

# PROSPECTUS 2020

## YEAR 11



**Ballajura Community College**

*Creating the future together*

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## PRINCIPAL'S WELCOME

Subject selection for Year 11 and 12 is an opportunity for students and their families to bring to life the vision of Ballajura Community College; *To Create the Future Together*. As a College we are dedicated to providing students with the opportunity to achieve outstanding educational outcomes, to develop the skills to be successful in their choice of further education or employment and to engage in the community as confident and creative individuals and active and informed citizens.

This Prospectus, supports the extensive career education program, which has been designed to assist Year 10 students in making informed decisions about their future pathways. Whether it is University, training or employment, this resource will assist students in making well informed choices about the most appropriate subjects in line with their ability level, interests and future pathway goals.

Ballajura Community College provides students with a high quality learning environment. Staff deliver a variety of Western Australian Certificate of Education (WACE) courses adhering to the expectations set out by the School Curriculum and Standards Authority (SCSA), as well as nationally recognised Vocational Education and Training (VET) qualifications both as a Registered Training Organisation (RTO) and through auspicings arrangements with other Western Australian RTOs.

The Prospectus 2020 provides students with up to date and accurate information to work with their course counsellor in selecting a suite of subjects that will lead to success both through and beyond school. I encourage all students to fully engage in this process of subject selection to make the best decisions possible to achieve their personalised pathway goals and aspirations.

*Liz Smith*  
*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 **2020**.

### **Western Australian Statement of Student Achievement (WASSA)**

All students receive a Western Australian Statement of Student Achievement (WASSA) when they complete Year 12. The WASSA:

- Formally records a student's achievement in every course, qualification and program that the student has completed in senior secondary schooling.
- Provides evidence of achievement.

### **Western Australian Certificate of Education (WACE)**

The Western Australian Certificate of Education (WACE) is awarded to students who have successfully completed senior secondary schooling in WACE studies and have met the WACE requirement.

The majority of students in Western Australia achieve the WACE.

Study towards the WACE can be undertaken over a lifetime.

#### **WACE Requirements:**

Students must:

- Complete one of three course combination options:
  - Complete four or more Year 12 ATAR courses;
  - Complete at least five Year 12 General courses and/or ATAR courses or equivalent;
  - Complete a Certificate II (or higher) VET qualification in combination with ATAR, General or Foundation courses.
- Demonstrate the literacy and numeracy standards.
- Meet the requirement for breadth and depth of study.
- Meet the achievement standard.

#### **Literacy and numeracy standard requirement**

Students must demonstrate minimum standards of literacy and numeracy by either:

- Demonstrating the standard through the Online Literacy and Numeracy Assessment (OLNA) or
- Pre-qualifying for a particular component by achieving Band 8 or higher in reading, writing and numeracy in their Year 9 NAPLAN and being exempted from that component in the OLNA.

## **Breadth and Depth**

Students must complete a minimum of 20 units or the equivalent including:

- A minimum of ten Year 12 units or the equivalent;
- Four units from an English course, post-year 10, including at least one pair of Year 12 units from an English learning area course;
- One pair of Year 12 units from List A;
- One pair of Year 12 units from List B.

## **Achievement standard requirement**

Achieve 14C grades or higher (or equivalents) in Year 11 and Year 12 units, including at least six C grades (or equivalents) in Year 12 units.

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.

## **Study Options**

Students are offered three study options which they can mix and match:

- WACE courses (four course types – ATAR, General, and Foundation);
- VET programs;
- Endorsed programs.

## **ATAR COURSES**

Students enrolled in a Year 12 ATAR course pair of units are required to sit the written and, if the course has one, practical examination.

Students who do not sit the examination will not:

- Have a course mark or grade recorded on their WASSA;
- Receive an ATAR course report;
- Have the pair of units completed in that year contribute towards any of the WACE requirements.

ATAR Courses

- Are examined by the School Curriculum and Standards Authority (the Authority)
- Are used by the Tertiary Institutions Service Centre (TISC) to calculate a student's Australian Tertiary Admission Rank (ATAR).

## **GENERAL COURSES**

These courses:

- Are not externally examined.
- Have an externally set task (EST) which is set by the Authority.
- Are designed for students who are typically aiming to enter further vocationally based training or the workforce directly from school.

## **FOUNDATION COURSES**

These courses:

- Focus on functional literacy and numeracy skills, practical work-related experience and personal skills.
- Are not an alternative senior secondary pathway.
- Are for students who have not been able to demonstrate the minimum standard for literacy and/or numeracy before Year 11 and who require significant support.
- Have an externally set task (EST) set by the Authority.

## **VOCATIONAL EDUCATION and TRAINING (VET)**

VET is recognised across Australia. VET Programs can give you the opportunity to gain core skills for work and, in some cases, complete training in industry through workplace learning. VET courses enable students to gain qualifications for all types of employment, and specific skills to help them in the workplace or in further training.

Among the range of alternative VET programs on offer are school-based apprenticeships (SBTs), school based apprenticeships (SBAs), Pre-Apprenticeship in schools (PAIS), and a variety of VET courses offered by Training Providers. The external providers include TAFE, Master Plumbers Association and Motor Trades Association.

*Information on SBTs and SBAs - [www.dtwd.wa.gov.au/training#still-at-school](http://www.dtwd.wa.gov.au/training#still-at-school)*

*Information about Future skills - <https://www.dtwd.wa.gov.au/jswa>*

### **VET contribution to the WACE**

As part of the minimum WACE requirements, a student may complete a Certificate II or higher in combination with ATAR, General or Foundation courses.

Studying VET can provide up to eight units towards the number of course units students need to complete to achieve their WACE. Four unit equivalents are awarded for students who complete a Certificate II. A maximum of 8 unit equivalents can contribute towards the WACE.

Students will typically enrol in four or five additional ATAR, General or Foundation courses to meet the WACE requirements.

## **ENDORSED PROGRAMS**

Endorsed programs address areas of learning not covered by WACE courses. Examples include Authority Endorsed Workplace Learning (ADWPL), 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 count as a maximum of four unit equivalents towards the WACE – two unit equivalents in Year 11 and two unit equivalents in Year 12.

## WACE breadth-of-study list for the WACE in 2020 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	Biology
Children, Family and the Community	Building and Construction
Dance	Chemistry
English	Computer Science
Economics	Design
English as an Additional Language or Dialect	Human Biological Science
Geography	Integrated Science
Health Studies	Materials Design and Technology – Metal/Wood
Literature	Mathematics
Media Production and Analysis	Outdoor Education
Modern History	Physical Education Studies
Music	Physics
Politics and Law	
Visual Arts	

## 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](http://www.curtin.edu.au)
- **Edith Cowan University** [www.ecu.edu.au/future-students/overview](http://www.ecu.edu.au/future-students/overview)
- **Murdoch University** [www.murdoch.edu.au](http://www.murdoch.edu.au)
- **University of Notre Dame** [www.nd.edu.au](http://www.nd.edu.au)
- **University of Western Australia** [www.uwa.edu.au](http://www.uwa.edu.au)
- **CQ University** <https://www.cqu.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](http://www.tisc.edu.au)

## TAFE

There are 5 TAFE Colleges in Western Australia:

- North Metro TAFE
- South Metro TAFE
- North Regional TAFE
- Central Regional TAFE
- South Regional TAFE.

TAFE offer full time courses and part time courses, with hundreds of qualifications to choose from.

For further information - [www.tafe.wa.edu](http://www.tafe.wa.edu)

Job and Skills Centres - [www.jobsandskills.wa.gov.au/jobs-and-skills-centres](http://www.jobsandskills.wa.gov.au/jobs-and-skills-centres)

The Department of Training and Workforce Development have set up six Job and Skills Centres across the Metropolitan area. These centres are situated within the TAFE campuses at Joondalup, Balga, Northbridge, Thornlie, Rockingham and Peel. The Job and Skill Centres offer a one-stop-shop for career, training and employment services. They offer career information and guidance, training and course information, help with job searching and job matching and apprenticeship and traineeship assistance.

The centres also provide an online jobs board, to connect jobseekers with employment opportunities and to help employers attract and recruit employees.



## 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 career planning site [www.jobsandskills.wa.gov.au/jobs-and-skills-centres](http://www.jobsandskills.wa.gov.au/jobs-and-skills-centres)
- Job Guides online  
[www2.jobsandskills.wa.gov.au/careerexploration/ToolsAndResources/Pages/Jobsearchguide.aspx](http://www2.jobsandskills.wa.gov.au/careerexploration/ToolsAndResources/Pages/Jobsearchguide.aspx)
- Career & labour market research information to help decide future career [www.joboutlook.gov.au](http://www.joboutlook.gov.au)
- Australian award winning national career information and exploration service [www.myfuture.edu.au](http://www.myfuture.edu.au)
- Government of Western Australia , Department of Training and Workforce development  
[www.dtwd.wa.gov.au](http://www.dtwd.wa.gov.au)

## **SCHOOL BASED APPRENTICESHIPS AND TRAINEESHIPS**

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)**

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.

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 advertise when School Based Apprenticeships/Traineeships and Pre-Apprenticeship in School opportunities become available. This usually occurs from July – December.**

## AVAILABLE PATHWAYS FOR STUDENTS IN 2020

Our Senior School Pathways for Year 11 2020 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.

<p style="text-align: center;"><b>ATAR Pathways A and B</b></p>	<p><b>A/B Grade achieved by student</b></p> <ul style="list-style-type: none"> <li>• All students must study English ATAR.</li> <li>• Students need to select six courses, with a minimum of four ATAR courses. The other two courses may be ATAR, General or a Certificate.</li> <li>• In addition, two reserves must be chosen and may be ATAR, General or a Certificate.</li> <li>• Students must meet any prerequisites for courses chosen, outlined in the following pages in learning area pathways.</li> </ul> <p><b>C Grade achieved by student</b></p> <ul style="list-style-type: none"> <li>• All students must study English ATAR.</li> <li>• Students need to select six courses, with a minimum of four ATAR courses inclusive of a certificate and a General to make up six.</li> <li>• In addition, two reserves must be chosen and may be ATAR, General or a Certificate.</li> <li>• Students must meet any prerequisites for courses chosen, outlined in following pages in learning area pathways.</li> </ul>
<p style="text-align: center;"><b>General Courses</b></p> <p style="text-align: center;"><b>TAFE/Training Providers/ Employment Pathway</b></p>	<ul style="list-style-type: none"> <li>• All students must study English General.</li> <li>• 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).</li> <li>• 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.</li> <li>• In addition, two reserves must be chosen and one must be a reserve Certificate and the other reserve a General.</li> <li>• Students must meet any prerequisites for courses chosen, outlined in the following pages in learning area pathways.</li> </ul>
<p style="text-align: center;"><b>Foundation Courses</b></p> <p style="text-align: center;"><b>TAFE/Training Providers/ Employment</b></p>	<ul style="list-style-type: none"> <li>• All students must study English Foundation</li> <li>• 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.</li> <li>• In addition, an interview may be required before acceptance into the Access program.</li> </ul>
<p style="text-align: center;"><b>Certificates and Workplace learning courses</b></p> <p style="text-align: center;"><b>TAFE/Training Providers/ Employment Pathway</b></p>	<ul style="list-style-type: none"> <li>• Students can select a Certificate and five other courses, one course must be English and the other four General courses. (Only two Certificates maximum per student).</li> </ul>

## 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:



**CUA20715 Certificate II in Visual Arts**  
**SIT20316 Certificate II in Hospitality**

### **Auspicing arrangements**

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

The Department of Education WA is currently conducting a Tender process to establish a Panel of Registered Training Organisations for WA Public School to auspace with. When this process is completed, Ballajura Community College will finalise our auspicing arrangements for 2020.

The College will offer the following Certificates Courses through an auspicing arrangement:

- BSB20115 Certificate II in Business
- CUA30915 Certificate III in Music Industry
- SIS20513 Certificate II in Sports Coaching

## EDUCATION SUPPORT

The Education Support Program caters for the needs of students who require supported education through an Individual Education Plan or an Individual Transition Plan. The program offers a curriculum which is adapted to address the individual needs of each student. Students who are heading toward a work and alternatives to work combination post school, will engage in a functional curriculum which places particular emphasis on the development of interpersonal skills and the acquisition and development of numeracy, literacy, independent living skills. Students who are headed solely for work pathways, TAFE or alternative training will engage in an academic program which focuses on the development of employment related skills including work readiness through the ASDAN Workright or Work Aware programs.

<b>Years 10, 11, &amp; 12 Courses</b>
English – ASDAN or preliminary units rotated yearly
Mathematics – ASDAN or preliminary units as per student needs
Health Studies – ASDAN or preliminary units as per student needs
Independent Living skills programs
ASDAN Workright (Year 11 & 12) or Work Aware (Year 10)
Visual Art / Hospitality / Information Technology / Design and Technology (A total of two courses from the range above)
Physical Education
<b>Total Course Cost \$235 per year</b>

All Year 11 and 12 students will participate in Work Experience through the ASDAN Workright course for between one to two days each week. 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. Students in Year 10 will participate in the ASDAN course of Work Aware comprising of work preparation and skill training through enterprise tasks.

To allow the school to meet the individual needs of the students, courses are selected from either School Curriculum Standards Authority (SCSA) preliminary units for English, Mathematics and Health or the range of ASDAN modules. 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. These modules, which are registered with SCSA are designed to assist the individual needs of each students in a range of areas not limited to the traditional curriculum.

Each student will have either an Individual Transition Plan or Individual Education Plan based on their individual needs. The SCSA or ASDAN units selected complement these documents. A planning meeting will be held early in Term One each year to devise a plan in conjunction with parents and other relevant agencies. The plan acts as a working document which is monitored, reviewed and adjusted regularly throughout the school year. This process includes assisting parents to link and register students with Specialist Employment or Alternative to Employment Agencies for all students during their final two years at the College.

# CONTRIBUTIONS AND CHARGES

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 2020.

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 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 2020. 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 Aboriginal Liaison Officer at the College.

### c. Youth Allowance

Some students who turn 17 in 2020 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 2020		YEAR 12 2021		POST-SCHOOL
		SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2	
<b>ACCESS Pathway (TAFE/ Employment Pathway)</b>	'C' Grade or Higher in Year 10 English.	Foundation English Units 1 and 2 OR		Foundation English Units 3 and 4 OR		<b>TAFE/Employment</b>
		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 2019 with the remainder due early in 2020.
- **Note:** Students will typically attend class every day but may have a flexible timetable to accommodate Workplace Learning or Traineeship commitments. In 2019, 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.**

- 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 2019 with the remainder due early in 2020.
  - **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 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.

**Course Charges: – \$80 (per year)**

## SENIOR SCHOOLING PATHWAY

### The Arts Pathways

	Pre-requisite for Acceptance into Pathway	YEAR 11 2020		YEAR 12 2021		
		SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2	
<b>Pathway</b>	Previous arts studies advantageous	General Dance Units 1 and 2		General Dance Units 3 and 4		<b>POST-SCHOOL</b>  University as part of an ATAR pathway or TAFE or Training Providers or Employment
	Previous arts studies advantageous	General Media Units 1 and 2		General Media Units 3 and 4		
	Previous arts studies advantageous	<b>CERTIFICATE III in Music</b> <b>(Completion of Certificate III over two years)</b>				
	Previous arts studies advantageous	General Visual Arts Units 1 and 2		General Visual Arts Units 3 and 4		
	Previous arts studies advantageous	<b>CERTIFICATE II in Visual Arts</b> <b>(Completion of Certificate II over two years)</b>				
	Previous arts studies advantageous	<b>CERTIFICATE II in Visual Arts - Photography</b> <b>(Completion of Certificate II over two years)</b>				

# CUA20715 Certificate II in Visual Arts

## PHOTOGRAPHY

Year 11 and Year 12

### 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.

The CUA20715 Certificate II in Visual Arts is comprised of the following Units of Competency:

- BSBWHS201 Contribute to the health and safety of self and others
- CUAACD101 Use basic drawing techniques
- CUAPPR201 Make simple creative work
- CUARES202 Source and use information relevant to own arts practice
- BSBDES201 Follow a design process
- CUADIG202 Develop digital imaging skills
- CUADIG305 Produce digital images
- CUADIG303 Produce and prepare photo images
- CUADIG203 Develop video art skills

**Prerequisites: Previous experience in the subject, typically consolidates students understanding of more complex content as a prerequisite for extension.**

**Course Charge: \$120 per year**

# CUA20715 Certificate II in Visual Arts

Year 11 and Year 12

## 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 and 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.

The CUA20715 Certificate II in Visual Arts is comprised of the following Units of Competency:

- BSBWHS201 Contribute to the health and safety of self and others
- CUAACD101 Use basic drawing techniques
- CUADRA201 Develop drawing Skills
- CUAPAI201 Develop painting skills
- CUAPPR203 Store finished creative work
- CUARES202 Source and use information relevant to own arts practice
- CUAPRI201 Develop printmaking skills
- CUAPPR201 Make simple creative work
- CUACER201 Develop ceramic skills

**This course has no exam requirement**

**Prerequisites: Minimum C grade in Year 10 in Visual Arts and C grade in English**

**Course Charge: \$130 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 Charge: \$122 per year**

# **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 Charge: \$114 per year**

# 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, or 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 Charge: \$140 per year**



# **DANCE – GENERAL**

## **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 and the use of choreographic elements and devices, and 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.

Students will have the opportunity to learn a variety of dance techniques and routines, create their own dance works, view professional dance performances (cost not included in course charges) and will have the opportunity to perform to an audience.

**There is no examination requirement for this course.**

## **UNIT 1: EXPLORING THE COMPONENTS OF DANCE**

In this unit, students explore the elements of dance and processes of choreography, and solve structured choreographic tasks to produce dance works for performance.

## **UNIT 2: DANCE AS ENTERTAINMENT**

In this unit, students explore the entertainment potential of dance and choreography.

**Prerequisites: A minimum C grade in Year 10 Dance**

**Course Charges: \$120 per year**

## SENIOR SCHOOLING PATHWAY English Pathways

Pathway	Pre-requisite for Acceptance into Pathway	YEAR 11 2020		YEAR 12 2021		POST-SCHOOL
		SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2	
<b>TAFE/ Training Providers/ EMPLOYMENT Pathway</b>	‘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		
<b>ATAR Pathways</b>	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 per 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 and 12 ATAR English Course Charge: \$76.00 per 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 OLNA. 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 English based course is currently not available for selection in 2020 and is included here for pathway reference only. *The Foundation course is currently available as part of the Year 11 pathway in ACCESS. Please refer to ACCESS pathway information regarding this option.*

## 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 in Year 11 Literature is recommended.**

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 per 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 per year, Year 12 \$74.00 per year**

**NOTE:** Eligibility for studying EAL/D ATAR 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 per year, Year 12 \$74.00 per 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 SCSA and DoE.**

\*Please note that this course is currently not available for selection in 2020 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 2020		YEAR 12 2021		POST-SCHOOL
		SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2	
<b>TAFE/ Training Providers/ EMPLOYMENT Pathway</b>	‘C’ Grade or Higher in Year 10 PE.	Certificate II – Sports Coaching (Completion of certificate II over two years)				TAFE/ Training Providers/ Employment
	‘C’ Grade or Higher in Year 10 PE.	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			
	‘B’ Grade or Higher in Year 10 OLS or Physical Education	General Outdoor Education Unit 1 and 2	General Outdoor Education Unit 3 and 4			
<b>ATAR Pathways A and B</b>	‘B’ grade or higher in Physical Education and Year 10 Science.	ATAR Physical Education Studies Unit 1 and 2	ATAR Physical Education Studies Unit 3 and 4		University • ATAR • Portfolio	

## 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, Netball, Rugby League/Touch 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 - 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 (per year)**

# OUTDOOR EDUCATION – GENERAL

## Overview

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, 2019. 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 Physical Education. Must be confident in and around water environments. Stage 5 (or above) swimming ability is essential.**

**Course Charge: \$380 (per 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 of 2 or more nights in length with basic campsites), caving, 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 2-3 x 1hr theory sessions per week and 1-2 x 1hr practical sessions per week\*.**

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

**Course Charges: \$115 (per year)**

**\*The practical sessions will be taught through 2 of the following contexts - Volleyball, Tennis, Basketball, Badminton, Soccer, Netball, AFL, and Touch Rugby. 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 generally 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 and Science.**

**Course Charges: \$120 (per year)**

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

## SENIOR SCHOOLING PATHWAY Humanities and Social Sciences

	Pre-requisite for Acceptance into Pathway	YEAR 11 2020		YEAR 12 2021		POST-SCHOOL
		SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2	
<b>Non ATAR Pathway (General)</b>	'D' Grade in Year 10 HASS	General Modern History Units 1 and 2		General Modern History Units 3 and 4		<b>TAFE</b> <ul style="list-style-type: none"> <li>• Apprenticeship</li> <li>• Employment</li> <li>• Certification</li> </ul>
		General Career and Enterprise Units 1 and 2		General Career and Enterprise Units 3 and 4		
		General Geography Units 1 and 2		General Geography Units 3 and 4		
<b>ATAR Pathways</b>	Good 'C' Grade or higher in Year 10 HASS	ATAR Geography Units 1 and 2		ATAR Geography Units 3 and 4		<b>University</b> <ul style="list-style-type: none"> <li>• Tertiary level qualified professions eg Lawyer, Medicine, Education</li> <li>• Overseas studies</li> <li>• TAFE</li> <li>• Apprenticeship</li> <li>• Employment</li> <li>• Portfolio</li> </ul>
		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		

## **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 'D' grade in Year 10 HASS**

**Course Charge: \$100 per year**

## **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 Charge: \$100 per year**

## **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 Charge: \$105 per year**

## **GEOGRAPHY – GENERAL**

### **Overview**

In the Geography General 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. Geography as a discipline values imagination, creativity and speculation as modes of thought. It develops students' knowledge about the interconnections between places and explores the spatial patterns and processes related to environments at risk, and to the protection of such environments through management at local, regional and global levels.

**Year 11: Prerequisites: Minimum 'D' grade in Year 10 HASS**

**Course Charge: \$95 per year**

## **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 Charge: \$100 per year**

## **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 'D' grade in Year 10 HASS**

**Course Charge: \$95 per year**



## **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 Charge: \$100 per year**

## SENIOR SCHOOLING PATHWAY Mathematics Pathways

Pathway	Pre-requisite for Acceptance into Pathway	YEAR 11 2020		YEAR 12 2021		POST-SCHOOL
		SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2	
<b>Foundations Pathway</b>	OLNA Test	Foundation Units 1 and 2		Foundation Units 3 and 4		TAFE/Training Providers/ Employment
<b>General Pathway</b>	Year 10 Mathematics and minimum of <b>50%</b>	Mathematics Essential Units 1 and 2		Mathematics Essential Units 3 and 4		TAFE/Training Providers/ Employment
<b>ATAR Pathways A and B</b>	Year 10 Mathematics and minimum of <b>60%</b>	Mathematics Application Units 1 and 2		Mathematics Application Units 3 and 4		University <ul style="list-style-type: none"> <li>• ATAR</li> <li>• Portfolio</li> </ul>
	Year 10 Mathematics and minimum of <b>75%</b>	Mathematics Methods Units 1 and 2		Mathematics Methods Units 3 and 4		
	'A' Grade in Year 10 Mathematics and minimum of <b>85%</b>	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 Charge: \$ 68.00 per year, CAS Calculator (Class Pad 400-approx \$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 Charge: \$ 74.50 per year, CAS calculator (Class Pad 400- approx. \$210)**

## **Mathematics Applications**

### **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 60%**

**Course Charges: \$ 68.00 per 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: \$57.00 per year, Scientific calculator (approx. \$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 Charge: \$ 65.00 (per year) Scientific calculator (approximately \$30)**

## SENIOR SCHOOLING PATHWAY Science Pathways

Pathway	Pre-requisite for Acceptance into Pathway	YEAR 11 2020		YEAR 12 2021		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 • ATAR • Portfolio  Training Providers
		ATAR Biology Units 1 and 2		ATAR Biology Units 3 and 4		
	'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 Charge: \$82.50 per 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 Charge: \$82.50 per 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 prerequisite**

**Course Charge: \$82.50 per 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 Charge: \$82.50 per year**



## **BIOLOGY - ATAR**

### **Overview**

A unique appreciation of life and a better understanding of the living world are gained through studying the Biology ATAR course. This course encourages students to be analytical, to participate in problem-solving and to systematically explore fascinating and intriguing aspects of living systems, from the microscopic level through to ecosystems.

Students develop a range of practical skills and techniques through investigations and fieldwork in authentic contexts, such as marine reefs, endangered species, urban ecology, or biotechnology. Scientific evidence is used to make informed decisions about controversial issues.

**Prerequisites: 'B' grade in Year 10 Science**

**Course Charge: \$82.50 per 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 Charge: \$82.50 per year**

## SENIOR SCHOOLING PATHWAY

### Digital Technologies Pathways

Pathway	Pre-requisite for Acceptance into Pathway	YEAR 11 2020		YEAR 12 2021		POST-SCHOOL
		SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2	
<b>ATAR Pathways A and B</b>	“C” Grade in both Year 10 English & Mathematics pathway “A” or “B”	<b>ATAR: Computer Science</b> Units 1 and 2		<b>ATAR: Computer Science</b> Units 3 and 4		University <ul style="list-style-type: none"> <li>• ATAR</li> <li>• Portfolio</li> </ul>
<b>GENERAL Pathway</b>		<b>GENERAL: Computer Science</b> Units 1 and 2		<b>GENERAL: Computer Science</b> Units 3 and 4		TAFE

# 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 to this course.**

**Course Charge: \$59 per year**

## **COMPUTER SCIENCE GENERAL COURSE - Year 11**

The Computer Science General course offers Year 11 and 12 students the opportunity to study the use modern digital technology (computers, tablets and smart phones) used to solve every day problems without having to concern themselves with ATAR examinations.

The General Computer Science Course introduces students to:

- Common digital hardware devices - how they operate and are used;
- Network systems – what networks are, which devices are used to create networks and how networks are used to communicate between devices on local networks such as LANs found in most homes and global network systems such as the Internet and the World Wide Web;
- Data - how it is gathered, stored in spreadsheets and databases and most importantly, how it is used and manipulated every day across the Internet creating the information that drives the modern world;
- The interactive role of those that develop systems and programs, and the users of those systems and programs;
- Develop an understanding of the logic behind algorithms and pseudocode to solve problems and finally learn how to use and develop computer programs to create solutions to various problems.

**Pre-requisites: 'C' in Year 10 English**

**Course Charge: \$59 per year**

## SENIOR SCHOOLING PATHWAY Hospitality and Living Pathways

Pathway	Pre-requisite for Acceptance into Pathway	YEAR 11 2020		YEAR 12 2021		POST-SCHOOL
		SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2	
<b>TAFE/ Training Providers/ EMPLOYMENT Pathway</b>	Catering and Food Technology	Certificate II – Hospitality (Completion of Certificate II over two years)				TAFE Training Providers/ Employment
	Childcare and Development	<b>SEMESTER 1</b>	<b>SEMESTER 2</b>	<b>SEMESTER 1</b>	<b>SEMESTER 2</b>	
		<b>GENERAL: Children, Family and Community Studies Units 1 and 2</b>		<b>GENERAL: Children, Family and Community Studies Units 3 and 4</b>		

## 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.

The CUA20715 Certificate II in Visual Arts is comprised of the following Units of Competency:

- BSBWOR203 Work effectively with others
- SITHIND002 Source and use information on the hospitality industry
- SITHIND003 Use hospitality skills effectively
- SITXCCS003 Interact with customers
- SITXCOM002 Show social and cultural sensitivity
- SITXWHS001 Participate in safe work practices
- BSBCMM201 Communicate in the workplace
- SITHCCC003 Prepare and present sandwiches
- SITHFAB004 Prepare and serve non-alcoholic beverages
- SITHFAB005 Prepare and serve espresso coffee
- SITXFSA001 Use hygienic practices for food safety
- SITHCCC001 Use food preparation equipment

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

**Course Charge: \$320 per year**

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

## CHILDREN, FAMILY AND THE COMMUNITY

The Children, Family and the Community General course focuses on factors that influence human development and the wellbeing of individuals, families and communities. Students develop an understanding of the social, cultural, environmental, economic, political and technological factors which have an impact on the ability of individuals and families to develop skills and lead healthy lives. They recognise how promoting inclusion and diversity among individuals, families and groups in society contributes to the creation of safe, cohesive and sustainable communities.

Through the study of developmental theories, students develop an understanding of human growth and the domains of development. Students are introduced to the diverse nature and interdependence of societal groups. They develop an appreciation of how the creation of environments that promote optimal growth and development of individuals, families and communities affect and influence society as a whole. Students investigate access to, and availability of, support services and review laws and regulations that govern the provision of such support.

Students explore products, services or systems that address issues, opportunities or challenges to meet the needs of individuals, families and communities. Students consider alternative perspectives, policies and practices when working individually or collaboratively. They use a range of skills to make informed decisions and consider actions at personal, family and community levels. Students communicate and interact with children, families and community groups in practical ways. Students understand that beliefs, values and ethics influence decisions made by individuals, families, and communities.

This course caters for students seeking career pathways in areas, such as education, nursing, community services, childcare and health.

**Note:** Students will participate and organise a playgroup at school as well as regular visits to a local day care facility.

**Prerequisites:** Nil

**Course Charge:** \$200 per year

## SENIOR SCHOOLING PATHWAY Materials & Construction Pathways

Pathway	Pre-requisite for Acceptance into Pathway	YEAR 11 2020		YEAR 12 2021		POST-SCHOOL
		SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2	
<b>TAFE EMPLOYMENT Pathway</b>	It is recommended that you have achieved a minimum 'C' grade in a Year 10 Design and Technology subject.	General Building and Construction GBCN Units 1 and 2		General Building and Construction GTBCN Units 3 and 4		<b>TAFE/Training Providers/ Employment</b>
		General Materials Design and Technology GEMDTM (Metal) Units 1 and 2		General Materials Design and Technology GTMDTM (Metal) Units 3 and 4		
		General Materials Design and Technology GEMDTW (Wood) Units 1 and 2		General Materials Design and Technology GTMDTW (Wood) Units 3 and 4		

**Year 11 subjects are graded with 40% of the mark coming from the student's theoretical work and 60% from their practical.**

**Year 12 subjects are graded with 50% of the mark coming from the student's theoretical work and 50% from their practical.**

**All Year 12 General courses have an Externally Set Task (EST) which comprises 15% of their theory marks.**



## **BUILDING AND CONSTRUCTION - GENERAL**

### **Overview**

The Building and Construction General course encompasses the skills and applications of many of the trades and professions in the construction industry.

Students have the opportunity to develop and practise skills that contribute to creating a physical environment, while acquiring an understanding of the need for sustainability, and an awareness of community and environmental responsibilities.

Students will learn and practise building processes and technologies, including principles of design, planning and management.

**Prerequisites: Nil.**

**A minimum 'C' grade in a Year 10 Design and Technology subject recommended.**

**Previous Building and Construction experience would be advantageous (preferably at year 10 level) although not necessary.**

**Course Charges: Year 11 - \$185 per year**

## **MATERIAL DESIGN AND TECHNOLOGY (MDT) METAL – GENERAL**

### **Overview**

The Materials Design and Technology General course is a practical course. It is a course about ideas, innovation and creativity as well as building metalworking knowledge and skills and has both a practical and theoretical element where students work with various metal forms in the design and manufacture of a product.

Students have the opportunity to develop and practise skills, while acquiring an appreciation of the application of a design process and an understanding of the need for materials sustainability.

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: Nil.**

**A minimum 'C' grade in a Year 10 Design and Technology subject recommended.**

**Previous Metalwork experience would be advantageous (preferably at year 10 level) although not necessary.**

**Course Charges: Year 11 - \$170 per year**

# **MATERIAL DESIGN AND TECHNOLOGY (MDT) WOOD – GENERAL**

## **Overview**

The Materials Design and Technology General course is a practical course.

It is a course about ideas, innovation and creativity as well as building woodworking knowledge and skills and has both a practical and theoretical element where students work with timber in the design and manufacture of a product.

Students have the opportunity to develop and practise skills, while acquiring an appreciation of the application of a design process and an understanding of the need for materials sustainability.

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: Nil.**

**A minimum 'C' grade in a Year 10 Design and Technology subject recommended.**

**Previous Woodwork experience would be advantageous (preferably at year 10 level) although not necessary.**

**Course Charges: Year 11 - \$182 per year**

## SENIOR SCHOOLING PATHWAY VET Pathways

Pathway	Pre-requisite for Acceptance into Pathway	YEAR 11 2020		YEAR 12 2021		POST-SCHOOL
		SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2	
<b>TAFE/ Training Providers/ EMPLOYMENT Pathway</b>	nil	Workplace learning (ADWPL) Certificate II Business – achieved alongside ADWPL		Workplace learning (ADWPL) Certificate II Business – achieved alongside ADWPL		TAFE/Private Training Providers/ Employment
	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)		 University
	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.		

# **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 completed 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

**Prerequisites: 'C' grade English and Mathematics**

**Year 11 and 12 Course Charge: \$155 per year (this includes the Certificate II Business)**

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

## **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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