still completing their WACE and will:

- have an industry endorsed pathway to a full time apprenticeship;
- receive credit for successful completion of units of competency;
- receive VET credit transfer towards WACE;
- be eligible for a three month reduction in term if they go on to an apprenticeship with the same title; and
- provide opportunity for students to have training that the school cannot offer.

The VET department will advertised when School Based Apprenticeships/Traineeships and Pre-Apprenticeship in School opportunities become available. This usually occurs from July – December.

AVAILABLE PATHWAYS FOR STUDENTS IN 2018

Our Senior School Pathways for Year 11 2018 have been created to provide possible students with a broader more flexible access into future career pathways:

- ATAR Pathway A (light purple in learning area pathways) – possible university entrance
- Certificate II (yellow in learning area pathways) / ATAR Pathway B (light purple in learning area pathways) – possible university entrance, TAFE (Vocational Training Courses) or direct entry to employment
- General (light blue in learning area pathways) / Certificate II (yellow in learning area pathways) – possible TAFE or direct entry to employment

ATAR Pathways A and B	A/B Grade achieved by student <ul style="list-style-type: none"> • All students must study English ATAR • Students need to select six courses, with a minimum of four ATAR courses the other two courses may be ATAR, General or a Certificate. • In addition, two reserves must be chosen and may be ATAR, General or a Certificate. • Students must meet any prerequisites for courses chosen, outlined in following pages in learning area pathways.
	C Grade achieved by student <ul style="list-style-type: none"> • All students must study English ATAR • Students need to select six courses, with a minimum of four ATAR courses inclusive of a certificate and a General to make up six. • In addition, two reserves must be chosen and may be ATAR, General or a Certificate. • Students must meet any prerequisites for courses chosen, outlined in following pages in learning area pathways.
General Courses TAFE/Training Providers/ Employment Pathway	<ul style="list-style-type: none"> • All students must study English General. • Students must select a Certificate and five other courses, one course must be English and the other four can be one Certificate and three stage one, or four stage one (Only two certificates maximum per student). • In exceptional situations, one or two ATAR courses can only be selected if prerequisites are met and the course is required for further training, e.g. ATAR Maths if you are wanting to become an Electrician. • In addition, two reserves must be chosen and one must be a reserve Certificate and other reserve a General. • Students must meet any prerequisites for courses chosen, outlined in following pages in learning area pathways.
Foundation Courses TAFE/Training Providers/ Employment	<ul style="list-style-type: none"> • All students must study English Foundation • Students selecting the Access pathway will have their pathway preselected with the exception of one Year 11 course, which students must choose from the three options in the Access Pathway. • In addition, an interview may be required before acceptance into the Access program.
Certificates and Workplace learning courses TAFE/Training Providers/ Employment Pathway	<ul style="list-style-type: none"> • Students must select a Certificate and five other courses, one course must be English and the other four General courses. (Only two Certificates maximum per student). • Students selecting either Kitchen Operations or Building and Construction Certificates will automatically have Workplace Learning included.

REGISTERED TRAINING ORGANISATION

Ballajura Community College is a Registered Training Organisation (RTO Code: 51258) and delivers nationally accredited courses across Year 11 and 12. The Qualifications achieved through the various courses on offer are quality assured and recognised Australia wide. Our students can leave the College with a full qualification that can assist them in either further tertiary study or in the workplace.

Ballajura Community College's Scope of Delivery includes:



- **ICT20115 – Certificate II in Information, Digital Media & Technology**
- **CUA20715 – Certificate II in Visual Arts**
- **SIT20213 – Certificate II in Hospitality**
- **SIT20312 – Certificate II in Kitchen Operations**
- **52824WA – Certificate II in Building & Construction (Pathway – Trades)**

Auspicings arrangements

Ballajura Community College further augments its VET offerings through auspicings arrangements with other Registered Training Organisations (RTO's).

LOGO	RTO (Auspicing)	Qualification
	Skills Strategies International (RTO Code: 2410)	BSB20115 -Certificate II in Business
	Vetis Consulting (RTO Code: 52499)	MEM20413-Certificate II Engineering Pathways SHB20116-Certificate II in Retail Cosmetics
	College of Sound and Music (RTO Code: 50392)	CUA30915-Certificate III in Music Industry
	Australia-International Institute of Workplace Training (RTO Code: 51174)	CHC30113-Certificate III in Early Childhood Education and Care
	Australian YMCA Institute of Education and Training (RTO Code: 3979)	SIS20513-Certificate II in Sports Coaching
	Hospitality Group Training (RTO Code: 0386)	SIT20316-Certificate II in Hospitality SIT20416-Certificate II in Kitchen Operations
	North Metropolitan TAFE	CUA20715-Certificate II in Visual Arts

EDUCATION SUPPORT

The Education Support Program caters for the needs of students who require supported education and an Individual Transition Plan. The program offers a curriculum which is adapted to address the individual needs of each student. The students who have high support needs will engage in a more functional curriculum which places particular emphasis on the acquisition and development of numeracy, literacy, independent living and the development of interpersonal skills. The students who are more independent and who have lower support needs will engage in a more academic program which focuses on the development of employment related skills.

All students will participate in Work Experience for one or two days each week. Students who demonstrate the required level of skills may be offered the opportunity to register and participate in a Certificate I nationally accredited course or in a School Based Traineeship throughout the school year. All students will experience a variety of work placements in order to develop the skills which will assist them to begin the transition from school to work and life after school.

The staff meet regularly with staff from a number of Specialist Employment Agencies. They also communicate on a regular basis with the families of the students in order to ensure registration with Employment or Alternative to Employment Agencies for all students during their final two years at the College.

Years 10, 11, & 12 Courses
English
Mathematics
Health Studies
Towards Independence
Work Experience
Visual Art / Hospitality / Information Technology / Design and Technology (A total of two courses from the range above)
Physical Education
Total Course Cost \$235 per year

All students will participate in School Curriculum Standards Authority (SCSA) preliminary units for English, Mathematics and Health. Some students will participate in ASDAN modules. ASDAN offers a large range and number of modules which are registered with SCSA. ASDAN is an accreditation network for the advancement of education by providing opportunities for all learners to develop their personal and social attributes and levels of achievement through ASDAN awards and resources. The modules provide opportunities for learners to achieve personal and social development through their achievements thereby enhancing self-confidence, ambition and contribution to their communities.

The students will have an Education Support teacher as their homeroom teacher. Each student will have an Individual Transition Plan. A planning meeting will be held early in Term 1 each year to devise a plan. The plan is a working document which is monitored, reviewed and adjusted regularly throughout the school year.

CONTRIBUTIONS AND CHARGES 2018

Voluntary contributions, compulsory charges and approved funding paid by parents and guardians are used to purchase text books, materials and other resources used by students in their everyday classes. Outlined below are the contributions and charges for Ballajura Community College for 2018.

All contributions and charges assist in providing an educational program that meets the requirements of the Western Australian Curriculum and Assessment Outline and comply with the guidelines issued by the Department of Education and the Education Act. The College community is appreciative of the financial support given by parents and guardians which enables staff to continue to offer quality educational programs.

1. Year 11 and 12

Payment for all courses of study in Year 11 and 12 are mandatory. There is no established maximum as charges depend on the subjects selected by the students. A voluntary approved funding request of \$45.00 per student is also requested (details set out in paragraph 2).

VET in Schools programs which are not listed in this Prospectus may be offered to from time to time. Where students choose to accept these, compulsory charges may apply.

2. Approved Funding Request

The Ballajura Community College School Board has endorsed a Voluntary Approved Funding request of \$45.00 per student to cover items not included by the Voluntary Contributions or Compulsory Charges.

The funding request covers the following items:

\$20.00	Printing Allocation per student
\$10.00	Parent Communication; Ballajura Bulletin, BCC News, Parent Information Nights
\$15.00	Grounds Improvements; Outdoor seating, limestone garden surrounds, increased reticulation

Where students exceed the printing cost of \$20.00, additional charges apply.

3. Government Assistance

a. Secondary Assistance Scheme

The Western Australian Department of Education provides an allowance to assist eligible families. The allowance consists of two components: \$115 Clothing Allowance paid directly to the parent/guardian or the school; \$235 Educational Program Allowance paid directly to the school. Application is made by parents or guardians of students enrolled in Years 8 to 12 up to and including the year the student turns 17. A transitional clothing payment of \$115 only will be paid directly to eligible parents/guardians of Year 7 students.

Parents/guardians must hold one of the following from Centrelink:

- Pensioner Concession Card (Blue card only).
- Health Care Card (Family card only)
- Pensioner Concession Card from the Department of Veterans' Affairs

Cards held must be current in first term. Applications close on last day of Term 1 in 2017. Application forms are available from the Main Administration Office at the College. No late applications will be considered.

b. Abstudy Fees Allowance Supplement

Assistance for secondary school Aboriginal students may be available to supplement the Abstudy payments. Parents should contact the AIEO at the College.

c. Youth Allowance

Some students who turn 17 in 2017 may be able to access the Youth Allowance via Centrelink.

4. Payment of Contributions and Charges

a. How & When

- Payments can be made at any time at the Main Administration Office during normal working hours (8.00 am – 4.00pm).
- Payments can be made via the Qkr (pronounced Quicker) payment system either through your computer/laptop at <https://qkr.mastercard.com/store/#/home> or via the Qkr App on your smartphone/tablet.
- Payments can be made by mail or paid in person by cheque, cash, Eftpos or credit card. (We accept Visa and MasterCard). Credit card payments can be made by phone and direct debit facilities are available.

b. Payment Arrangements

Some families may not be in a position to pay contributions and charges all at one time. The Manager Corporate Services will assist in formulating a payments plan to suit each family. Please do not hesitate to contact the College if you have any queries regarding contributions and charges.

Please Note:

1. All government allowances stated herein were correct at the time of publication.
2. Course charges are yet to be finalised and may vary slightly as they are yet to be endorsed by the Board.

SENIOR SCHOOLING PATHWAY ACCESS COURSES

Pathway	Pre-requisite for Acceptance into Pathway	YEAR 11 2018		YEAR 12 2019		POST-SCHOOL
		SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2	
ACCESS Pathway (TAFE/ Employment Pathway)	'C' Grade or Higher in Year 10 English.	Foundation English Units 1 and 2 OR		Foundation English Units 3 and 4 OR		TAFE/Employment
		General English Units 1 and 2		General English Units 3 and 4		
	'C' Grade or Higher in Year 10 Health.	General Health Studies Units 1 and 2		General Health Studies Units 3 and 4		
	'C' Grade or Higher in Year 10 Mathematics.	Foundation Mathematics Units 1 and 2 OR		Foundation Mathematics Units 3 and 4 OR		
		Essential Mathematics Units 1 and 2		Essential Mathematics Units 3 and 4		
	'C' Grade or Higher in Year 10 English.	General Career and Enterprise Units 1 and 2		General Career and Enterprise Units 3 and 4		
	'C' Grade or Higher in Year 10 English, Modified Mathematics	General Integrated Science Units 1 and 2		Certificate II - Business		
	Work Experience	Work Place Learning - ADWPL (School Based Traineeships and Apprenticeships)		Work Place Learning - ADWPL (School Based Traineeships and Apprenticeships)		

ACCESS ALTERNATIVE PROGRAM

ACCESS 11 is a course for students aiming to meet WACE graduation requirements at the end of Year 12 or enter TAFE, private training provider courses, Apprenticeships and Traineeships at the end of Year 11. It is designed for students who may need extra assistance to complete assessments and benefit from working in a home room environment with a high level of pastoral care. The courses are monitored by SCSA and equivalent to mainstream lessons and assessments. The program offers school based courses, work placement and opportunities to undertake School Based Traineeships and Apprenticeships through a range of service providers.

Students work in a home group with one or two teachers to complete the following courses:

- General or Foundation English
- Essential or Foundation Mathematics
- General Health Studies
- General Career and Enterprise
- General Integrated Science
- Authority Developed Work Place Learning

Students who have not met the Literacy and Numeracy requirement for WACE graduation via the OLNA test may undertake the Foundation English and/or Mathematics courses. All students will undertake a Certificate II course in Year 12 to meet WACE requirements.

- Although ACCESS 11 is typically designed for students from ACCESS 10, students from mainstream are welcome to join the program.
- Fees are payable for each course and a deposit is due at the end of 2017 with the remainder due early in 2018.
- **Note:** Students will typically attend class every day but may have a flexible timetable to accommodate Workplace Learning or Traineeship commitments. In 2017, students finished at lunch time each day but completed work placement during exam breaks. When required, students completed outstanding work in session 5.

Students who do not achieve at least eight C grades by the end of Year 11 may be asked to repeat Year 11 or undertake an alternative pathway.

ACCESS 12 is a continuation of the ACCESS 11 program but other students may apply. Students will complete the following courses:

- General or Foundation English
- Essential or Foundation Mathematics
- General Health Studies
- General Career and Enterprise
- Authority Developed Work Place Learning
- Certificate II Business

- **Note: Students will typically be at school every day but have a flexible timetable to accommodate independent options and Workplace Learning.**
- Fees are payable for each subject and a deposit is due at the end of 2017 with the remainder due early in 2018.
- **There are currently LIMITED entry pathways from ACCESS courses to university. Entry to university courses may be obtained via TAFE or through direct entry. Please refer to the TISC Guide for further details.**

BSB20115 - ACCESS 12 CERTIFICATE II IN BUSINESS

(Available only to students enrolling in the ACCESS Program.)

Overview

This qualification reflects the role of individuals in a variety of administrative positions across a wide range of jobs and careers who perform a range of mainly routine tasks using practical skills and fundamental operational knowledge in a defined context. Individuals in these roles generally work under direct supervision in the workplace. Students will complete 1 core unit and 11 elective units. These may be demonstrated in class activities or in the workplace as a part of workplace learning.

After achieving the BSB20107 Certificate in Business, candidates may undertake a variety of pathways through TAFE or employment:

- A Certificate III in Business, a qualification for those seeking to develop further practical skills and fundamental operational knowledge for working in a range of business environments.
- Other relevant Certificate III qualifications.
- Traineeships and completion of Certificates III and above.

Course Charges: \$80 – whole year cost

SENIOR SCHOOLING PATHWAY

Visual and Performing Arts Pathways

Pathway	Pre-requisite for Acceptance into Pathway	YEAR 11 2018		YEAR 12 2019		POST-SCHOOL
		SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2	
TAFE/ Training Providers/ EMPLOYMENT Pathway	'C' Grade or Higher in Year 10 Dance.	General Dance Units 1 and 2		General Dance Units 3 and 4		TAFE/Training Providers/ Employment
	'C' grade or higher in Year 10 Media Media-Film/TV or Animation	General Media Units 1 and 2		General Media Units 3 and 4		
	'C' Grade or Higher in Year 10 Music.	CERTIFICATE III in Music (Completion of Certificate III over two years)				
	'C' Grade or Higher in Year 10 Visual Arts.	General Visual Arts Units 1 and 2		General Visual Arts Units 3 and 4		
	'C' Grade or Higher in Year 10 Visual Arts	CERTIFICATE II in Visual Arts (Completion of Certificate II over two years)				
	'C' Grade or Higher in Year 10 Design Graphics & Photography	CERTIFICATE II – Photography (Completion of Certificate II over two years)				

ATAR Pathways A and B	'A' Grade or Higher in Year 10 Dance.	ATAR Dance Units 1 and 2	ATAR Dance Units 3 and 4	University <ul style="list-style-type: none"> • ATAR • Portfolio
	'B' grade or higher in Year 10 Media Film/TV, Animation or English	ATAR Media Units 1 and 2	ATAR Media Units 3 and 4	
	'B' Grade or Higher in Year 10 Visual Arts	ATAR Visual Arts Units 1 and 2	ATAR Visual Arts Units 3 and 4	
	'B' Grade or Higher in Year 10 Design Graphics & Photography	ATAR Design Units 1 and Unit 2 A2DES Photography and/or Graphic Design focus	ATAR Design Units 3 and 4 Photography and/or Graphic Design focus	

CUA20715 – CERTIFICATE II in VISUAL ARTS PHOTOGRAPHY

Overview

Photography engages students in a wide range of learning activities in digital photography. There is a strong emphasis on practical, creative and technical skills in photography, especially in areas of digital manipulation. Students will learn the basics of studio lighting and digital SLR camera controls. This course will include learning the concepts of a design process and its practical application through creative projects that may include **Portraiture, Landscape, Fashion and Creative Photography**.

Through student centred photographic projects it is possible to demonstrate successful photography work with a portfolio that will add considerable weight to the chances of gaining a position at TAFE or the workplace. You will use Adobe software such as Photoshop, Lightroom and InDesign.

Year 11

UNIT 1: Photography Design Portfolio. Students will learn how to improve on taking photos by using the viewfinder of the camera effectively through use of design elements and principles. There will be a strong element of creative and technical skills to produce digital photography works. Through an involvement in a wide range of activities students will engage in developing skills in photo editing, such as colour enhancing, tone control, cloning, and toning.

UNIT 2: Practical Photography. Students will learn about how to use lighting in photography, particularly with studio flash equipment. There will be a strong element of creative and technical skills particularly with digital retouching of photographs. Students will become very familiar with DSLR camera controls and manipulation of images.-, using Adobe Lightroom and Photoshop.

Prerequisites: 'C' grade, typically for students who will consolidate their understanding of more complex content as a prerequisite for extension.

Course Charge: \$120 (for Year)

DANCE - ATAR

UNIT 1: POPULAR CULTURE

UNIT 2: AUSTRALIAN DANCE

Overview

Dance is dynamic and powerful. It embodies ideas, thoughts, emotions and values and provides a unique opportunity to develop physically, creatively, aesthetically, emotionally and intellectually. As an art form, dance encourages artistic creativity and the active use of the imagination. As a physical art form, dance is able to offer an opportunity for them to achieve an elite level of movement skills. It allows students to make and present dance relevant to their lives. Dance ATAR course develops and presents ideas via a variety of genres, styles and forms and provides a unique way in which to express our cultural view and understanding of the world. Through participation in the Dance ATAR course, students develop transferable skills essential to their future. These include communication skills, collaborative teamwork skills, negotiation and conflict resolution skills, problem-solving skills, as well as the ability to organise, analyse and evaluate. Participation may lead to opportunities for future study in dance or related arts fields.

Students have the opportunity to view professional dance performances (cost not included in course charges) and will have the opportunity to perform in a variety of settings.

There is a practical and written exam in this course.

Prerequisites: A minimum 'A' grade in Year 10 Dance

***Students are required to perform to pass this course**

Course Charges: \$125

DANCE – GENERAL

UNIT 1: EXPLORING THE COMPONENTS OF DANCE

UNIT 2: DANCE AS ENTERTAINMENT

Overview

Dance is dynamic and powerful. It embodies our ideas, thoughts, emotions and values and provides a unique opportunity to develop physically, creatively, aesthetically, emotionally and intellectually. People have always danced, and dance continues to evolve as a form of expression. The Dance General course develops and presents ideas through a variety of genres, styles and forms, as it provides a unique way in which to express our cultural view and understanding of the world. Students use a wide range of creative processes such as improvisation, choreographic elements and devices; draw on their own physicality and the interpretation of existing work of others to make dance works. They learn about the origins of dance and its importance as a form of expression that can represent a variety of political, cultural and historical motivations. Through participation in the Dance General course, students develop transferable skills essential to their future. These include communication skills, collaborative teamwork skills, negotiation and conflict resolution skills, problem solving skills, as well as the ability to organise, analyse and evaluate. Participation may lead to future study in dance or related arts fields.

Students will have the opportunity to view professional dance performances (cost not included in course charges) and will have the opportunity to perform in a variety of settings.

There is no exam in this course.

Prerequisites: A minimum C grade in Year 10 Dance

***Students are required to perform to pass this course**

Course Charges: \$115

DESIGN – ATAR

GRAPHIC DESIGN FOCUS

Overview

In the Design Graphics ATAR course students develop skills and processes for current and future industry and employment markets. Students are equipped with the knowledge and skills to understand graphic design principles and processes, analyse problems and possibilities, and devise innovative strategies within design contexts. These include photography, graphics, dimensional design and technical graphics. The Design ATAR course also emphasises the scope of design in professional industries allowing students to maximise university pathways.

This course will promote development of a strong portfolio that will add considerable weight to the chances of gaining a position at University or TAFE. You will use Adobe software such as Illustrator, InDesign and Photoshop.

Year 11

A1DES UNIT 1: Product Design: Students learn that the commercial world is comprised of companies requiring consumer products, services and brands for a particular audience. They are introduced to the concept of intellectual property. They create products/services, visuals and/or layouts with an understanding of codes and conventions. They use relevant and appropriate production skills and processes, materials and technologies relevant to the design.

A2DES UNIT 2: Cultural Design: Students learn that society is made up of different groups of people who share diverse values, attitudes, beliefs, behaviour and needs and that different forms of visual communication transmit these values and beliefs. Students are encouraged to create designs that link to a culture or sub-culture and are introduced to ethical issues concerning representation. Students develop a design process with an understanding of codes and conventions. They analyse communication situations and audience. They define and establish contemporary production skills and processes, materials and technologies.

Prerequisites: 'C' grade, typically for students who will consolidate their understanding of more complex content as a prerequisite for extension.

Course Charges: \$130 (For Year)

DESIGN – ATAR

PHOTOGRAPHY FOCUS

Overview

In the Design Photography ATAR course students develop skills and processes for current and future industry and employment markets. Students are equipped with the knowledge and skills to understand design principles and processes, analyse problems and possibilities, and devise innovative strategies within design contexts. These include photography, graphics, dimensional design and technical graphics. The Design ATAR course also emphasizes the scope of design in professional industries allowing students to maximise university pathways.

This course will promote development of a strong portfolio that will add considerable weight to the chances of gaining a position at University or TAFE. You will use Adobe software such as Photoshop, Lightroom and InDesign.

Year 11

A1DES UNIT 1: Product Design: Students learn that the commercial world is comprised of companies requiring consumer products, services and brands for a particular audience. They are introduced to the concept of intellectual property. They create products/services, visuals and/or layouts with an understanding of codes and conventions. They use relevant and appropriate production skills and processes, materials and technologies relevant to the design.

A2DES UNIT 2: Cultural Design: Students learn that society is made up of different groups of people who share diverse values, attitudes, beliefs, behaviour and needs and that different forms of visual communication transmit these values and beliefs. Students are encouraged to create designs that link to a culture or sub-culture and are introduced to ethical issues concerning representation. Students develop a design process with an understanding of codes and conventions. They analyse communication situations and audience. They define and establish contemporary production skills and processes, materials and technologies.

Prerequisites: 'C' grade, typically for students who will consolidate their understanding of more complex content as a prerequisite for extension.

Course Charges: \$120 (For Year)

MEDIA PRODUCTION AND ANALYSIS – ATAR

UNIT 1: POPULAR CULTURE

UNIT 2: JOURNALISM

Overview

Within 'Media Production and Analysis' Year 11 ATAR students will analyse, view, listen to and interact with a range of media and genres, develop their own ideas, learn production skills and apply their understandings and skills in creating their own productions. In addition they will explore how audiences consume popular media, develop a greater understanding of production practices and responsibilities and express their ideas by manipulating technologies and techniques. The unit will focus on '**popular culture**' and '**journalism**' respectively and within this students will be expected to develop a music video and a journalistic piece to camera.

There is a practical and written exam in this course.

Prerequisites: A minimum 'B' grade or higher in Year 10 Media

Course Charges: \$114

MEDIA PRODUCTION AND ANALYSIS - GENERAL

UNIT 1: MASS MEDIA

UNIT 2: POINT OF VIEW

Overview

Within 'Media Production and Analysis' Year 11 General students analyse, view, listen to and interact with common media work from their everyday use. They also generate ideas and learn the basic production skills and processes as they apply their knowledge and creativity in their productions. They will be introduced to the languages of the media, learning how codes and conventions are used to construct representations within narratives, including the examination of characters, stars and stereotypes and the way media is constructed and produced. The unit will focus on '**Mass Media**' and '**Point of View**' respectively and within this students will be expected to develop a fictional and a non-fictional production.

There is no examination in this course

Prerequisites: A minimum 'C' grade or higher in Year 10 Media

Course Charges: \$114

CUA30915 - CERTIFICATE III IN MUSIC INDUSTRY

Year 11 and 12

(Auspice with the College of Sound & Music Production – Victoria)

YEAR 11

Overview

Music at Ballajura Community College opens up many varied and all-encompassing opportunities in the post compulsory fields of music education and performance. The course enables you to incorporate all of your music focussed activities as part of your assessment. This means that every time you attend rehearsals; perform in an ensemble; are involved in a tour, either local or international; take part in the school musical or perform for the school and wider community in any capacity, these activities will be matched to the relevant outcomes and aspects of the course. This enables you to consolidate evidence and expertise that will further demonstrate success and achievement in the levels of each outcome, and add considerable weight to your chances of gaining a position at WAAPA, TAFE.

VET Certificate III in Music

The BCC VET Music program is drawn from a national training package and offers a qualification recognised throughout Australia. Over two years, you will complete a Certificate III in Music Industry. Through real industry based tasks and assessments you will: learn how to protect yourself and your creative work, work in productive ensembles, understand musical genres and basic music notation, write and develop original material and record a demo of original material. This qualification will assist you in pursuing a career in the music industry through vocational (TAFE) or higher education pathways (WAAPA) in areas such as **performance**, critical listening, **music management** and **music promotion**. With additional training and experience, potential employment opportunities may include professional **musician**, **song writer**, **composer**, **arranger**, **copier**, **promoter** and **instrumental teacher**. This course is also designed perfectly for those students who wish to continue their instrumental lessons, ensemble involvement and love for music throughout upper school, with their focus on a career outside the music industry.

Prerequisites: *A passion for music! This course is open to all students at the College with an interview required with the Music Coordinator.*

Course Charges: \$130 (each year)

VISUAL ARTS – ATAR

Visual Arts – ATAR is for students who wish to gain entry into University or an advanced course at TAFE.

Overview

In the Visual Arts ATAR course, students engage in traditional, modern and contemporary materials and techniques with the course promoting innovative practice. Students are encouraged to explore and represent their ideas and gain an awareness of the role that artists and designers play in reflecting, challenging and shaping societal values. The Visual Arts ATAR course allows students to develop aesthetic understandings and a critical awareness to appreciate and make informed evaluations of art through their engagement of their own art practice and the work of others.

Students will produce resolved artworks in a range of different media which may include **drawing, painting, ceramics, sculpture, textiles or print media**

UNIT 1 – Differences: Visual arts from the past and present are explored, providing students with a range of sources of inspiration for developing ideas and producing original artworks. Ideas may imitate stereotypes, human rights, rituals or illusion. A wide range of traditional and technological materials and techniques are used in creating original artworks.

UNIT 2 – Identities: Students are asked to explore concepts or issues related to personal, social, cultural or gender identity. A course where personal interests, observational, conceptual and/or imaginative starting points lead to dynamic and contemporary artworks. Students become aware that art may give form to ideas and issues that concern the wider community and develop understandings of how the visual arts may be both socially affirming and challenging.

This course is 50% practical and 50% written with exams.

Prerequisites: Minimum B grade in Year 10 in Visual Arts and a B grade in English

Course Charges: \$124 (per year)

VISUAL ARTS - GENERAL

Overview

This course is suitable for students who have limited experience in Art and places value on uniqueness and individuality. It assists students to develop confidence in their own creative abilities and develop a greater understanding of their environment, community and culture. Students are encouraged to develop problem-solving skills with creative and analytical ways of thinking. Students engage in art using traditional and new areas, this involves exploring, selecting and manipulating materials, techniques, processes, emerging technologies and responses to life. This course assists students in developing motivation, self-esteem, discipline, shared practice and resilience, all of which are essential life skills. Enterprise and initiative are recognised and encouraged.

There is no examination requirement for this course.

UNIT 1 Experiences: Students create art based on their lives and personal experiences, observations of the immediate environment, events and/or special occasions.

Students discover ways to compile and record their experiences through a range of art activities and projects that promote a fundamental understanding of visual language. They use experiences to develop appreciation of the visual arts in their everyday lives.

Artworks will be created in a range of different media including **drawing, ceramics, sculpture, painting, print media, textiles** or **graphics**.

UNIT 2 Explorations: Students explore ways to generate and develop ideas motivated by their local environment in their art making and interpretation.

In developing artworks, students explore ways to express personal beliefs, opinions and feelings. They explore a variety of art materials in a range of art forms when developing personal artworks.

Artworks will be created in a range of different media including **drawing, ceramics, sculpture, painting, print media, textiles** or **graphics**.

This course has no written exam. Prerequisites: Minimum 'C' grade in Year 10 Visual Arts and a C grade in English

Course Charges: \$122 (per year)



CUA20715 - CERTIFICATE II in VISUAL ARTS

Year 11 and YEAR 12

North Metropolitan TAFE

Central Institute of Technology is now part of North Metropolitan TAFE.

Overview

If you want to be given an opportunity to be creative and build your experience and knowledge in the visual arts, this **nationally recognised qualification** will help you investigate a range of art making activities through which you explore your own ideas and creativity. This course has a strong emphasis on practical work and creative skills and is a two year course which is ***delivered over Years 11 & 12.***

This qualification is recommended for people with some experience and skills in art that have been developed from Years 7-10

This is such a dynamic and enjoyable course that is jam packed with practical work from broad areas such as Drawing, Painting, Printmaking and Ceramics

Vocational outcomes

Students have the opportunity to complete selected units of competency and achieve a full Certificate II in Visual Arts. After achieving this qualification, students could progress to a wide range of other qualifications at TAFE within the visual arts or to the broad range of creative industries available.

These qualifications may include interior design, community arts worker, arts technician, illustrator, landscape architecture, make-up artist, interior decoration, painter/decorating, gallery assistant, industrial design, graphic design, painter/decorating, fashion design, advertising, photography, display artist, artist or crafts person etc.

This course has no exam requirement

Prerequisites: Minimum C grade in Year 10 in Visual Arts & C grade in English

COURSE CHARGES: \$130 (per year)

SENIOR SCHOOLING PATHWAY English Pathways

Pathway	Pre-requisite for Acceptance into Pathway	YEAR 11 2018		YEAR 12 2019		POST-SCHOOL
		SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2	
TAFE/ Training Providers/ EMPLOYMENT Pathway	‘C’ Grade or higher in Year 10 or 11 English.	Foundation English Units 1 and 2		Foundation English Units 3 and 4		TAFE/Training Providers or Employment
		Foundation EALD Units 1 and 2		Foundation EALD Units 3 and 4		
		General English Units 1 and 2		General English Units 3 and 4		
		General EALD Units 1 and 2		General EALD Units 3 and 4		
ATAR Pathways	60% or higher in Year 10 and ‘C’ grade or higher in Year 11	ATAR English Units 1 and 2		ATAR English Units 3 and 4		University ATAR OR Portfolio Entry
		ATAR EALD Units 1 and 2		ATAR EALD Units 3 and 4		
	70% or higher in Year 10 and ‘C’ grade and higher in Year 11	ATAR Literature Units 1 and 2		ATAR Literature Units 3 and 4		

ENGLISH – ATAR

Overview

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

Prerequisites for Year 11 and 12 ATAR English courses: typically students have demonstrated a very high level of reading and writing in Year 10 and/or Year 11 and have demonstrated the ability to comprehend and synthesise texts from an analytical and critical perspective. It is also expected that students have demonstrated a preparedness to study and read as independent learners as well as applying and practicing skills and processes, especially written responses within specific timeframes.

For Year 11 - Year 10 course mark of 60% or better

For Year 12 - 'C' grade or higher in Year 11

Year 11 and 12 ATAR English Course Charge: \$78.00 (For Year)

ENGLISH – GENERAL

Overview

The English General course focuses on consolidating and refining the skills and knowledge needed by students to become competent, confident and engaged users of English in everyday, community, social, further education, training and workplace contexts. The course is designed to provide students with the skills to succeed in a wide range of post-secondary pathways by developing their language, literacy and literary skills. In Units 1 – 4, students comprehend, analyse, interpret, evaluate and create analytical, imaginative, interpretive and persuasive texts in a range of written, oral, multimodal and digital forms. Students are expected to complete structured assignments in the classroom and at home, and demonstrate an ability to work at a required pace, both independently and with support. The Year 12 General course concludes with a Common Competency Test.

Prerequisites for General Course (Non-ATAR): 'C' grade – typically for students who are ready for greater development in understanding and composing texts.

Year 11 General English Course Charge: \$76.00 (For Year)

Year 12 General English Course Charge: \$75.00 (For Year)

ENGLISH – FOUNDATION

Overview

The English Foundation course aims to develop students' skills in reading, writing, viewing, speaking and listening in work, learning, community and everyday personal contexts. This course is for students who have not demonstrated the literacy standard in the OLN. Such development involves an improvement in English literacy, where literacy is defined broadly to include reading ability, verbal or spoken literacy, the literacy involved in writing, and visual literacy. Students undertaking this course will develop skills in the use of functional language conventions, including spelling, punctuation and grammar. Good literacy skills are required for comprehending and producing texts; for communicating effectively in a learning or working environment, or within a community; or for self-reflection; and for establishing one's sense of individual worth.

*Please note that this course is currently not available for selection in 2018 and is included here for course pathway reference only.

LITERATURE – ATAR

Overview

In the Literature ATAR course, students learn to create readings of literary texts and to create their own texts, including essays, poems, short stories, plays and multimodal texts. Students engage with literary theory and study literary texts in great detail. Students learn to read texts in terms of their cultural, social and historical contexts; their values and attitudes; and their generic conventions and literary techniques. They engage in discussion about readings, reading practices and the possibility of multiple readings. Students learn to create texts paying attention to contexts, values and conventions. Students learn about literary language, narrative and the power of representation. Students experience the aesthetic and intellectual pleasure that reading and creating literary texts can bring.

Prerequisites:

For Year 11 ATAR Literature - 70% mark or better in Year 10 English.

For Year 12 ATAR Literature - a high 'C' grade ie 60% or above.

This course is typically for students who are already able to read and write competently and who are prepared to work with complex and varied content and contexts. Students have demonstrated a sophisticated level of writing and synthesis of texts when critically engaging with the English language. It is also expected that students have demonstrated a preparedness to study and read as independent learners as well as applying and practicing skills and processes, especially written responses within specific timeframes.

Year 11 and 12 Course Charge: \$75.00 (For Year)

ENGLISH AS AN ADDITIONAL LANGUAGE/DIALECT (EAL/D) – ATAR

Overview

The EAL/D (English as an Additional Language or Dialect) courses are designed for students who speak another language or dialect as their first or 'home' language. The EAL/D ATAR course provides opportunities for students to engage reflectively and critically with a broad range of spoken, written and multimodal texts, including literary and non-literary texts, for example, academic, every day and workplace texts. Students learn to create, individually and collaboratively increasingly complex texts for different purposes and audiences in different forms, modes and media. The EAL/D ATAR Year 11 course prepares students for an appropriate study pathway in Year 12. The EAL/D ATAR Year 12 course prepares students for a range of post-secondary destinations in further education, training and the workplace.

Prerequisites: For EAL/D ATAR Year 11 'B' grade or higher, Year 12 'C' grade or higher

Course Charge: Year 11 \$74.00 (For Year) Year 12 \$74.00 (For Year)

NOTE: Eligibility for studying EAL/D ATAR or EAL/D General courses in Year 12 is determined by students meeting specific criteria concerning their education history and is established in Year 11. Students may be eligible if they have been resident in Australia for less than 7 years. Further information should be sought from Ballajura Community College Administration.

ENGLISH AS AN ADDITIONAL LANGUAGE/DIALECT (EAL/D) – GENERAL

Overview

The EAL/D (English as an Additional Language or Dialect) courses are designed for students who speak another language or dialect as their first or 'home' language. EAL/D General focuses on development of the competent use of Standard Australian English (SAE) in a range of contexts. Students explore how learning in and through English language and literature influences their own and others' personal, social and cultural identities and thought processes. The EAL/D General Year 11 course prepares students for an appropriate General study pathway in Year 12. The EAL/D General Year 12 course prepares students for a range of post-secondary destinations in further education, training and the workplace

Prerequisites for EAL/D General course: 'C' grade or higher

Course Charge: Year 11 \$74.00 (For Year) Year 12 \$74.00 (For Year)

ENGLISH AS AN ADDITIONAL LANGUAGE/DIALECT (EALD) – FOUNDATION

Overview

The EAL/D Foundation course is designed for students who speak another language or dialect as their first or 'home' language and who have not demonstrated the literacy standard in the OLNA. EAL/D focuses on the mechanics of Standard Australian English (SAE) and its use in the community, the workplace or in further education or training. Practical, relevant tasks delivered through a range of engaging contexts teach students to become effective communicators, code switching between languages or dialects successfully.

Prerequisites for EALD Foundation Course: Students who do not meet the OLNA test prerequisites and qualify for the EALD course as outlined by SCASA and DET.

*Please note that this course is currently not available for selection in 2017 and is included here for course pathway reference only.

SENIOR SCHOOLING PATHWAY

Health and Physical Education Pathways

Pathway	Pre-requisite for Acceptance into Pathway	YEAR 11 2018		YEAR 12 2019		POST-SCHOOL
		SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2	
TAFE/ Training Providers/ EMPLOYMENT Pathway	‘C’ Grade or Higher in Year 10 PE.	Certificate II – Sports Coaching (Completion of certificate II over two years)				TAFE/ Training Providers/ Employment
		General Physical Education Studies Unit 1 and 2	General Physical Education Studies Unit 3 and 4			
	‘C’ Grade or Higher in Year 10 Health.	General Health Studies Unit 1 and 2	General Health Studies Unit 3 and 4			
	‘C’ Grade or Higher in Year 10 OLS	General Outdoor Education Unit 1 and 2	General Outdoor Education Unit 3 and 4			
ATAR Pathways A and B	‘B’ grade or higher in any HPE subject or Year 10 Science.	ATAR Physical Education Studies Unit 1 and 2		ATAR Physical Education Studies Unit 3 and 4		University • ATAR • Portfolio
	‘B’ Grade or Higher in Year 10 Health.	ATAR Health Studies Unit 1 and 2		ATAR Health Studies Unit 3 and 4		

SIS20513 – CERTIFICATE II in SPORTS COACHING

Overview

The Certificate II in Sport Coaching is designed to reflect the role of entry level employees working in the sporting industry. The breadth, depth and complexity of knowledge and skills will prepare students to perform in a range of activities or knowledge applications such as sports coaching, personal training, holiday programs, recreation management and lifeguarding.

NOTE – Students will complete a Cert II in a two year pathway over Years 11 and 12. It is highly advisable that those students choosing this VET course also choose the Workplace Learning course.

This qualification facilitates the development of the following knowledge and skills:

- Observing athlete's performances to determine the level of instruction required
- Instructional techniques for athletes to acquire additional skills or improve existing skills
- Conducting practice sessions
- Implementing sports first aid procedures and applying sports first aid
- Implementing game strategy in consultation with club officials
- Monitoring the progress of games or competitions and giving signals/instructions to athletes
- Carrying out after competition review of strategy and performance
- Undertaking related administrative tasks such as booking venues, budgeting, arranging entry into competitions and recruiting players.

The requirements for a Certificate II in Sport (Coaching) will comprise achievement of thirteen (13) of the following units of competency:

- Core units of competency
plus
- The specified stream units of competency from the functional area of coaching Athletics, Basketball, Martial Arts, Netball, Rugby League or Tennis.

Students will also be required to coach and teach primary school students during class time and help out at school carnivals to meet the practical requirements of the course.

Prerequisites: 'C' grade and above in any HPE Subject in Year 10 - typically for students who will be able to work with more complex content and are ready for further development. Students must have the ability to gain trust, to run competitions/games and be able to coach others in a sporting context.

Course Charge: \$200 per year for course delivery, excursions and materials

HEALTH STUDIES – ATAR

Overview

The Health Studies ATAR course focuses on the study of health as a dynamic quality of human life. Students undertaking this course develop the knowledge, understanding and skills necessary to promote an understanding of the importance of personal and community action in promoting health.

The influence of social, environmental, economic and biomedical determinants of health is a key focus of the course. Other course content includes the influence of beliefs, attitudes and values on health behaviour, and the importance of self-management and interpersonal skills in making healthy decisions.

Using an inquiry process, students draw on their knowledge and understandings of health concepts and investigate health issues of interest. Through this process, they develop research skills that can be applied to a range of health issues or concerns.

This course will prepare students for career and employment pathways in a range of health and community service industries. Students will have the opportunity to develop key employability and life skills, including communication, leadership, initiative and enterprise. Inquiry skills will equip students to adapt to current and future studies and work environments.

UNIT 1

This unit focuses on the health of individuals and communities. Students learn about health determinants and their impact on health. Health promotion is explored and used as a framework for designing approaches to improve health. Students examine attitudes, beliefs and norms and their impact on decision-making, and develop a range of key health skills. Students extend their understandings of factors influencing health, and actions and strategies to protect and promote health through inquiry processes.

UNIT 2

This unit focuses on the impact of factors influencing the health of communities. Students learn about community development and how community participation can improve health outcomes. Students examine the influence of attitudes, beliefs, and norms on community health behaviours; apply investigative and inquiry processes to analyse issues influencing the health of communities; and develop appropriate responses. The impact of technology on interpersonal skills and strategies for managing such influences are also a focus.

Prerequisites: 'B' grade or higher in Year 10 Health.

Course Charge: \$80 (For Full Year)

HEALTH STUDIES - GENERAL

Overview

The Health Studies General course focuses on the study of health as a dynamic quality of human life. Students undertaking this course develop the knowledge, understanding and skills necessary to promote an understanding of the importance of personal and community action in promoting health.

The influence of social, environmental, economic and biological determinants of health is a key focus of the course. Other course content includes the influence of beliefs, attitudes and values on health behaviour, and the importance of self-management and interpersonal skills in making healthy decisions.

Using an inquiry process, students draw on their knowledge and understandings of health concepts and investigate health issues of interest. Through this process, they develop research skills that can be applied to a range of health issues or concerns.

This course will prepare students for career and employment pathways in a range of health and community service industries. Students will have the opportunity to develop key employability and life skills, including communication, leadership, initiative and enterprise. Inquiry skills will equip students to adapt to current and future studies and work environments.

UNIT 1

This unit focuses on personal health and wellbeing and what it means to be healthy. Students explore factors which influence their health, and design action plans to improve health and achieve set goals. Key consumer health skills and concepts, and the relationship between beliefs, attitudes, values and health behaviour, and the impact of social and cultural norms, are introduced. Key self-management and interpersonal skills required to build effective relationships are explored. Health inquiry skills are developed and applied to investigate and report on health issues.

UNIT 2

This unit focuses on personal health and introduces the many factors which influence health. The notion of prevention is central to this unit, and students explore actions, skills and strategies to cope with health influences and improve health. In addition to health determinants, the influence of cognitive dissonance on decision making and the role of communities in shaping norms and expectations are explored.

Self-management and cooperative skills are examined and students continue to develop and apply health inquiry skills.

Prerequisites: 'C' grade or higher in Year 10 Health.

Course Charge: \$80 (For Full Year)

OUTDOOR EDUCATION – GENERAL

Overview

Through interaction with the natural world, the Outdoor Education ATAR course aims to develop an understanding of our relationships with the environment, others and ourselves. The ultimate goal of the course is to contribute towards a sustainable world.

The Outdoor Education ATAR course is based on the experiential learning cycle. This cycle is made up of three stages; plan, do and review. Students plan for outdoor experiences, participate in these experiences and reflect on their involvement.

The course lends itself to an integrated approach between practical experiences, the environment and conceptual understandings. Students develop self-awareness by engaging in a range of challenging outdoor activities. They enhance personal and group skills and build confidence, empathy and self-understanding. Working with others enables students to better understand group dynamics, and enhance their leadership qualities and decision-making abilities, while showing respect for self, others and the environment.

Students plan and participate in a range of outdoor activities and develop knowledge and skills for participating safely in these activities. They learn to assess risk, and identify and apply appropriate management strategies and emergency response procedures.

The course facilitates the development of a sense of place as a result of a greater understanding and appreciation of the local natural environment. It assists students to develop a relationship with nature and encourages them to work toward achieving an ecologically sustainable world.

The opportunity to explore environmental management strategies related to activities in the outdoors is provided. Students learn skills that encourage them to minimise their impact on the environment and understand why this is so important.

The course will prepare students for career and employment pathways in areas, such as outdoor leadership, environmental interpretation, environmental planning, facilities management, eco-tourism, military service, outdoor education, and the many unforeseen areas evolving in the outdoors industry.

General

Students are encouraged to engage in outdoor adventure activities. An experiential approach is used to discover what being active in the environment is all about. Students are introduced to outdoor adventure activities where they can develop and improve technical skills and apply appropriate practices to ensure safe participation. They understand basic planning and organisational requirements necessary for them to participate in safe, short-duration excursions/expeditions in selected outdoor activities. They begin developing skills in roping and navigation. Students are introduced to personal skills and interpersonal skills, including self-awareness, communication and leadership. Features of natural environments and examples of local environmental management and 'Leave No Trace' principles are introduced.

Additionally, the course offers the opportunity to engage in a range of outdoor adventure activities that pose challenges and encourage students to step outside their comfort zone. Students consider planning and resource requirements related to extended excursions/short-duration expeditions. They are introduced to simple risk assessment models to assist decision making and apply safe practices to cope with challenging situations and environments. They develop time management and goal setting skills to work with others and explore strategies for building group relationships. They understand the main styles of leadership and how to use strategies to promote effective groups. Features of natural environments and components of weather are introduced. Conservation, biodiversity and environmental management plans are also introduced.

Students are expected to have achieved at least Level 5 in swimming and will undertake 2 swimming tests aligned with the Outdoor Education and Recreation Activities Guidelines. The tests will involve a 200m open water swim of at least 75% freestyle to be completed in less than 6 minutes, followed by a two-minute tread of water and then a 100m run - 100m swim - 100m run in less than five-minutes. Tests will be conducted in Term 4, 2017. Should a student fail either test, they will be re-counselled into another course option

Prerequisites: Prefer 'B' grade or higher in Outdoor Rec or 'B' grade or higher in any HPE subject. Must be confident in and around water environments. Recommended Stage 5 swimming ability and above.

Course Charge: \$370 (For Full Year)

Activities in both units will be selected according to the class, individual and group needs and could include contexts from: Abseiling, climbing, roping, bushwalking (off track), camping (expedition 2 or more nights, basic campsites), caving, mountain-biking, orienteering, paddling and snorkeling.

PHYSICAL EDUCATION STUDIES – ATAR

Overview

Study of the Physical Education Studies ATAR course contributes to the development of the whole person. It promotes the physical, social and emotional growth of students. Throughout the course, emphasis is placed on understanding and improving performance in physical activities. The integration of theory and practice is central to studies in this course.

The Physical Education Studies ATAR course focuses on the complex interrelationships between motor learning and psychological, biomechanical and physiological factors that influence individual and team performance. Students engage as performers, leaders, coaches, analysts and planners of physical activity. Physical activity serves both as a source of content and data and as a medium for learning. Learning in the Physical Education Studies ATAR course cannot be separated from active participation in physical activities, and involves students in closely integrated written, oral and physical learning experiences, based upon the study of selected physical activities.

The course appeals to students with varying backgrounds, physical activity knowledge and dispositions. Students analyse the performance of themselves and others, apply theoretical principles and plan programs to enhance performance. Physical activity and sport are used to develop skills and performance along with an understanding of physiological, anatomical, psychological, biomechanical and skill learning applications.

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

UNIT 1

The focus of this unit is to explore anatomical and biomechanical concepts, the body's responses to physical activity, and stress management processes, to improve the performance of themselves and others in physical activity.

UNIT 2

The focus of this unit is to identify the relationship between skill, strategy and the body in order to improve the effectiveness and efficiency of performance.

Students will undertake 2 x 1hr theory sessions per week and 2 x 1hr practical sessions per week*.

Prerequisites: 'B' grade or higher in Year 10 Physical Education or Science.

Course Charges: \$130 (For Full Year)

The practical sessions will be taught through 2 of the following contexts - Volleyball, Tennis, Basketball, Badminton, Soccer, Softball, Netball, AFL, Hockey and Touch. These activities will be selected according to the class' individual and group dynamics

PHYSICAL EDUCATION STUDIES – GENERAL

Overview

The Physical Education Studies General course contributes to the development of the whole person. It promotes the physical, social and emotional growth of students. Throughout the course, emphasis is placed on understanding and improving performance in physical activities. The integration of theory and practice is central to studies in this course.

The Physical Education Studies General course focuses on the complex interrelationships between motor learning and psychological, biomechanical and physiological factors that influence individual and team performance. Students engage as performers, leaders, coaches, analysts and planners of physical activity. Physical activity serves both as a source of content and data and as a medium for learning. Learning in the Physical Education Studies General course cannot be separated from active participation in physical activities and involves students in closely integrated written, oral and physical learning experiences based upon the study of selected physical activities.

The course appeals to students, with varying backgrounds, physical activity knowledge and dispositions. Students analyse the performance of themselves and others, apply theoretical principles and plan programs to enhance performance. Physical activity and sport are used to develop skills and performance, along with an understanding of physiological, anatomical, psychological, biomechanical and skill learning applications.

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

UNIT 1

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

UNIT 2

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

Students will undertake 2 x 1hr theory sessions per week and 2 x 1hr practical sessions per week*.

Prerequisites: 'C' grade or higher in Year 10 Physical Education or Science.

Course Charges: \$130 (For Full Year)

The practical sessions will be taught through 2 of the following contexts - Volleyball, Tennis, Basketball, Badminton, Soccer, Softball, Netball, AFL, Hockey and Touch. These activities will be selected according to the class' individual and group dynamics

SENIOR SCHOOLING PATHWAY Humanities and Social Sciences

Non ATAR Pathway (General)	Pre-requisite for Acceptance into Pathway	YEAR 11 2018		YEAR 12 2019		POST-SCHOOL
		SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2	
	'C' Grade in Year 10 HASS	General Modern History Units 1 and 2	General Modern History Units 3 and 4	General Career and Enterprise Units 1 and 2	General Career and Enterprise Units 3 and 4	TAFE/ Training Providers /Employment
ATAR Pathways	Good 'C' grade or higher in Year 10 HASS	ATAR Geography Units 1 and 2		ATAR Geography Units 3 and 4		University <ul style="list-style-type: none"> • ATAR • Portfolio
		ATAR Modern History Units 1 and 2		ATAR Modern History Units 3 and 4		
		ATAR Economics Units 1 and 2		ATAR Economics Units 3 and 4		
		ATAR Politics and Law Units 1 and 2		ATAR Politics and Law Units 3 and 4		
ATAR Pathways	"C" Grade in both Year 10 English & Maths	ATAR Accounting and Finance Units 1 and 2		ATAR: Accounting and Finance Units 3 and 4		University <ul style="list-style-type: none"> • ATAR • Portfolio

ACCOUNTING AND FINANCE - ATAR

Overview

The Year 11 Accounting and Finance ATAR course focuses on financial literacy and aims to provide students with the knowledge, understandings and a range of skills that enables them to make sound financial judgments. Students develop an understanding that financial decisions have far reaching consequences for individuals and business. The course will provide students with the understanding of the systems and processes through which financial practices and decision making are carried out, as well as the ethical, social and environmental issues involved. Through the preparation, examination and analysis of a variety of financial documents and systems, students develop an understanding of the fundamental principles and practices upon which accounting and financial management are based. An understanding and application of these principles and practices enables students to analyse their own financial data and that of businesses and make informed decisions, forecasts of future performance, and recommendations based on that analysis.

Pre-requisites: C in Year 10 Mathematics and English.

Course cost: \$61.50

CAREER AND ENTERPRISE – GENERAL

Overview

Career education involves learning to manage and take responsibility for personal career development. The Career and Enterprise General course involves recognising one's individual skills and talents, and using this understanding to assist in gaining and keeping work. The course develops a range of work skills and an understanding of the nature of work. Key components of the course include: the development of an understanding of different personality types and their link to career choices; entrepreneurial behaviours; learning to learn; and the exploration of social, cultural and environmental issues that affect work, workplaces and careers.

Year 11: Prerequisites: Minimum 'C' grade in Year 10 HASS

Course Charges: \$100

ECONOMICS – ATAR

Overview

Economics explores the choices which all people, groups and societies face as they confront the ongoing problem of satisfying their unlimited wants with limited resources. The Economics ATAR course aims to develop students' ability to analyse the allocation, utilisation and distribution of scarce resources that determine our wealth and wellbeing. The study of Economics provides a framework for examining society's issues and identifying possible solutions which assist decision making. The emphasis of the course is on the Australian economy.

Year 11: Prerequisites: Minimum 'C' grade in Year 10 HASS

Course Charges: \$100

GEOGRAPHY – ATAR

Overview

The study of the Geography ATAR course draws on students' curiosity about the diversity of the world's places and their peoples, cultures and environments. It provides students with the knowledge and understanding of the nature, causes and consequences of natural and ecological hazards, international integration in a range of spatial contexts, land cover transformations, and the challenges affecting the sustainability of places. In the ATAR course, students learn how to collect information from primary and secondary sources, such as field observation and data collection, mapping, monitoring, remote sensing, case studies and reports.

Year 11: Prerequisites: Minimum 'C' grade in Year 10 HASS

Course Charges: \$105

MODERN HISTORY – ATAR

Overview

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

Year 11: Prerequisites: Minimum 'C' grade in Year 10 HASS

Course Charges: \$90

MODERN HISTORY – GENERAL

Overview

Studying the Modern History General course exposes students to a variety of historical sources, including government papers, extracts from newspapers, letters, diaries, photographs, cartoons, paintings, graphs and secondary sources, in order to understand the historical narrative including cause and effect, and the forces influencing people and events. Through the process of historical inquiry, students are encouraged to question historical sources; identify various representations and versions of history; use evidence to formulate and support their own interpretations; and communicate their findings in a variety of ways.

Year 11: Prerequisites: Minimum 'C' grade in Year 10 HASS

Course Charges: \$90

POLITICS AND LAW – ATAR

Overview

The Politics and Law ATAR course provides a study of the processes of decision making concerning society's collective future. It aims to develop the knowledge of the principles, structures, institutions and processes of political and legal systems primarily in Australia. It brings together the executive, legislative and judicial branches of government to demonstrate how society is governed and how each branch of government is held to account. It examines the democratic principles practised in Australia and makes comparisons with other political and legal systems.

Year 11: Prerequisites: Minimum 'C' grade in Year 10 HASS

Course Charges: \$100

SENIOR SCHOOLING PATHWAY Mathematics Pathways

Pathway	Pre-requisite for Acceptance into Pathway	YEAR 11 2018		YEAR 12 2019		POST-SCHOOL
		SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2	
Foundations Pathway	OLNA Test	Foundation Units 1 and 2		Foundation Units 3 and 4		TAFE/Training Providers/ Employment
General Pathway	Year 10 Mathematics and minimum of 50%	Mathematics Essential Units 1 and 2		Mathematics Essential Units 3 and 4		TAFE/Training Providers/ Employment
ATAR Pathways A and B	Year 10 Mathematics and minimum of 55%	Mathematics Application Units 1 and 2		Mathematics Application Units 3 and 4		University • ATAR • Portfolio
	Year 10 Mathematics and minimum of 75%	Mathematics Methods Units 1 and 2		Mathematics Methods Units 3 and 4		
	'A' Grade in Year 10 Mathematics and minimum of 85%	Mathematics Specialist Units 1 and 2		Mathematics Specialist Units 3 and 4		

MATHEMATICS – ATAR

Mathematics Specialist

Overview

This course provides opportunities, beyond those presented in the Mathematics Methods ATAR course, to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. Mathematics Specialist contains topics in functions and calculus that build on and deepen the ideas presented in the Mathematics Methods course, as well as demonstrate their application in many areas. The Mathematics Specialist course also extends understanding and knowledge of statistics and introduces the topics of vectors, complex numbers and matrices. Mathematics Specialist is the only ATAR mathematics course that should not be taken as a stand-alone course and it is recommended to be studied in conjunction with the Mathematics Methods ATAR course as preparation for entry to specialised university courses such as engineering, physical sciences and mathematics.

Prerequisites: Year 10 Mathematics and minimum of **85%**

Course Charges \$ 67.00 (For Year) CAS Calculator (Class Pad 400-\$210)

Mathematics Methods

Overview

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

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

Prerequisites: Year 10 Mathematics and minimum of **75%**

Course Charges: \$ 73.50 (For Year) CAS calculator (Class Pad 400-\$210)

Mathematics Application

Overview

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

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

Prerequisites: Year 10 Mathematics and minimum of **55%**

Course Charges: \$ 67.00 (For Year) CAS calculator (Class Pad 400-\$210)

MATHEMATICS – GENERAL

Mathematics Essential

Overview

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

Prerequisites: Year 10 Mathematics and minimum of **50%**

Course Charges: \$54.00 (For Year) Scientific calculator (\$30)

MATHEMATICS – FOUNDATION

Mathematics Foundation

Overview

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

Prerequisites: Students who have not yet met the minimum requirement of Category 3 in the OLNA Numeracy test are able to enrol in this course. Students should only enrol in this course on the advice from the relevant Head of Department.

Course Charges: \$ 65.00 (For Year) Scientific calculator (approx. \$30)

SENIOR SCHOOLING PATHWAY Science Pathways

Pathway	Pre-requisite for Acceptance into Pathway	YEAR 11 2018		YEAR 12 2019		POST-SCHOOL
		SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2	
TAFE/ Training Providers/ EMPLOYMENT Pathway	No pre-requisite	General Integrated Science Units 1 and 2		General Integrated Science Units 3 and 4		TAFE/Training Providers/ Employment
		General Human Biology Units 1 and 2		General Human Biology Units 3 and 4		
ATAR Pathways A and B	'B' Grade or higher in Year 10 Science.	ATAR Human Biology Units 1 and 2		ATAR Human Biology Units 3 and 4		University <ul style="list-style-type: none"> • ATAR • Portfolio Training Providers
	'A' grade in Year 10 Science.	ATAR Chemistry Units 1 and 2		ATAR Chemistry Units 3 and 4		
		ATAR Physics Units 1 and 2		ATAR Physics Units 3 and 4		

CHEMISTRY - ATAR

Overview

The Chemistry ATAR course equips students with the knowledge, understanding and opportunity to investigate properties and reactions of materials. Theories and models are used to describe, explain and make predictions about chemical systems, structures and properties. Students recognise hazards and make informed, balanced decisions about chemical use and sustainable resource management. Investigations and laboratory activities develop an appreciation of the need for precision, critical analysis and informed decision making.

This course prepares students to be responsible and efficient users of specialised chemical products and processes at home or in the workplace. It also enables students to relate chemistry to other sciences, including biology, geology, medicine, molecular biology and agriculture, and prepares them for further study in the sciences.

Prerequisites: 'A' grade in Year 10 Science

Course Charges: \$80.00 (For Year)

HUMAN BIOLOGY – ATAR

Overview

The Human Biology ATAR course gives students a chance to explore what it is to be human—how the human body works, the origins of human variation, inheritance in humans, the evolution of the human species and population genetics. Through their investigations, students research new discoveries that increase our understanding of human dysfunction, treatments and preventative measures.

Practical tasks are an integral part of this course and develop a range of laboratory skills; for example, biotechnology techniques. Students learn to evaluate risks and benefits to make informed decisions about lifestyle and health topics, such as diet, alternative medical treatments, use of chemical substances and the manipulation of fertility.

Prerequisites: 'B' grade minimum in Year 10 Science

Course Charges: \$80.00 (For Year)

HUMAN BIOLOGY – GENERAL

Overview

The Human Biology General course gives students a chance to explore how the human body works. Students focus on bones, muscles, nerves and hormones, and how they maintain the body to act in a coordinated manner. The causes and spread of disease and how humans respond to invading pathogens are studied, as well as the role of males and females in the process of reproduction.

Students investigate the body systems through real or virtual dissections and practical examination of cells, organs and systems. They research contemporary treatments for dysfunctions of the body systems and are encouraged to use ICT to interpret and communicate their findings in a variety of ways. Second-hand data is used to investigate transmission of diseases from a historical perspective and recent global incidences.

Prerequisites: No pre -requisite

Course Charges: \$80.00 (For Year)

PHYSICS – ATAR

Overview

In the Physics ATAR course students will learn how energy and energy transformations can shape the environment from the small scale, in quantum leaps inside an atom's electron cloud, through the human scale, in vehicles and the human body, to the large scale, in interactions between galaxies. 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.

Prerequisites: 'A' grade in Year 10 Science

Course Charges: \$80.00 (For Year)

INTEGRATED SCIENCE – GENERAL

Overview

The Integrated Science General course enables students to investigate science issues in the context of the world around them. It encourages students to develop their scientific skills of curiosity, observation, collection and analysis of evidence, in a range of contexts. The multidisciplinary approach, including aspects of biology, chemistry, geology and physics, further encourages students to be curious about the world around them and assume a balanced view of the benefits and challenges presented by science and technology. Students conduct practical investigations that encourage them to apply what they have learnt in class to real-world situations and systems.

Prerequisites: No pre-requisite

Course Charges: \$80.00 (For Year)

SENIOR SCHOOLING PATHWAY

Digital Technologies Pathways

Pathway	Pre-requisite for Acceptance into Pathway	YEAR 11 2018		YEAR 12 2019		POST-SCHOOL
		SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2	
TAFE/ Training/Providers EMPLOYMENT Pathway	No pre-requisites	General: Applied Information Technology Units 1 & 2		General: Applied Information Technology Units 3 & 4		TAFE/Employment/ Training Providers
ATAR Pathways A and B	"C" Grade in both Year 10 English & Maths pathway "A" or "B"	ATAR: Computer Science Units 1 and 2		ATAR: Computer Science Units 3 and 4		University <ul style="list-style-type: none"> • ATAR • Portfolio

APPLIED INFORMATION AND TECHNOLOGY – GENERAL

Overview

The question to be asked is 'can you really use the technology you have'?

AIT is designed for Year 11 and 12 students who are inquisitive to learn how to use modern communication systems to solve common day to day problems found in the workplace, at TAFE, University, or in the home. To succeed in the world of the 21st century every school graduate needs to be capable of using computer hardware and related programs in his/her personal, community and future professional lives. At Ballajura Community College we recognise the importance of students knowing how to access, use and manipulate industry standard software regardless as to whether the student is employment, TAFE, or university bound.

There is a SCSA based compulsory assessment but being a general course there is no WACE examination at the end of Year 12.

Pre-requisites: There are no pre-requisites.

Any queries should be directed to course convener - Mr Ross

Course Charge: \$39

COMPUTER SCIENCE – ATAR

Overview

Computer Science is the perfect subject not only for anyone wanting to study computing at university (including areas such as programming, database, security, media and games), it also offers a practical working background for university, science, engineering, humanities, law and business courses.

Over Years 11 and 12 students are introduced to systems design and analysis, database modelling and creation; the use of development tools such as Data Flow Diagrams, Entity Relationship diagrams, flow charts, Pert charts and Gantt charts. Computer programming is taught both theoretically and practically. Using a major internet language, PHP, students learn to write and run programs to solve given problems, and run their solutions on our web server located in the classroom. It is assumed that students have little to no background in programming, database modelling and creation or systems design and analysis.

With an acknowledged world-wide shortage of database and network engineers as well as computer programmers, Computer Science at BCC could lead students into a career with a strong demand, especially for more females entering the IT field.

Students planning for university after school need to choose subjects which maximise their ATAR position. Historically Computer Science, at BCC, has offered students their first or second ATAR preference score. Over the past six years, our Computer Science students have achieved some of the highest WACE results both within BCC and in the state. One BCC student gained top of state a few years ago.

Note: Students must have continuous use of a home computer capable of running Win7 (equivalent or higher) and permanent broadband (Internet) access. Students must have access to Microsoft Access.

Pre-requisite: C in Year 10 Mathematics (A & B Pathways) and English. Contact course convener, Mr Ross, for any questions relating to this course.

Course Charge: \$59

SENIOR SCHOOLING PATHWAY Hospitality and Living Pathways

Pathway	Pre-requisite for Acceptance into Pathway	YEAR 11 2018		YEAR 12 2019		POST-SCHOOL
		SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2	
TAFE/ Training Providers/ EMPLOYMENT Pathway	Catering and Food Technology	#Certificate II – Hospitality (Completion of certificate II over two years)				TAFE Training Providers/ Employment
		*Certificate II – Kitchen Operations (Completion of certificate II over two years)				
	Childcare and Development	#Certificate III – Early Childhood Education and Care (Completion of certificate II over two years)				
	Beauty Science	Certificate II – Retail Cosmetics (Completion of certificate II over two years)				

Upon selection of Certificate courses it is highly recommended that students select Workplace Learning (ADWPL)

*Selection of Kitchen Operations Certificate courses (Years 11 and 12) will also pre-select Workplace Learning (WPKI)

SIT20316 – CERTIFICATE II in HOSPITALITY

FOOD & BEVERAGE

Overview

This qualification provides the skills and knowledge for an individual to be competent in a range of activities and functions requiring basic operational knowledge and limited practical skills in a defined context. Work would be undertaken in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafes and coffee shops. Individuals may work with some autonomy or in a team but usually under close supervision.

Individuals with this qualification are able to perform roles such as:

- serving food and beverage to tables;
- preparing and serving coffee;
- prepare and serve non- alcoholic beverages;
- providing reception or front desk services;
- providing assistance in a catering operation; and
- providing assistance to room service and porter.

Packaging Rules:

To achieve a Certificate II in Hospitality, at least 12 units must be completed of which are:

- All 6 core units.
- 6 elective units.
- Attend and participate in at least 12 organised functions.
- Complete all written and practical work.

Prerequisites: 'C' grade, typically for students who will able to work with more complex content and are ready for further development.

Course Charge: \$310 (For Year)

NOTE: Upon selection of certificate courses students are strongly recommended to select a Workplace Learning course.

SIT20416 – CERTIFICATE II in KITCHEN OPERATIONS

MASTERCLASS - FOOD

Overview

The course offers students a unique opportunity to immerse themselves in the Hospitality Industry. They will develop and master a wide range of industry specific skills in food preparation, cooking, presentation and service. Students will have the opportunity to develop and demonstrate their skills at demonstrations, commercial catering for functions, expos and other special events. Students will visit restaurants and other commercial kitchens. Students will also develop and compile a portfolio of their own work which will be an excellent reference to their achievements and accomplishments throughout the course. A key feature of the program is the extensive industry and trainer provider consultation and commitment. A Chef in-Residence model will be used to promote opportunities for students to train and network with visiting industry specialists such as qualified chefs, restaurant managers and hospitality industry personnel. Students will also have the opportunity to undertake a structured work placement in the industry setting.

Packaging Rules

To achieve a Certificate II in Kitchen Operations, at least 13 units must be completed of which are:

- 8 core units.
- 5 elective units.
- Attend and participate in at least 12 organised functions.
- Complete all written and practical work.

Course Charges: The course will attract a fee of \$ 370 (For Year)

NOTE: Selection of Kitchen Operations Certificate courses (Years 11 and 12) will also preselect Workplace Learning.

CHC30113 - CERTIFICATE III in EARLY CHILDHOOD EDUCATION AND CARE (Childcare)

Overview

This qualification will be delivered across Years 11 and 12 and can be used as a pathway qualification into a wide range of early childhood education settings, such as a childcare worker where students assist children in meeting their immediate needs by providing the appropriate care required by the children in a legitimate facility.

PACKAGING RULES

To achieve a Certificate III in Early Childhood Education and Care, at least 18 units must be completed of which are:

- 15 core units.
- 3 elective units.
- Attend and participate in at least 12 organised playgroups.
- Complete all written and practical work.

NOTE: Upon selection of certificate courses students are strongly recommended to select a Workplace Learning course.

Prerequisites: up to 'C' grade or better – typically for students who will be able to work with more complex content and are ready for further development.

Course Charge: \$200 (For Year)

SHB20116 – CERTIFICATE II in RETAIL COSMETICS

Beauty Therapy

Overview

This certificate is for students who wish to work in retail selling make-up and skin care products and perform routine salon and store functions. Students will be communicating in the workplace, interacting with customers and demonstrating their salon skills. As part of the course students will develop and compile a portfolio of their own work which is an excellent reference to their achievements and accomplishments throughout the course.

Packaging Rules

To achieve a Certificate II in Retail Make-Up and Skin Care, 15 units must be completed:

- all 10 core units.
- 5 elective units.
- Complete all written and practical work.
- Complete a portfolio of evidence.

In all cases selection of electives must be guided by the job outcome sought by students, local industry requirements and the characteristics of this qualification (as per the AQF descriptors).

NOTE: Upon selection of certificate courses students are strongly recommended to select a Workplace Learning course.

Charges for the year: \$200.00

SENIOR SCHOOLING PATHWAY

Materials & Construction Pathways

Pathway	Pre-requisite for Acceptance into Pathway	YEAR 11 2018		YEAR 12 2019		POST-SCHOOL
		SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2	
TAFE EMPLOYMENT Pathway	Introduction to Building & Construction	*Certificate II – Construction (Completion of certificate II over two years)				TAFE/Training Providers/ Employment
	Introduction to Engineering, Metal Technology.	*Certificate II – Engineering (Completion of certificate II over two years)				
	Woodwork Technology.	General Materials Design and Technology (Wood) Units 1 and 2	General Materials Design and Technology (Wood) Units 3 and 4			

*** Upon selection of certificate courses students are strongly recommended to select Workplace Learning course**

***Selection of Building & Construction Certificate courses (Years 11 and 12) will also preselect WPL.**

52824WA – CERTIFICATE II in BUILDING & CONSTRUCTION (Pathway – Trades)

Overview

Certificate II in Construction is a two year course that is suitable for students wishing to undertake a trade career in the construction industry. The course is a pathway to 11 construction trades.

The first stage of the course is common to all 11 trades and provides an introduction to the construction industry, its culture, occupations, job roles and workplace expectations. Students are able to consider the 11 trades during this initial stage and while accessing industry related work placements. In the latter stage of the course, students undertake a Bricklaying and Block laying pathway and complete specific competencies such as concreting, setting out, basic scaffolding and laser levelling that lead directly into a trade qualification, with full articulation and credit transfer when seeking an apprenticeship. Some competencies are common to several trades, allowing a degree of flexibility should a change of trade choice occur.

**Prerequisites: minimum 'C' grade in a Year 10 Design and Technology subject.
Introduction to Building Construction would be advantageous.**

Students must provide and wear steel capped boots that meet Australian Safety Standards.

Course Charge: \$180 (For the Year)

NOTE: Selection of Construction Certificate courses (Years 11 and 12) will also preselect Workplace Learning.

MEM20413 – CERTIFICATE II in ENGINEERING PATHWAYS

Overview

The Certificate II in Engineering is a two year course that is an appropriate qualification for a person intending to seek employment in the metals engineering industries e.g. sheet metal working, fitter and turning, boiler maker and machining etc. It can also be recognised when seeking an apprenticeship in Engineering. This qualification is designed to reflect the role of 2nd year apprentice employees who perform routine tasks under direct supervision, in the Metals and Engineering industry sector.

This course is about designing and creating projects for personal purposes to industry standards, that can be used at home and in industry. The projects that students produce enable them to utilise all the engineering tools and equipment within our workshops, following occupational, health and safety principles.

Prerequisites: minimum 'C' grade in a Year 10 Design and Technology subject. Introduction to Engineering would be advantageous.

Course Charges: \$191 (For the Year)

NOTE: Upon selection of certificate courses students are strongly recommended to select Workplace Learning course for skill development and on the job training

MATERIAL DESIGN AND TECHNOLOGY (MDT) WOOD – GENERAL

Overview


This course has both a practical and theoretical element where students work with timber in the design and manufacture of products. This is also a course about ideas, innovation and creativity. In order to do these well, student's research and test materials and use strategies to develop innovative and creative ideas. They will need to apply skills of management in planning and implementing a process, at the same time as they manipulate tools and machines to produce high-quality products safely and efficiently.

Prerequisites: A minimum of a 'C' grade in a Year 10 Design and Technology subject.

Previous Woodwork experience would be advantageous.

Course Charges: Year 11 - \$170 (For the Year)

SENIOR SCHOOLING PATHWAY VET Pathways

Pathway	Pre-requisite for Acceptance into Pathway	YEAR 11 2018		YEAR 12 2019		POST-SCHOOL
		SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2	
TAFE/ Training Providers/ EMPLOYMENT Pathway	nil	Workplace learning (ADWPL) Certificate II Business – achieved alongside ADWPL		Workplace learning (ADWPL) Certificate II Business – achieved alongside ADWPL		TAFE/Private Training Providers/ Employment  University
	Work Experience (Only applies for specific situations)	Workplace learning (ADWPL) For School Based Traineeship (SBT) or School Based Apprenticeship (SBA) or Aboriginal School Based Traineeships (ASBT)		Workplace learning (ADWPL) For School Based Traineeship (SBT) or School Based Apprenticeship (SBA) or Aboriginal School Based Traineeships (ASBT)		
	nil	VETinSchools Programs. One or Two year courses, eg. Health, Tourism & Events. Pre-apprenticeships also offered in areas such as Automotive & Electrotechnology.		VETinSchools Programs. One or Two year courses, eg. Health, Tourism & Events. Pre-apprenticeships also offered in areas such as Automotive & Electrotechnology.		
	nil	**Cert II Construction (WPBU) **Cert II Kitchen Operations (WPKI)		**Cert II Construction (WPBU) **Cert II Kitchen Operations (WPKI)		

****Workplace Learning will automatically preselect with Certificate II Building & Construction - Trades Pathways (52824WA) and Certificate II Kitchen Operations**

WORKPLACE LEARNING ADWPL – YEAR 11 AND 12

Overview

Workplace Learning is an Authority-developed endorsed program. To complete this endorsed program, the student will be required to complete work experience in one or more workplaces. The program provides an opportunity for students to demonstrate and develop increasing competence in the core skills for work, often referred to as generic, transferable or employability skills. A student will learn 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.

Description

To complete this endorsed program, the student must record the number of hours completed and the tasks undertaken in the workplace in a Workplace Learning Log Book. The student must also provide evidence of their knowledge and understanding of the workplace skills by completing a Workplace Learning Skills Journal after each 55 hours completed in the workplace.

Unit equivalence

Unit equivalence is allocated on the basis of 1 unit equivalent for each 55 hours complete in the workplace, to a maximum of 4 units. That is:

55 – 109 hours = 1 unit equivalent
110 – 164 hours = 2 unit equivalents
165 – 219 hours = 3 unit equivalents
220 + hours = 4 unit equivalents

NOTE: Upon selection of any certificate courses, it is recommended that students select Workplace Learning Course ADWPL

Prerequisites: 'C' grade English and Mathematics

Year 11 and 12 Course Charges: \$153 (\$125 + \$28) (Cert II Business) (For Year)

BSB20115 - CERTIFICATE II in BUSINESS

Overview

The Certificate II in Business undertaken at Ballajura Community College is delivered alongside the Workplace Learning Course. This qualification is delivered in Years 11 and 12 through a partnership arrangement with Skills Strategies International. The Certificate II in Business gives the students an opportunity to gain a nationally recognised qualification that broadens their industry skills and knowledge.

After achieving the BSB20115 Certificate in Business, candidates may undertake a variety of pathways through TAFE or employment:

- A Certificate III in Business, a qualification for those seeking to develop further practical skills and fundamental operational knowledge for working in a range of business environments.
- Other relevant Certificate III qualifications.
- Traineeships and completion of Certificates III and above.

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