

# 2024 COURSE INFORMATION

## SENIOR SCHOOL



**LEARN GROW CHANGE**



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[www.greenwood.wa.edu.au/curriculum-handbooks](http://www.greenwood.wa.edu.au/curriculum-handbooks)

# Welcome

Greenwood College is strongly committed to having your child achieve Secondary Graduation through their successful completion of studies in Years 11 and 12. We aim for your child to be well prepared for life through education and training. It is important, therefore, that in selecting their courses your child GETS IT RIGHT to ensure successful completion of their school studies and meets the Western Australian Certificate of Education (WACE) graduation requirements.



**Jennifer McMahon**  
Principal

Greenwood College offers a variety of School Curriculum Standards Authority ATAR, General and Foundation courses as well as Vocational Education and Training (VET) Certificates from which students can compile their course selection to meet WACE requirements. Our aim is to provide courses that will engage your child into a relevant program that links directly to their post school goals and aspirations, including training, further education or employment.

Information on contributions and charges are detailed on our website: [www.greenwood.wa.edu.au/contributions-charges](http://www.greenwood.wa.edu.au/contributions-charges)

I encourage you to seek as much information as you need from the College to make these important decisions. You and your child are invited to one-on-one counselling with our trained staff. We will work with you to select the program of study to meet your child's aspirations.

We have a commitment to our community that every child will receive a high-quality education and leave our College with choices and opportunities for the future.

Jennifer McMahon  
PRINCIPAL




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# Introduction

## Parent / Carers - Your Role

You play an important role in helping your child make educational choices and career decisions. This role begins when your child is young as they watch you and others around them take part in working life. As they grow older, you can play an even greater part in guiding their career development and fostering their optimism, enthusiasm, energy and curiosity. A lot relies on good communication.

Your child will be completing an **Individual Pathway Plan** during HASS classes in Term 2, Year 10. The Individual Pathway Plan will help them to explore job and career pathways and also guide them by assessing whether or not they are achieving at a level which will help them to realise their goals.

 You can assist with the selection process by discussing with your child:	
Top three hobbies	Top three subjects
Three things they are good at	Three positive words to describe themselves
Three occupations or jobs they are interested in	Clarify their career goals
Discuss a course to suit their needs	Identify any obstacles they may face

## How to use this Guide



This guide presents a summary of Senior School pathways available in 2024 and 2025 and vital information about the WACE.

This handbook contains information to help students decide which courses to study in Year 11 (and subsequently Year 12). The options are many and the need for discussions with parents, teachers, counsellors and others is very important. Students and parents are advised to make themselves familiar with the contents of this Course Selection Guide, in addition to all other information available to them.

It is important when selecting some courses that attention is paid to minimum entry requirements.

Further advice and information is also available from:

**Year 10,11/12 Student Services Co-ordinator**  
**Senior School Deputy Principal**  
**Principal**

It may not be possible to timetable some courses if they are chosen by a small number of students and certain combinations may not be available where particular courses are timetabled to run at the same time.

This guide is specifically written to provide information for all students as they prepare to select or continue in a pathway of study for Senior School.

# ENROLMENT PROCESS FOR SENIOR SCHOOL 2024

WACE is the Western Australian Certificate of Education. All students at Greenwood College are required to participate in a Senior School learning program that leads to WACE eligibility at the conclusion of Year 12.



WACE achievement involves students fulfilling a number of requirements relating to breadth and depth of study and demonstrating the minimum achievement standard across coursework and literacy and numeracy (through the OLNAs).

The Senior School Course Selection Guide is designed to ensure parents and students are familiar with WACE requirements, the range of available pathways leading to WACE eligibility, university and TAFE admission requirements and the school-based admission prerequisites for each subject.

## 2024 COURSES AND PROGRAMS

- School Curriculum and Standards Authority (SCSA) courses – ATAR, General and Foundation courses
- Vocational Education and Training (VET) Certificate II and III qualifications
- SCSA Endorsed Programs including Workplace Learning (WPL)

## OTHER CHOICES FOR 2024

Students must remain at school until the end of the year in which they turn 17 and 6 months or they have reached the age of 18, whichever comes first, unless they have obtained approval to participate in an alternative program such as:

- A training program through TAFE or a private Registered Training Authority (RTO)
- An apprenticeship or a traineeship
- Full-time employment

COURSE SELECTION TIMELINE	ACTIVITY
Term 2	Individual Pathway Plans via HASS Classes
Term 2 - Week 5	In Class Course Counselling Presentations
Term 2 - Week 7	2024 Course Information Booklet Available Online
Term 2 - 7 June	YEAR 11 2024 Information Evening
Term 2 - 10 June	SSO Open Online
Term 2 Week 8 - Term 3 Week 2	Course Counselling Appointments
Term 3 Week 3	Subject Selections Finalised
Term 4 Week 8 - 10	Course Selection Review based on Semester 2 results if required

## 2024 SUBJECT SELECTIONS ONLINE

The initial phase of course selection will involve parents and students using 'Subject Selections Online'

You can access SSO by going to Greenwood College SSO or by clicking the SSO Logo.



How do I log in?

- **Login:** FirstnameSurname  
(first letter a capital on both first name and surname, no spaces or other characters)
- **Password:** DOB (DDMMYYYY)

What do I need to do once I've logged in?

Read the information and complete the instructions that appear on the screen. You can see which instructions you've completed correctly, when they are marked with a green tick in the left margin.

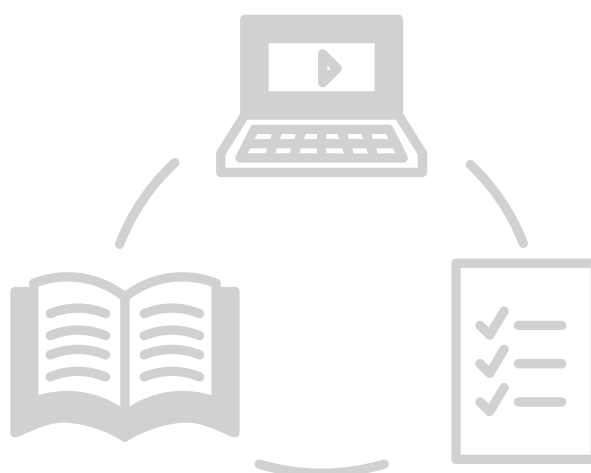


*Students* - please ask your parent/carer to sit with you when you make your selections, and discuss what you're choosing. Make sure you've completed all instructions on the screen.



What do I do if I need help?

If you need help with logging in please contact the front office.



# TO ACHIEVE A WACE

Achieving a 2025 WACE will signify that students have successfully met the breadth and depth requirements of the WACE and the achievement standard across the courses they choose, and demonstrated the minimum standard of literacy and numeracy through the OLNA. WACE achievement is a two-year journey, with the breadth and depth of course units completed, and the demonstration of the required achievement standard accumulated through the completion of coursework (or unit equivalents) throughout both Year 11 and 12.

For achievement of the WACE at the conclusion of Year 12 in 2025, students must satisfy the following:

## WACE requirements 2022 and beyond

# 1

### General requirements

You must:

- demonstrate a minimum standard of literacy (reading and writing) and a minimum standard of numeracy
- complete a minimum of 20 units, or equivalents
- complete
  - at least four Year 12 ATAR courses **OR**
  - at least five Year 12 General courses and/or ATAR courses or equivalent **OR**
  - a Certificate II (or higher) VET qualification in combination with ATAR, General or Foundation courses.

# 2

### Literacy and numeracy standard

For the WACE literacy and numeracy standard you may:

- pre-qualify through achieving Band 8 or higher in the reading, writing and numeracy tests of the Year 9 National Assessment Program – Literacy and Numeracy (NAPLAN), or;
- demonstrate the minimum standard of literacy and numeracy by successfully completing the relevant components of the Online Literacy and Numeracy Assessment (OLNA) in Year 10, 11 or 12.

# 3

### Breadth and depth

You must complete a minimum of 20 units, which may include unit equivalents attained through VET and/or endorsed programs. This requirement must include at least:

- 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 each of List A (arts/languages/social sciences) and List B (mathematics/science/technology) subjects.

# 4

### Achievement standard

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

# 5

### Unit equivalents

Unit equivalents can be obtained through VET qualifications and/or endorsed programs. The maximum number of unit equivalents available through VET and endorsed programs is four Year 11 units and four Year 12 units with a maximum of four units with endorsed programs – two in Year 11 and two in Year 12.

## BREADTH AND DEPTH OF STUDY

In order for students to be eligible for the WACE, they must complete at least 10, year-long courses (20 units or unit equivalents). This requirement must include:

- A minimum of five Year 12 courses (10 paired units) or the equivalent
- Two completed Year 11 English/EALD units and one pair of completed Year 12 English/EALD units;
- At least one pair Year 12 course units from List A and List B

<b>ATAR LIST A</b> (Arts/Languages/Social Sciences)		<b>ATAR LIST B</b> (Mathematics/Science/Technology)	
AE ECO	Economics	AE BLY	Biology
AE ENG	English	AE CHE	Chemistry
AE ELD	English as an Additional Language/ Dialect	AE HBY	Human Biology
AE GEO	Geography	AE MAA	Mathematics Applications
AE HIM	Modern History	AE MAM	Mathematics Methods
AE HEA	Health Studies	AE MAS	Mathematics Specialist
		AE PES	Physical Education
		AE PHY	Physics
		AE PSY	Psychology
<b>GENERAL LIST A</b> (Arts/Languages/Social Science)		<b>GENERAL LIST B</b> (Mathematics/Science/Technology)	
GE BME	Business Management & Enterprise	GE AIT	Applied Information Technology
GE CAE	Career and Enterprise	GE AET	Automotive Engineering and Technology
GE CFC	Children Family and the Community	GE AVN	Aviation
GE DAN	Dance	GE DEST	Design - Technical Graphics
GE DRA	Drama	GE FST	Food Science and Technology
GE ENG	English	GE HBY	Human Biology
GE ELD	English as an Additional Language/ Dialect	GE ISC	Integrated Science
GE GEO	Geography	GE MDTW	Materials Design & Technology - Wood
GE HEA	Health Studies	GE MAE	Mathematics Essential
GE MUS	Music	GE OED	Outdoor Education
GE MPA	Media Production and Analysis	GE PES	Physical Education
GE HIM	Modern History	GE PESVO	Physical Education – Volleyball
GE VAR	Visual Arts	GE PSY	Psychology
<b>FOUNDATION LIST A</b> (Arts/Languages/Social Science)		<b>FOUNDATION LIST B</b> (Mathematics/Science/Technology)	
FE ENG	English Foundation	FE MAT	Mathematics Foundation
FE ELD	English as an Additional Language / Dialect		
FECAE	Career & Enterprise Foundation		
<b>VET CERTIFICATE COURSES – Delivered at Greenwood College</b>			
Certificate III in Visual Arts: PHOTOGRAPHY		Certificate II in Community Services	
Certificate II in Hospitality		Certificate II in Sport and Recreation	



## ACHIEVEMENT STANDARD

Students are required to achieve 14 C grades across their Year 11 and Year 12 units, including at least six C grades in Year 12 units (or equivalents; see below).

### Unit Equivalence

Students can gain unit equivalence by completing:

- VET qualifications – a Certificate II, two Year 11 and two Year 12 units, and a Certificate III or higher, two Year 11 and four Year 12 units.
- Endorsed programs – an endorsed program can replace two Year 11 units and two Year 12 units.

For unit equivalence, students may only use up to eight units of VET and endorsed programs with a maximum of four-unit equivalents from endorsed programs.

### Completion

Is defined as receiving a grade in a course or by completing all units of competency for a Certificate qualification. All students studying an ATAR course in Year 12 must sit the external ATAR exam for the course to be deemed complete; this includes practical or performance examinations where these are conducted in addition to written examinations.

The amount of unit equivalence allocated to VET and an endorsed program is as follows:

#### VET qualifications

- Certificate II is equivalent to two Year 11 and two Year 12 units Certificate III or higher is equivalent to two Year 11 and four Year 12 units
- Endorsed programs – an endorsed program can replace two Year 11 units and two Year 12 units.

For unit equivalence, students may only use up to eight units of VET and endorsed programs with a maximum of four-unit equivalents from endorsed programs.

Permission for a student to change courses is a school decision taking into consideration WACE requirements and Department of Education guidelines.

## THE WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION (WACE)

### Certification of Student Achievement

The School Curriculum and Standards Authority is the governing body in Western Australia responsible for all courses; it will issue two documents for students, the WACE and WASSA.

Western Australian Certificate of Education (WACE) will be issued to Year 12 students who meet the specified requirements. By achieving the WACE, the student demonstrates to potential employers, training organisations or tertiary institutions that work completed during Years 11 and 12 has met a national standard.

## THE WESTERN AUSTRALIAN STATEMENT OF STUDENT ACHIEVEMENT (WASSA)

Western Australian Statement of Student Achievement (WASSA) will be issued to all Year 12 students at the end of their secondary schooling. It will formally record all the courses or programs of study they have undertaken with their achievements.

For the most up to date information on the requirements for the achievement of the WACE parents and students are advised to check the SCSA website, [www.scsa.wa.edu.au](http://www.scsa.wa.edu.au) or call SCSA 08 9273 6300.



[Click for Handbook](#)

## ONLINE LITERACY AND NUMERACY ASSESSMENT (OLNA)

OLNA is an online literacy and numeracy assessment. It is designed to enable students to successfully meet the Western Australian Certificate of Education (WACE) requirement of demonstrating the minimum standard of literacy and numeracy.

### Demonstrating the minimum literacy and numeracy standard

The minimum standard is Level 3 of the Australian Core Skills Framework (ACSF). There are two ways to demonstrate the standard:

- pre qualification through Year 9 NAPLAN, or
- demonstrating the minimum standard through the Online Literacy and Numeracy Assessment (OLNA).

Students who achieve Band 8 or higher in Year 9 NAPLAN Reading, Writing or Numeracy assessments will be prequalified for that component and will not be required to sit the corresponding OLNA component. For example, if a student achieves Band 8 for Reading and Writing but not for Numeracy, he/she will only be required to sit the OLNA Numeracy component of the assessment.

The OLNA is compulsory for those students who have not prequalified in one or more of the components through Year 9 NAPLAN and want to achieve the WACE.

Students will have up to six opportunities (two per year) between Year 10 and Year 12 to demonstrate the literacy and numeracy minimum standard.

### Achievement of OLNA

Students who have achieved the literacy and/or numeracy standard select course units from the General or ATAR Pathways.

Students who have not achieved the literacy and/or numeracy standard select the Foundation Pathway which is a set program of learning.

Further information and practice tests can be found at:

<https://senior-secondary.scsa.wa.edu.au/assessment/olna>

Greenwood College supports students to achieve OLNA attainment through intervention classes before, during and after school. Students and parents are expected to support attendance in these extra learning opportunities. Parents and students will be individually notified of these extra sessions.

## UNIQUE STUDENT IDENTIFIER (USI)

A USI is your individual education number for life. It also gives you an online record of your vocational education and training (VET) undertaken in Australia.

If you're at university, TAFE or doing other nationally recognised training, you need a USI. Without one, you can't get Commonwealth financial assistance or your qualification or statement of attainment.



For students, the USI will build an online record of their nationally recognised training. This will improve students' access to their current and future training records and streamline data exchange between students, training providers and other stakeholders.

**We require all students to apply for a USI number to complete their Year 10 subject selection. Students must have a USI before they can be enrolled in a Certificate course.**

- Additionally, all registered training organisations (RTOs) are required to collect and verify a USI for each student before issuing a Certificate or statement of attainment. Information and help for students is available at the following website: [www.usi.gov.au](http://www.usi.gov.au)



### Create a USI:

*Please make sure you have one form of the student's ID from the list below ready.*

- Driver's License
- Medicare Card
- Australian Passport
- Visa (with Non-Australian Passport) for international students
- Birth Certificate (Australian) \*please note a Birth Certificate extract is not sufficient
- Certificate of Registration By Descent
- Citizenship Certificate
- ImmiCard

Click on "Create your own USI".

Please complete and attach USI information during the subject selection application.

## SELECTION PROCESS – COURSE TYPES AND PATHWAYS

### ATAR

ATAR courses are designed for students seeking admission to university through an Australian Tertiary Admissions Rank. To be eligible for direct entry to university students must select a minimum of 4 ATAR courses. ATAR courses are suited to students that meet the strict school-based prerequisites and who display the necessary work ethic. These courses include a compulsory external ATAR examination in Year 12.

### GENERAL

General courses are designed for students aiming for an alternative university entrance, further training or the workforce directly from school. These courses have an Externally Set Task (EST) as part of their assessment in Year 12.

### FOUNDATION

Foundation courses in English, English as an Additional Language or Dialect, Career & Enterprise and Mathematics are designed for students who do not meet the OLN literacy and/or numeracy standard by the conclusion of Year 10. These courses have an Externally Set Task (EST) as part of their assessment in Year 12.

### Vocational Education and Training

Vocational Education and Training (VET) Certificate II and III qualifications are designed for those students seeking to gain job-related knowledge, skills and experience in order to enter further training or the workforce directly from school. Certificate II and III qualifications are delivered over two years. Students will have the opportunity to enrol in external training opportunities to further enhance their skills.

### PATHWAYS



Four distinct pathways are available to students, which may involve a combination of the above course types.

Year 10 students in Week 6 Term 2 will sit examinations in the four key learning areas. The results of these exams provide valuable information to assess the appropriate pathway for each student, including their capability of succeeding in an ATAR course.

#### UNIVERSITY DIRECT ENTRY

Students seeking direct entrance to university through an ATAR

#### ALT UNIVERSITY

Students seeking alternative entry pathways to university or high-level TAFE (Cert IV or Diploma)

#### TAFE/ FURTHER TRAINING

Students seeking TAFE enrolment, apprenticeships, traineeships or employment

#### EMPLOYMENT

Students seeking traineeships or direct employment

It is very important that parents and students make appropriate pathway and course selections, based on school-based subject prerequisites, counsellor advice and achievable goals.

# YEAR 11 PATHWAYS 2024

## UNIVERSITY DIRECT ENTRY

### REQUIREMENTS

- 4, 5 OR 6 ATAR Courses (must include ATAR English or ATAR EALD)
- 1 or 2 General/Certificate Courses (School Based only)

### OUTCOME

- WACE Graduation
- Direct Tertiary Entrance

## UNIVERSITY ALTERNATIVE ENTRY

### REQUIREMENTS

- 2 - 3 ATAR Courses (must include ATAR English or ATAR EALD)
- 1 - 3 General/Certificate Courses (School Based & External)

### OUTCOME

- WACE Graduation
- Alternative Tertiary Entrance via: Portfolio  
University Prep Course  
TAFE WA Entry

## TAFE - FURTHER TRAINING

### REQUIREMENTS

- 4 -5 General Courses (must include English or EALD)
- 1 - 2 Certificate Courses (School Based & External)

### OUTCOME

- WACE Graduation
- TAFEWA Entry
- Apprenticeship
- Traineeship
- Employment

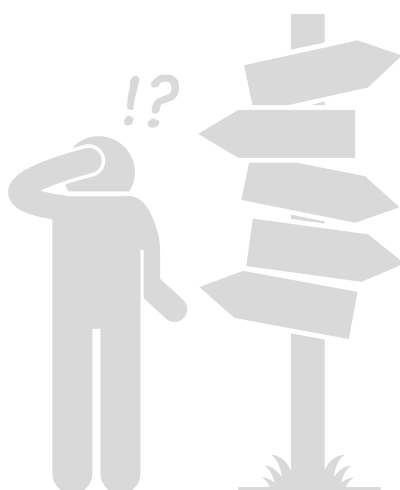
## EMPLOYMENT

### REQUIREMENTS

- Foundation/General English/EALD
- 3-4 Foundation/General Courses
- 1-2 Certificate Courses (School Based & External)
- Workplace Learning

### OUTCOME

- WACE Graduation
- Apprenticeship
- Traineeship
- Employment



## SELECTING YOUR SENIOR SCHOOL PATHWAY

### GOALS



If you have particular career goals your selection will be guided in part by these goals. Use the Job Guide, State Training Provider Handbooks, University Prospectus or TISC University Admission 2026 to help decide which courses you may require. If your career goals are not clear, select a pathway that offers some flexibility, interest and a realistic chance of success. By doing this you will be in a better position to achieve your goals.

### ACHIEVEMENT and ABILITY

Your teachers will discuss which subjects in their Learning Area are available and appropriate. If you are in doubt, you should discuss the matter with your Careers Counsellor, Deputy Principal or your subject teacher. All ATAR subjects have pre-requisites as listed.



### INTERESTS



Some courses will appeal to you more than others. Students tend to achieve higher results if they are interested in the area of study they have chosen. Read the course descriptions carefully and where needed, ask your teachers for more information on specific courses.

### EQUAL OPPORTUNITY

There are very few (if any) jobs that cannot be done equally competently by women or men. When choosing your courses, don't limit your choices to the "typically male" or "typically female" courses. Women make great mechanics and men make great nurses! Consider your goals, aspirations, interests, abilities and choices, and try to push aside "gender expectations".



### DESIRED FUTURE EMPLOYMENT



Your future employment will influence your choice of course and subjects. If you have no specific vocational aim, discuss the matter with your parents, teachers and subject advisor. If you are still unable to develop a particular ambition, you should decide on subjects which leave as many opportunities open to you as possible but are within the limits of your capabilities. Remember, the best way to make your choice is to choose your career or a general group of careers and then choose the courses and Certificates which are most appropriate to your ability and selected career.

## ENSURING YOUR SUCCESS

### Minimum Entrance Requirements



The Minimum Entrance Requirements for each course are included in the detailed course descriptions. These are stated to help the student choose appropriate courses in which he or she could succeed provided they have a good work ethic and put in the effort required.

### Homework/Study Commitments

Before students decide on which type of course to study, they need to consider the type of commitment they are able to give out of school hours. Students studying ATAR courses should commit to a minimum of three hours per course per week, each and every week. That means if a student is studying FIVE university pathway courses, they need to dedicate a minimum of fifteen hours to homework and/or study per week.

Homework does not only consist of the work given to the student by the teacher, but also has a self-directed component. This may include organising notes, revision, research, exam study, practical study, or additional tasks and questions.



### Attendance Commitment



Attendance and participation in class is the key to success. Studies show that students who attend regularly are more likely to succeed at school. Students should aim for 100% attendance. The only acceptable reasons for absences are sickness or attendance at a school activity such as an excursion. Work commitments and holidays are not acceptable reasons for being absent from school. If there is an unavoidable absence, the student needs to contact the class teachers beforehand to collect work to ensure that all coursework and study is kept up to date. A minimum of 80% attendance is required to pass a course and attain graduation at the completion of Year 12.



## COURSE ENROLMENT OPERATIONAL GUIDELINES

### YEAR 11

The aim for Greenwood College students is that they enrol in the course that best suits their interests, abilities and future pathways. Year 11 students will enrol, and remain enrolled in, six courses, or course equivalents.

The following information is to be provided by the student at their counselling, prior to the finalisation of course choices.

- Year 11 Course Selection Form generated by Subject Selections Online (the student will print this at the completion of their online course selection process).

If you are a new enrolment:

- Latest school report (in most cases this is Semester 1, Year 10).
- Year 9 NAPLAN results
- OLNA results (unless the student prequalified through their Year 9 NAPLAN results).

### ATAR COURSES

The philosophy at Greenwood College is to allow students to attempt ATAR courses if they meet the minimum recommended entrance requirements outlined in this Curriculum Information Handbook or HoLA endorsed recommendation. All students aiming for entry to university directly from Year 12 will be required to enrol in a minimum of four ATAR courses. Alternative entry to university pathway students must choose ATAR English/EALD with a maximum of 3 ATAR courses selected. A total of **six courses** and/or equivalents must be chosen.

### NON ATAR COURSES FOUNDATION

Students who enrol in Foundation courses will enrol in at least one (maximum of two) Certificate II/III qualifications. A total of **six courses** and/or equivalents must be chosen.

### ACADEMIC STANDARDS POLICY

#### (THE ACADEMIC STANDARDS POLICY APPLIES TO ALL YEAR 11 STUDENTS)

Students' individual academic success is a priority of teaching and learning at Greenwood College. All learning programs focus on the successful attainment of academic goals and a student's successful transition to a preferred pathway at the completion of Year 12.

In order to achieve this outcome, all students in Year 11 are required to achieve the minimum standard of a 'C' grade (or equivalent) in a minimum of four courses. A 'C' grade equivalent is achieved in VET courses by the achievement of all units of competency delivered in Year 11.

*Students who do not meet this minimum academic standard will be expected to repeat Year 11 the following year or, with the support of the College, seek alternative training or employment.*

### CHANGING COURSES

When a student selects a program of study, they are committing to the courses for the duration of the program. Course changes are discouraged and can be avoided if students:

- Choose the appropriate courses and take note of the Minimum Entrance Requirements.
- Discuss any problems with the teacher and their parents.
- Work harder when the going gets tough, hand all work in on time, seek help and maintain 100% attendance.
- Utilise time effectively and complete extra study.

If a student realises that they are not in an appropriate course (e.g. too difficult or too easy), it is recommended that the student completes a 'Change of Course' form and arranges to meet with the Year 11/12 Deputy Principal as soon as possible or, at the latest, prior to the end of Week 4, Term 1. Any student who changes a course after the commencement of the course is required to catch up on any work missed in the new course selected so as not to disadvantage themselves or other students. Note that course changes may also result in an increase in course charges.

# COURSE ENROLMENT OPERATIONAL GUIDELINES

## YEAR 12

### ATAR Courses

To remain in an ATAR program of study, students must have achieved a predicted ATAR of greater than 60 across a minimum of FOUR ATAR courses at the end of Year 11. If this is not achieved a student may choose one of the following options:

- Change to more appropriate ATAR course/s
- Change to General courses

Although five is the recommended number of ATAR courses for a student aiming for university, Year 12 students may apply to complete a minimum of four ATAR courses along with two other courses or course equivalents to meet their specific needs. A total of **6 courses** and/or equivalents must be studied in Year 12.

### Withdrawing from a Course to have Independent Study Time

This option may be available to a student in Year 11 or 12 and is allocated on the basis of academic merit or when, in the opinion of Greenwood College administration, it is seen to benefit a student's educational outcomes.

As a guide:

- Students studying at least 5 ATAR subjects in Year 11 or 12 may withdraw from one course for a study period
- Students enrolled in an external Certificate course in Year 11 or 12 may withdraw from one course for a study period

Students must demonstrate a capacity to effectively use independent study time. Applications must be made to the Year 11/12 Deputy Principal or Year 10/11/12 Student Services Coordinator and will be considered on an individual basis.

## UNIVERSITY ADMISSION REQUIREMENTS

All students intending to apply for university entry should view the websites and contact the universities directly



To apply for admission to a university, you will need to select at least four courses in Year 12 with an external WACE examination. The Year 11 courses are essential background. Students have been recommended for ATAR courses based on past academic achievements.

It should not be about what you think you can do – it is about what you have shown you can do.

To be considered for university admission applicants must:

- meet the requirements for the WACE
- achieve English language competence as prescribed by the individual universities
- obtain a sufficiently high ATAR for entry to a particular university and/or course, and
- satisfy any prerequisites or special requirements for entry to a particular course

Full details regarding individual university entrance requirements are available from the TISC website: <http://www.tisc.edu.au>

### Australian Tertiary Admissions Rank (ATAR)

ATAR is the primary means used to assess and compare the results of school-leaving applicants for entry to university. An ATAR is a number ranging between 99.95 and zero which reports your rank position relative to all other students. The ATAR is derived from the Tertiary Entrance Aggregate (TEA).

- An ATAR is calculated by adding the four best scaled scores
- The final scaled score is derived 50/50 from school and external ATAR examination results
- There are some unacceptable course combinations for the determination of the ATAR. The results of only one may be included in the ATAR
- **Subject combinations not recognised for ATAR:**
  - English ATAR with English as an Additional Language/Dialect ATAR
  - Mathematics Applications ATAR with Mathematics Methods ATAR
  - Mathematics Applications ATAR with Mathematics Specialist ATAR
- Students studying the following courses will receive a 10% bonus to their final scaled mark (thereby boosting their ATAR for all public universities in Western Australia):

- o A language
- o Mathematics Methods (ATMAM)
- o Mathematics Specialist (ATMAS)

### Prerequisites & Special Course Entry Requirements

- Some university courses have defined prerequisites
- A final scaled mark of at least 50 may be required for some subjects
- Special requirements may include bridging courses, interviews, auditions, aptitude tests etc; detailed information is available from the individual universities

### Alternative entry pathways

Many universities offer entrance pathways other than an ATAR. Detailed information is available from the Year 10/11/12 Student Services Coordinator and from individual universities.

## TECHNICAL AND FURTHER EDUCATION (TAFE) ADMISSIONS REQUIREMENTS

TAFE offers courses for vocational education and training, apprenticeships and traineeships for workplace learning, and courses for business and industry.

### Entrance Requirements and Selection Criteria for Admission to full-time TAFEWA Courses

All courses at TAFE have minimum entry requirements and if these are not met then an application is rejected. Entry to TAFE will focus on secondary education achievement, skill development, previous qualifications and workplace learning (paid or unpaid). Evidence of the above may be required.

<p>North Metropolitan TAFE 1300 300 822</p> <p><a href="https://www.northmetrotafe.wa.edu.au/">https://www.northmetrotafe.wa.edu.au/</a></p>	<p>South Metropolitan TAFE 1800 001 001</p> <p><a href="https://www.southmetrotafe.wa.edu.au/">https://www.southmetrotafe.wa.edu.au/</a></p>
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### Vocational Education and Training in schools (VET)

Vocational Education and Training provides you with skills and knowledge to perform effectively in the workplace. Vocational education courses come under the Australian Qualifications Framework (AQF) in a variety of industry areas. These Qualifications provide students with practical skills and are recognised nationally by TAFE, Industry and employers. Completed Qualifications count towards the WACE and allocated unit equivalence.

- Certificate II is equivalent to two Year 11 and two Year 12 units;
- Certificate III is equivalent to two Year 11 units and four Year 12 units

A VET qualification prepares you for or, in some case, qualifies you to complete a specific job. VET can contribute directly to your career goals no matter what your destination is. It all counts in some way at different points of your career.

- VET offers many pathways towards your career and vocational aspirations.
- VET is nationally recognised which means you can take it anywhere in Australia.
- VET contributes significantly towards your WACE. Completed Certificates count towards the WACE and allocated unit equivalence.

Workplace Learning is a SCSA Endorsed Program. Students do not receive grades but on successful completion will receive two units of equivalence towards WACE requirements. Workplace Learning enables students to develop and be assessed on generic industry-based skills whilst in the workplace. An application and selection process occurs during Term 3.

## TECHNICAL AND FURTHER EDUCATION (TAFE) ADMISSIONS REQUIREMENTS

There are three pathways open to students wishing to study VET courses at Greenwood College.

1. TAFE
2. Auspice arrangement
3. Fee for service

### VET - TAFE

TAFE North Metropolitan TAFE and South Metropolitan TAFE are the state providers of VET programmes in WA and work collaboratively with secondary schools to deliver a broad range of programs suitable for Year 10, 11 and 12 students. Parents should discuss their child's options with the Year. 10/ 11/12 Student Services Coordinator. Students can also commence apprenticeship and traineeship pathways through involvement in school-based programs.

#### Applying for VET in Schools Programmes at TAFE/ Training Providers

Please be aware students will need to attend the TAFE/ training site independently and classes are held 1 or 2 days a week, for a full day.

The Year. 10/11/12 Student Services Coordinator will receive a list of course offerings from TAFE institutes in the months June to August. This will be advertised in the daily notices and to Year 10 HASS classes.

Applications will be accepted from students who can meet the following criteria:

- Currently enrolled in high school and commencing Year 11 or 12;
- Will pass or have passed Year 10 with a 'C' grade average Student application has been endorsed by their school.
- Meet Australian citizenship and/or visa requirements;
- Have not previously completed a nationally recognised qualification under the VET in Schools program.

Here are the links to these courses:

[VET Delivered to Secondary Students | North Metropolitan TAFE \(northmetrotafe.wa.edu.au\)](http://northmetrotafe.wa.edu.au)

[TAFE at school \(VETDSS\) | South Metropolitan TAFE \(southmetrotafe.wa.edu.au\)](http://southmetrotafe.wa.edu.au)

### VET - Auspice arrangements

Under this arrangement Greenwood College partners with RTO and delivers and assesses the training under the auspices of the RTO. The benefit of this is that the students can study towards their Cert II or III qualification without having to leave the school.

Current IVET Courses that Greenwood College delivers at school under an auspicing arrangement with IVET include:

- CUA31120 Certificate III Visual Art –Photography
- SIT20316 Certificate II Hospitality
- SIS30321 Certificate II Sport & Recreation
- CHC22015 Certificate II Community Services

### PAIS - The Pre - Apprenticeship in schools program (PAIS)

PAIS is available to students enrolled in the Western Australian Certificate of Education (WACE), to be one step ahead of other young people who want to undertake an apprenticeship. It is a school-based training program and is intended as a transition from school to an apprenticeship. It provides an introduction into the apprenticeship opportunities within various trades. Training commences in Year 11 or 12 with a mixture of College based training and actual work experience within the industry of choice. During this stage, students must attend school, undertake units of competency within the program at a Registered Training Organisation (RTO) participating in the program and be linked to an employer for work placement throughout the duration of the program. This gives students exposure to employers in the industry.

TAFE provides many opportunities as do the following providers:

- Motor Trades Association- (MTA) Automotive Pre-Apprenticeship
- Master Painters Association (MPA) Pre\_Apprenticeship in Painting and Decorating

# TECHNICAL AND FURTHER EDUCATION (TAFE) ADMISSIONS REQUIREMENTS

## VET - Fee for service

Under this arrangement schools partner with RTO who deliver, assess and assure the quality of the training on a negotiated fee basis.

Current VET courses Greenwood College students can enrol in under this arrangement include:

- APAN Academy- Certificate IV Dance
- Motor Trades Association- (MTA) Automotive Pre-Apprenticeship
- Fremantle Education Centre- (FEC) Joondalup delivery Education Support, Business
- Master Painters Association (MPA) Pre-Apprenticeship in Painting and Decorating
- College of Electrical Trades (CET) Pre-Apprenticeship in electrical



# COURSES ON OFFER AT GREENWOOD COLLEGE



## ENGLISH

The following diagram indicates the progression from Year 10 into Year 11 and 12 English courses.

### ATAR PATHWAY

SUBJECT	PREREQUISITES	APPROX COST
English	Year 10 English, Minimum B Grade, 65% Exam & OLNA CAT 3 standard achieved	\$65
English as an Additional Language or Dialect -Eligibility Criteria must be met	Year 10 English / EALD, Minimum B Grade, 65% Exam & OLNA CAT 3 standard achieved	\$90

### GENERAL PATHWAY

English General	Year 10 English & Cat 2 OLNA or higher	\$55
English as an Additional Language or Dialect -Eligibility Criteria must be met	Year 10 English / EALD	\$90

### FOUNDATION PATHWAY

English Foundation	Not met OLNA standard	\$50
English as an Additional Language or Dialect -Eligibility Criteria must be met	Not met OLNA standard	\$90



## ENGLISH

### ATAR ENGLISH

SUBJECT	PREREQUISITES	APPROX COST
AEENG	Year 10 English, Minimum B Grade, 65% Exam & OLNA CAT 3 standard achieved	\$65

The English ATAR course focuses on developing students' analytical, creative, and critical thinking and communication skills in all language modes, encouraging students 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.

### ATAR ENGLISH AS AN ADDITIONAL LANGUAGE / DIALECT

SUBJECT	PREREQUISITES	APPROX COST
AEELD	Year 10 EALD Exam 65% minimum, achieved OLNA CAT 3 (reading and writing), eligibility criteria must be met	\$90

The ATAR EAL/D courses are designed for students who speak another language or dialect as their first or 'home' language. EAL/D focuses on development of the competent use of Standard Australian English (SAE) in a range of contexts. The EAL/D ATAR course develops academic English skills to prepare students for tertiary study. Students must have been studying English 7 years or less at the start of Year 12 (or must meet EALD eligibility requirements).

### GENERAL ENGLISH

SUBJECT	PREREQUISITES	APPROX COST
GEENG	CAT 2 OLNA or higher achieved	\$55

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

## ENGLISH

### GENERAL ENGLISH AS AN ADDITIONAL LANGUAGE / DIALECT

SUBJECT	PREREQUISITES	APPROX COST
GEELD	Year 10 EALD Exam 50% minimum, Achieved CAT 2 in OLN (reading and writing, eligibility criteria must be met)	\$90

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

### FOUNDATION ENGLISH

SUBJECT	PREREQUISITES	APPROX COST
FEENG	Completed but not met OLN (reading and writing)	\$50

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

### FOUNDATION ENGLISH AS AN ADDITIONAL LANGUAGE / DIALECT

SUBJECT	PREREQUISITES	APPROX COST
GEENG	CAT 2 OLN or higher achieved	\$55

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 OLN. 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.

## HUMANITIES AND SOCIAL SCIENCES (HASS)

### ATAR PATHWAY

SUBJECT	PREREQUISITES	APPROX COST
Economics	Year 10 HASS Exam 65% minimum	\$115
Geography	Year 10 HASS Exam 65% minimum	\$115
Modern History	Year 10 HASS Exam 65% minimum	\$140
Psychology	Year 10 HASS Exam 65% minimum	\$115

### GENERAL PATHWAY

Career & Enterprise	Year 10 HASS C Grade minimum	\$40
Geography	Year 10 HASS C Grade minimum	\$115
Modern History	Year 10 HASS C Grade minimum	\$115
Psychology	Year 10 HASS C Grade minimum	\$115
Business Management & Enterprise	Year 10 HASS C Grade minimum	\$115

### FOUNDATION PATHWAY

Career & Enterprise Foundation	Not met OLNA standard	\$40
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## ATAR ECONOMICS

AEECO

Year 10 HASS Exam 65% minimum, OLNA standard achieved.

\$115

ATAR Economics investigates the choices which all people, groups and societies face as they confront the ongoing problem of satisfying their unlimited wants and their limited resources. Economics aims to analyse and understand the allocation, utilisation and distribution of scarce resources that determine our health and wellbeing. Economics develops the knowledge, reasoning and interpretation skills that form an important component of understanding personal business and government behaviour at the local, national and global levels. Economics allows students to explore a complex range of economic events and issues facing our community such as unemployment, income distribution, business strategy and international relations.

The Economics ATAR course encompasses the key features which characterise an economist's approach to a contemporary economic event or issue the ability to simplify the essence of a problem; to collect economic information and data to assist analysis and reasoning; to think critically about the limits of analysis in a social context; and to draw inferences which assist decision-making, the development of public policy and improvement in economic wellbeing.

### Unit 1 – Microeconomics

This unit is an introduction to microeconomics and explores the role of the market in determining the wellbeing of individuals and society. Students explore the workings of real-world markets with an emphasis on the Australian economy.

### Unit 2 – Macroeconomics

This unit is an introduction to macroeconomics and explores economic growth, inflation and unemployment with an emphasis on the Australian economy. Students learn it is important to measure and monitor changes in these macroeconomic indicators as changes in the level of economic activity affect the wellbeing of individuals and society.

## ATAR GEOGRAPHY

AECEO

Year 10 HASS Exam 65% minimum, OLNA standard achieved.

\$115

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.

### Unit 1 – Natural and Ecological

In this unit, students explore the management of hazards and the risk they pose to people and environments. Risk management is defined in terms of preparedness, mitigation and/or prevention.

### Unit 2 – Global networks and interconnections

In this unit, students explore the economic and cultural transformations taking place in the world – the spatial outcomes of these processes and their social and geopolitical consequences – that will enable them to better understand the dynamic nature of the world in which they live.

## ATAR MODERN HISTORY

AEPSY

Year 10 HASS Exam 65% minimum, OLN standard achieved.

\$115

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.

**Unit 1 - Understanding the modern world.**

This unit introduces significant developments in the modern period that have defined the modern world, and the ideas that underpinned them, such as liberty, equality, and fraternity.

**Unit 2 - Movements for change in the 20th Century**

This unit examines significant movements developed in response to the ideas studied in Unit 1 that brought about change in the modern world and that have been subject to political debate. The unit focuses on the ways in which individuals, groups and institutions challenge authority and transform society.

## ATAR PSYCHOLOGY

AEGEO

Year 10 HASS Exam 65% minimum, OLN standard achieved.

\$115

In the Psychology ATAR course students will be introduced to psychological knowledge which supports an understanding of the way individuals function in groups. Students learn about major psychological models and theories, and the methods used to conduct scientific investigations in the discipline of psychology. Students apply research methods and ethical principles as they analyse data to illustrate how empirical procedures are used to examine phenomena, such as memory, attention, attitudes, personality, and group behaviour. Acquiring this foundation of scientific method and critical thinking is a valuable skill which students can apply throughout their study, work, and everyday lives.

**Unit 1:**

This unit focuses on a number of concepts that enable students to gain an understanding of how and why people behave the way they do. Students learn about the human brain and explore the impact of external factors on behaviour, such as physical activity and psychoactive drugs. Cognitive processes, such as sensation and perception, and selective and divided attention are investigated. Students examine different types of relationships and the role of verbal and non-verbal communication in initiating, maintaining and regulating these. Students are introduced to ethics in psychological research and carry out investigations.

**Unit 2:**

This unit focuses on developmental psychology. Students analyse twin and adoption studies to gain insight into the nature/nurture debate and look at the role of play in assisting development. Students explore behaviour and causes prejudice. Psychological research methods studied in Unit 1 are further developed.

## GENERAL CAREER AND ENTERPRISE

GECAE

Year 10 HASS C Grade minimum

\$40

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.

### Unit 1

Adopting a proactive approach to securing and maintaining work and it involves self-management, using work search tools and techniques, developing career competencies, and accessing learning opportunities.

### Unit 2

Explores issues associated with career management, workplaces and influences and trends in times of change. Change can be analysed, and the information used to inform strategies associated with self-management, career building and personal and professional learning experiences.

Work, training and learning experiences provide opportunities to extend students' knowledge and skills in anticipation of responding to change and maintaining an edge. These experiences are documented in career portfolios, using an increasing range of information technology skills.

## GENERAL GEOGRAPHY

GEGEO

Year 10 HASS C Grade minimum

\$115

In the General Geography 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.

### Unit 1

This unit 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.

### Unit 2

This unit explores the natural and cultural characteristics of a region and the processes that have enabled it to change over time and the challenges it may face in the future.

## GENERAL MODERN HISTORY

GEHIM

Year 10 HASS C Grade minimum

\$115

The General Modern History 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.

### Unit 1

People, place, and time allows students to become aware of the broad sweep of history and our place within the historical narrative. Students become aware of the values, beliefs and traditions within a society, the continuity between different societies and different time periods, and the importance of individuals within a period.

### Unit 2

Power and Authority students learn that societies consist of individuals and institutions that have various types of power and authority and that these interact with each other. Students learn how power and authority is distributed throughout a group or society, that individuals and groups seek to influence the structures of power and authority and the difficulties of using these structures in a just or equitable manner. In learning about the structures and institutions of societies, they make comparisons and judgements about other societies and their own society.

## GENERAL PSYCHOLOGY

GEPsy

Year 10 HASS C Grade minimum

\$115

General Psychology is the scientific study of how people think, feel and act. It aims to answer important questions such as what factors influence human development. While there are other disciplines that overlap with psychology's main aim to understand humans, psychology is rigorous in its use of scientific method. This allows for systematic exploration into the complexities of human behaviour based on evidence gathered through planned investigations.

### Unit 1

Focusing on several concepts that enable students to gain an understanding of how and why people behave the way they do. Students learn about the human brain and explore the impact of external factors on behaviour, such as physical activity and psychoactive drugs. Cognitive processes, such as sensation and perception, and selective and divided attention are investigated. Students examine different types of relationships and the role of verbal and non-verbal communication in initiating, maintaining, and regulating these.

### Unit 2

Focuses on developmental psychology. Students analyse twin and adoption studies to gain insight into the nature/nurture debate and look at the role of play in assisting development. Students explore what is meant by the term personality and examine historical perspectives used to explain personality. They also explore behaviour and causes of prejudice. Psychological research methods are further developed.

## GENERAL BUSINESS MANAGEMENT AND ENTERPRISE

GEBME

Year 10 HASS C Grade minimum

\$115

The General Business Management and Enterprise course focuses on establishing and operating a small business in Australia and aims to provide students with an understanding of the knowledge and skills of the processes and procedures required for generating business ideas and turning them into a viable business venture. Factors that impact on business innovation and success, business planning, and legal aspects of running a small business are examined.

Students engage in the running of a small business, or participate in business simulations, to develop practical business skills and to develop financial and business literacy. Through the consideration of real businesses and scenarios, students develop knowledge, understanding and skills that enable them to analyse business opportunities, develop proposals and make sound, ethical business decisions. The course equips students to participate proactively in the world of business, behave responsibly and demonstrate integrity in business activities.

## FOUNDATION CAREER AND ENTERPRISE

FECAE

Not met OLNA standards.

\$40

Career education involves learning to manage and take responsibility for personal career development. This course is for students who have not demonstrated the literacy standard in the OLNA.

The Career and Enterprise Foundation course involves recognising one's individual skills and talents, and using this understanding to assist in gaining and keeping work. The development of a range of work skills and an understanding of the nature of work are significant aspects of this course. Literacy and numeracy enriching strategies are heavily embedded in the Foundation Career and Enterprise course.



## MATHEMATICS

The following diagram indicates the progression from Year 10 into Year 11 and 12 Mathematics courses.

### ATAR PATHWAY

SUBJECT	PREREQUISITES	APPROX COST
Mathematics Applications	Minimum B grade in Year 10 Math and pass OLNA. CAS and scientific Calculators, texts and revision guides are required for this course.	\$60
Mathematics Methods	Minimum A grade in Year 10 Math and pass OLNA. CAS and scientific Calculators, texts and revision guides are required for this course.	\$60
Mathematics Specialist	Minimum A+ grade (typically >80%) in Year 10 Math and pass OLNA. CAS and scientific Calculators, texts and revision guides are required for this course.	\$60

### GENERAL PATHWAY

Mathematics Essential	Minimum C Grade in Year 10 Mathematics and a minimum of Category 2 in OLNA. Scientific Calculators and texts are required for this course.	\$55
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### FOUNDATION PATHWAY

Mathematics Foundation	Not met OLNA standard. Scientific Calculators and texts are required for this course.	\$75
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# MATHEMATICS

## ATAR MATHEMATICS APPLICATIONS

SUBJECT	PREREQUISITES	APPROX COST
AEMAA	Minimum B Grade in Year 10 Mathematics, OLNA standard achieved.	\$60

The ATAR Mathematics Applications 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 investigation process for answering statistical questions that involve analysing univariate and bivariate data, including time series data.

The Mathematics Applications 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.

## ATAR MATHEMATICS METHODS

AEMAM	Minimum A Grade in Year 10 Mathematics, OLNA standard achieved.	\$60
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The ATAR Mathematics Methods 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 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.

## ATAR MATHEMATICS SPECIALIST

AEMAS	Minimum A+ Grade (typically >80%) in Year 10 Mathematics, OLNA standard achieved.	\$60
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The ATAR Mathematics Specialist course provides opportunities, beyond those presented in the Mathematics Methods 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 cannot be taken as a stand-alone course and is to be studied in conjunction with the Mathematics Methods course as preparation for entry to specialised university courses such as engineering, physical sciences and mathematics.

## GENERAL MATHEMATICS ESSENTIAL

GEMAE

Minimum C Grade in Year 10 Mathematics, CAT 2 or higher OLNA achieved.

\$55

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.

## FOUNDATION MATHEMATICS

FEMAT

Not met OLNA standards.

\$75

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.

## SCIENCE

The following diagram indicates the progression from Year 10 into Year 11 and 12 Science courses.

### ATAR PATHWAY

SUBJECT	PREREQUISITES	APPROX COST
Biology	Minimum 70% in Year 10 Science and OLNA Literacy (reading and writing) achieved	\$195
Chemistry	Minimum 80% in Year 10 Science and OLNA Literacy (reading and writing) achieved	\$80
Human Biology	Minimum 70% in Year 10 Science and OLNA Literacy (reading and writing) achieved	\$130
Physics	Minimum 80% in Year 10 Science and OLNA Literacy (reading and writing) and Numeracy achieved	\$80

### GENERAL PATHWAY

Human Biology	Minimum C Grade Year 10 Science	\$100
Integrated Science	Minimum C Grade Year 10 Science	\$110
Aviation	Year 10 Aviation or strength in Mathematics	\$200

## SCIENCE

## ATAR BIOLOGY

SUBJECT	PREREQUISITES	APPROX COST
AEBLY	Minimum 70% in Year 10 Science, OLNA Literacy (reading and writing) achieved.	\$195

Studying the Biology ATAR course provides students with a range of skills and understandings that are valuable to a wide range of further study pathways and careers. Understanding of biological concepts, as well as general science knowledge and skills, is relevant to careers in medical, veterinary, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation and eco-tourism. This course will also provide a foundation for students to critically consider and to make informed decisions about contemporary biological issues in their everyday lives.

Students use their understanding of the interconnectedness of biological systems when evaluating both the impact of human activity and the strategies proposed to address major biological challenges now and in the future in local, national and global contexts.

As fieldwork is an essential part of studying Biology, students will attend a two-day camp and at least one excursion in Year 11.

The Year 11 syllabus is divided into two units, each of one semester duration, which are delivered as a pair.

### Unit 1 – Ecosystems and biodiversity

In this unit, students analyse abiotic and biotic ecosystem components and their interactions, using classification systems for data collection, comparison, and evaluation.

### Unit 2 – From single cells to multicellular organisms

In this unit, students investigate the interdependent components of the cell system and the multiple interacting systems in multicellular organisms.



## SCIENCE

## ATAR CHEMISTRY

SUBJECT	PREREQUISITES	APPROX COST
AECHE	Minimum 80% in Year 10 Science, OLNA Literacy (reading and writing) achieved	\$80

The ATAR Chemistry 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.

#### Unit 1 – Chemical fundamentals: structure, properties, and reactions

In this unit, students use models of atomic structure and bonding to explain the macroscopic properties of materials. Students develop their understanding of the energy changes associated with chemical reactions and the use of chemical equations to calculate the masses of substances involved in chemical reactions.

#### Unit 2 – Molecular interactions and reactions

In this unit, students continue to develop their understanding of bonding models and the relationship between structure, properties, and reactions, including consideration of the factors that affect the rate of chemical reactions. Students investigate the unique properties of water and the properties of acids and bases and use chemical equations to calculate the concentrations and volumes of solutions involved in chemical reactions.



## SCIENCE

## ATAR HUMAN BIOLOGY

SUBJECT	PREREQUISITES	APPROX COST
AEHBY	Minimum 70% in Year 10 Science, OLNA Literacy (reading and writing) achieved	\$130

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.

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.

If you are interested in a career as a research assistant, technician, sales representative in the pharmaceutical or biomedical industries, research scientist, genetic counsellor or you would like to get into a medical or dentistry school then Human Biology may be a good fit for you. If you enjoy learning a lot about the body from a microscopic to macroscopic level, have achieved high grades in Year 10 Science and are well-organised, then this course may help you to reach your goals.

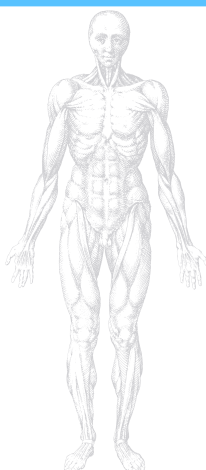
Should students continue to study Human Biology into Year 12, they will be provided with an opportunity to attend a real-world medical facility and experience hands-on activities that immerse them in the rapidly-expanding field of biotechnology.

### Unit 1 - The functioning human body

In this unit, students analyse how the structure and function of body systems, and the interrelationships between systems, support metabolism and body functioning.

### Unit 2 - Reproduction and inheritance

In this unit, students study the reproductive systems of males and females, the mechanisms of transmission of genetic material from generation to generation, and the effects of the environment on gene expression.



## SCIENCE

## ATAR PHYSICS

SUBJECT	PREREQUISITES	APPROX COST
AEPHY	Minimum 80% in Year 10 Science, OLNA Literacy (reading and writing) achieved	\$80

The ATAR Physics course is a comprehensive introductory algebra-based physics course that covers the major topics of classical physics as well as introducing key topics in modern physics.

Physics is the most fundamental of all the sciences. The scientific revolution begins with breakthroughs in physics. Studying physics is essential for anyone aspiring to study science or engineering, or for those who wish to sit the Graduate Medical School Admissions Test.

Given the gigantic role physics has played in forming our modern culture, in building our technological society and in shaping our modern worldview, a certain amount of literacy in physics is an excellent investment in one's education. Studying physics provides us with a deep and unique perspective on the universe like no other subject can; covering topics from atoms to galaxies and everything in between. Physics is not only learned, but physics is done; both content and reasoning skills are equally important in physics. Not only will you learn about the discoveries of physics, but you will also employ the tools of physics; meaning there is a strong focus on both practical problem solving and conceptual understanding. The math requirements are not too demanding, but students should be comfortable with algebra and right angled triangles in order to succeed.

Students will plan and conduct investigations to answer a range of questions, collect and interpret data and observations, and communicate their findings. Problem-solving and using evidence to make and justify conclusions are transferable skills that are developed in this course.

### Unit 1 - Thermal, nuclear and electrical physics

Students investigate energy production by considering heating processes, radioactivity and nuclear reactions, and investigate energy transfer and transformation in electrical circuits.

### Unit 2 - Linear motion and waves

Students describe, explain and predict linear motion, and investigate the application of wave models to sound phenomena.





## SCIENCE

### GENERAL HUMAN BIOLOGY

SUBJECT	PREREQUISITES	APPROX COST
GEHBY	Minimum C Grade in Year 10 Science	\$100

The General Human Biology 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 co-ordinated 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.

### GENERAL INTEGRATED SCIENCE

GEISC	Minimum C Grade in Year 10 Science	\$110
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The General Integrated Science 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, earth science 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.

### GENERAL AVIATION

GEAVN	Year 10 Aviation or strength in Mathematics	\$200
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The Aviation General course draws on Science, Engineering, Environmental Science, the Social Sciences, Mathematics, English and Information Technology. The course provides students with the opportunity to investigate the importance of aviation to our society and learn the skills and knowledge required to make informed decisions on issues relating to aviation and associated industries.

Students will continue to undergo airplane and helicopter flights to apply navigational theory learned during class lessons. There are additional costs associated with practical lessons.

## THE ARTS

The following diagram indicates the progression from Year 10 into Year 11 and 12 Arts courses.

### GENERAL PATHWAY

SUBJECT	PREREQUISITES	APPROX COST
Dance	Year 10 Dance	\$65
Drama	No Prerequisites	\$88
Media Production & Analysis	No Prerequisites	\$50
Visual Arts	No Prerequisites	\$110
Music	Year 10 Music	\$42

### GENERAL DANCE

GEDAN	Completion of Year 10 Dance is preferred	\$65
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The Dance General course acknowledges the interrelationship between practical and theoretical aspects of dance – the making and performing of movement and the appreciation of its meaning. Through decision-making in individual and group work, students use a wide range of creative processes, such as improvisation and the use of choreographic elements and devices to create dance works. They also learn how dance styles and forms are historically derived and culturally valued. Through dance, students experience an intrinsic sense of enjoyment and have an opportunity to achieve a high level of movement skills. The focus in this course is primarily on practical and performance work.

### GENERAL DRAMA

GEDRA	None	\$88
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The Drama General course focuses on drama in practice and aesthetic understanding as students integrate their knowledge and skills. They engage in drama processes such as improvisation, play building, text interpretation, playwriting and dramaturgy. This allows them to create original drama and interpret a range of texts written or devised by others by adapting the theoretical approaches of drama practitioners like Stanislavski and Brecht. Students' work in this course includes production and design aspects involving directing, scenography, costumes, props, promotional materials, and sound and lighting. Increasingly, students use new technologies, such as digital sound and multimedia. They present drama to make meaning for a range of audiences and adapt their drama to suit different performance settings. The focus in this course is primarily on ensemble performance and team work.

## THE ARTS

### GENERAL MEDIA PRODUCTION AND ANALYSIS

GEMPA

None

\$50

The Media Production and Analysis General course aims to prepare students for a future in a digital and interconnected world by providing the skills, knowledge and understandings to tell their own stories and interpret the stories of others. Students are encouraged to explore, experiment and interpret their world, reflecting and analysing contemporary life, while understanding that this is done under social, cultural and institutional constraints. Students, as users and creators of media products, consider the important role of audiences and their context. This course focuses on the development of technical skills in the practical process.

### GENERAL VISUAL ARTS

GEVAR

None

\$110

The Visual Arts General course encourages students to develop problem-solving skills together with creative and analytical ways of thinking. Innovation is encouraged through a process of inquiry, exploration and experimentation. Students transform and shape ideas to develop resolved artworks. They engage in art making processes in traditional and new media areas which involve exploring, selecting and manipulating materials, techniques, processes, emerging technologies and responses to life. This course allows students to engage in a range of traditional, modern and contemporary art forms and conventions which may include sculpture, painting, drawing, graphic design, printmaking, collage, ceramics, earth art, video art, installations, textiles, performance, photography, multimedia, and time-based works and environments.

### GENERAL MUSIC

GEMUS

Year 10 Music

\$42

The General Music course encourages students to explore a range of musical experiences, developing their musical skills and understanding, and creative and expressive potential, through a selected musical context. The course consists of a written component incorporating Aural and Theory, Composing and arranging, Investigation and analysis, in addition to a practical component. The Aural and Theory content in the written component is generic, and can be adapted and extended to suit any selected context. The practical component consists of three different options and can be delivered in a different context, independent of the written component. Students select only one option, and can choose to perform on an instrument or voice, submit a composition portfolio, or complete a production/practical project. The Music General course provides opportunities for creative expression, the development of aesthetic appreciation, and understanding and respect for music and music practices across different times, places, cultures and contexts. Students listen, compose, perform and analyse music, developing skills to confidently engage with a diverse array of musical experiences both independently and collaboratively. Studying music may also provide a pathway for further training and employment in a range of professions within the music industry.

## HEALTH AND PHYSICAL EDUCATION

The following diagram indicates the progression from Year 10 into Year 11 and 12 Health or Physical Education courses.

### ATAR PATHWAY

SUBJECT	PREREQUISITES	APPROX COST
Physical Education Studies	Year 10 Physical Education - Highly recommended ATAR English and at least one ATAR Science subject	\$100
Health Studies	Minimum B Grade Year 10 Health - Highly recommended ATAR English and at least one ATAR Science subject	\$50

### GENERAL PATHWAY

Health Studies	No pre-requisites	\$50
Outdoor Education	Minimum C Grade Year 10 Outdoor Education or Physical Education. Students must have the ability to swim 300m continuously in open water.  Includes cost of compulsory Outdoor Education camp.	Yr. 11 +\$530  Yr. 12 +\$610
Physical Education Studies - Volleyball	Participation in Specialist Volleyball Program	\$50
Physical Education Studies	Positive attitude to physical activity	\$40



## HEALTH AND PHYSICAL EDUCATION

## ATAR PHYSICAL EDUCATION STUDIES

SUBJECT	PREREQUISITES	APPROX COST
AEPEP	Year 10 Physical Education - Highly recommended ATAR English and at least one ATAR Science subject	\$100

Physical Education Studies contributes to the development of students' physical, social and emotional growth. In the Physical Education Studies ATAR course students learn about physiological, psychological and bio mechanical principles, and apply these to analyse and improve personal and group performances in physical activities. Throughout the course, students learn through integrated written, oral and active learning experiences. The course also provides students with opportunities to develop skills that will enable them to pursue personal interests and potential in physical activity as athletes, coaches, officials, administrators and/or volunteers.

This subject is primarily a Sports Science course and it is anticipated that students will participate in three theory lessons and one practical session each week. In addition, it is anticipated that there may be some before and / or after school requirements as part of the course and in the lead up to practical exams.

Students who select this subject should have a real interest in science, sport and physical activity. They will also need to be recommended for ATAR English in order to read, comprehend and write within the context of the scientific language used in this course.

## ATAR HEALTH STUDIES

AEHEA	Minimum B Grade Yr. 10 Health - Recommend ATAR English and at least one ATAR Science subject to be selected	\$50
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In ATAR Health Studies, students explore health as a dynamic quality of life. They examine the impact of social, environmental, economic and biomedical determinants on health and their collective contribution to health disparities, as well as exploring approaches to address barriers which prevent groups from experiencing better health. Students apply inquiry skills to examine and analyse health issues, develop arguments and draw evidence-based conclusions. The course also provides students with opportunities to develop skills that will enable them to pursue careers in health promotion, research or community health care.

## HEALTH AND PHYSICAL EDUCATION

### GENERAL HEALTH STUDIES

SUBJECT	PREREQUISITES	APPROX COST
GEHEA	None	\$50

In the General Health Studies course students explore health as a dynamic quality of life. They will consider the way in which beliefs and attitudes influence health decisions and learn how to plan and take action that will promote their own and the health of others. They examine the impact of social and environmental factors on health and use inquiry skills to investigate and respond to relevant issues. This course also provides students a look into health in Australia and other parts of the world. Opportunities will be given to develop key employability and life skills, including communication, leadership. Initiative and enterprise assisting those students pursuing careers in health promotion, research or community care.

This course will complement learning in current courses such as Integrated Science, Children, Family and the Community, Physical Education Studies, Sport and Recreation, Community Service.

### GENERAL OUTDOOR EDUCATION

GEOED	<p>Minimum C Grade Year 10 Outdoor Education or Physical Education Students must have the ability to swim 300m continuously in open water.</p> <p>Includes cost of compulsory Outdoor Education camp.</p>	Yr. 11 +\$530 (camp)
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Through interaction with the natural world, Outdoor Education aims to develop an understanding of our relationships with the environment, others and ourselves. The Outdoor Education General course focuses on outdoor activities in a range of environments, including bushwalking, canoeing, snorkeling, climbing and orienteering. It provides students with an opportunity to develop essential life skills and physical activity skills, and an opportunity to develop a comprehensive understanding of the environment and develop a positive relationship with nature. The course also provides students with opportunities to develop skills that will enable them to pursue personal interests and careers in outdoor pursuits, environmental management, or eco-tourism.

#### Commitment

Please be aware that this is a primarily water based program and as such, a large part of the planned activities take place in an aquatic environment. Swimming competence and confidence in and around water are a requirement for students to successfully access the program.

To allow for adequate time at some venues / facilities, students and parents must be aware that working outside the normal timetable is accepted practice in this subject. This will mean travelling during recess and/or lunch times, and the flexibility to attend early starts (8.00am) and late finishes (4.00pm) if required.

Students must have a demonstrated capacity to behave in a safe and respectful manner during all activities.

Do not select this course if you are unable to maintain this commitment.

## HEALTH AND PHYSICAL EDUCATION

GENERAL PHYSICAL EDUCATION STUDIES  
(SPECIALIST VOLLEYBALL & GENERAL STREAM)

SUBJECT	PREREQUISITES	APPROX COST
GEPESVO	Participation in Specialist Volleyball Program	\$50
GEPES	Positive attitude to physical activity	\$50

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

This subject is primarily a Sports Science based course and it is anticipated that students will participate in two theory lessons and two practical sessions each week. In addition, it is anticipated that there may be some before and / or after school requirements as part of the course.



Please note that an expectation of students entering either stream of this course is that they possess a positive attitude towards physical education as well as reasonably competent levels of skills for physical activity. In the Volleyball stream the practical component of this course is delivered in the context of the Specialist Volleyball Program.

## TECHNOLOGIES

The following diagram indicates the progression from Year 10 into Year 11 and 12 Technologies courses

### GENERAL PATHWAY

SUBJECT	PREREQUISITES	APPROX COST
Applied Information Technology	No prerequisites	\$75
Automotive Engineering & Technology	No prerequisites	\$140
Children Family & the Community	No prerequisites	\$75
Design: Technical Graphics	No prerequisites	\$75
Food Science & Technology	No prerequisites	\$235
Materials, Design & Technology: Wood	No prerequisites	\$125

### GENERAL APPLIED INFORMATION TECHNOLOGY

SUBJECT	PREREQUISITES	APPROX COST
GEAIT	No prerequisites	\$75

Applied Information Technology General is a two-year course that equips students for an ever-changing technological world. In this course students investigate areas such as design concepts (looking at the different types of files and how we manage data), the use of hardware (how does a computer work), examining how technology is shaping the world, applications skills and project management using software to create projects involving animation, web design and music creation. The course offers pathways to further studies and technology-based careers and a set of skills that equip students for the 21st century and give them an appreciation of the impact of information technology on society.



## TECHNOLOGIES

### GENERAL AUTOMOTIVE ENGINEERING AND TECHNOLOGY

SUBJECT	PREREQUISITES	APPROX COST
GEAET	No prerequisites	\$140

In the Automotive Engineering and Technology General course students develop skills and understandings relating to the component parts, accessories, systems and technologies of the automotive vehicle. Students develop the principles underpinning the operation of vehicle systems and subsystems. They also develop the knowledge and skills needed to service, maintain and repair these systems. Students develop effective communication, teamwork skills and environmental awareness when developing solutions to planning and managing automotive vehicle systems.

### GENERAL CHILDREN, FAMILY AND THE COMMUNITY

GECFC	No prerequisites	\$100
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The Children, Family and Community General course provides a child/infant focus where students examine family types, roles of family members, different stages in the family life cycle and support services available. Whilst exploring these interrelationships between families and community groups, students develop an awareness of how the attitudes, beliefs and values supported by family and community influence the growth and development of a child from birth to adulthood. Parenting styles, child rearing practices, issues of trauma and crisis in child development are studied. Students have the opportunity to care for a computerised baby who cries at random to be fed, rocked, burped and have its nappy changed. The course caters for students seeking career pathways in child care related industries, youth support workers, early childhood teachers and to those aiming for personal development, parenting and life skills.

### GENERAL DESIGN: TECHNICAL GRAPHICS

GEDEST	No prerequisites	\$75
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Design: Technical Graphics provides students with an opportunity to engage in the world of STEM through technical drawing and computer aided design. Students create designs that deal with mainly three dimensional subjects, usually of an architectural, building, engineering or product design nature. Equipped with the knowledge and skills to understand design principles and processes, students analyse problems and devise innovative strategies through project work. Key components of the course include: CAD skills, orthographic projection, perspective drawing, geometric design and engineering drawing.

## TECHNOLOGIES

## GENERAL FOOD SCIENCE AND TECHNOLOGY

SUBJECT	PREREQUISITES	APPROX COST
GEFST	No prerequisites	\$235

The preparation and presentation of food is fundamental to everyday life. The General Food Science & Technology course provides interesting opportunities for students to explore various influences affecting their food choices such as cultural beliefs, nutritional knowledge, trends in the food industry regarding food laws and regulations, advertising campaigns, food availability and budgetary considerations. Students learn about a balanced diet and apply nutritional concepts that promote healthy eating and the prevention of lifestyle diseases. Students investigate the food supply chain and value-adding techniques applied to food to meet consumer and producer requirements. Principles of dietary planning, adapting recipes and processing techniques are considered for specific nutritional needs of demographic groups. The practical component focuses on preparation and presentation techniques as students prepare an array of edible tasty, attractive and nutritious food products. Senior school students apply their Food Technology knowledge to the design of their own inventive recipes through Master Chef challenges created in the classroom. Students also develop the knowledge and skills that will enable them to seek further education, training or employment in the hospitality industry.

## GENERAL MATERIALS DESIGN AND TECHNOLOGY: WOOD

GEMDTW	No prerequisites	\$125
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The Materials Design and Technology General: Wood course is a subject with a practical focus. Students work wood, with the design and manufacture of products as the major focus. Students have the opportunity to develop and practice skills that contribute to creating a physical product, while acquiring an appreciation of the application of a design process, and an understanding of the need for materials sustainability. Students will learn and practice manufacturing processes and technologies, including principles of design, planning and management.

## VET CERTIFICATE COURSES

Alternate University & TAFE pathway students are recommended to select at least ONE Certificate II / III - school based or external

Employment Pathway students MUST select at least ONE Certificate II/III - school based or external and MUST enrol in Work Place Learning

All nationally recognised qualifications delivered at Greenwood College are done through an "Auspice" Arrangement. This means that a third party known as a Registered Training Organisation (RTO) works in partnership with the staff who are delivering the training to students. The RTO ensures that all the training and assessment carried out by students meets the very strict requirements of the RTO Standards legislated by the federal government.

At the time of printing the Qualifications listed in this section are proposed offerings and will be confirmed once a suitable RTO has been sourced. The West Australian Government, in collaboration with the Department of Education, are in the process of developing a panel of preferred providers of RTOs. As such, Greenwood College will work toward entering agreements with recommended RTOs to ensure that students are provided high quality service to maximise success.

Upon successful completion of all course requirements, the RTO will issue the Certificate or statement of attainment. This will be delivered to the school as approved by the school and RTO.

### Certificate Courses - Delivered at Greenwood College

CERTIFICATE	YEAR 11 & YEAR 12	APPROX COST
CUA31120 Certificate III in Visual Arts: PHOTOGRAPHY	VET (2 years)	\$170
BSB30120 Certificate II in Community Services	VET (2 years)	\$110
SIS20115 Certificate II in Sport and Recreation	VET (2 years)	\$110
SIT20322 Certificate II in Hospitality	VET (2 years)	\$240 consumables \$70 uniform

Greenwood College supports students to undertake external studies one day a week at training venues. Applications are made directly to the training providers through the Year Co-ordinator. Acceptance into certificates is competitive.

MASTER PAINTERS AND  
PLUMBERS (MPA Skills):

MOTOR TRADES ASSOCIATION  
(MTA):

FREMANTLE EDUCATION CENTRE:

Painting Pre Apprenticeship  
Plumbing Pre Apprenticeship  
Certificate II Automotive  
Servicing

Mechanical Pre Apprenticeship  
Certificate III Light Vehicle  
Mechanical Servicing

Certificates in Business,  
Customer Engagement, Community  
Services,  
Education Support,  
Early Childhood Education and Care.

# VET CERTIFICATE COURSES

## External TAFE Courses 2024

This is a proposed offering for the 2024 academic year. At the time of publication, no agreements have been entered into with a Registered Training Organisation for the delivery of this qualification. On the basis of interest from students in the school will initiate a formal partnership agreement with a RTO for the delivery of the qualification.



### National code and course name Duration Day/s Campus Applications open to current

#### Automotive

AUR20P20	Certificate III in Automotive Vocational Preparation	3 terms	Monday, Thursday or Friday	Midland	Year 9, 10 or 11 students
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#### Building and Construction

52887WA	Certificate II in Plumbing (Plumbing Pre-Apprenticeship)	6 terms	Thursday or Friday	Clarkson	Year 9 or 10 students
52893WA	Certificate II in Building and Construction (Pathway - Carpentry)	6 terms	Thursday (1st year) Friday (2nd year)	Balga, Clarkson	Year 9 or 10 students
CPC20220	Certificate II in Construction Pathways (Building Maintenance)	3 terms	Thursday AND Friday	Clarkson	Year 9, 10 or 11 students
MSF20313	Certificate II in Furniture Making (Cabinet Making / Furniture Making Pre-Apprenticeship)	6 terms	Thursday (1st year) Friday (2nd year)	Balga	Year 9 or 10 students
MSF20413	Certificate II in Glass and Glazing (Glass and Glazing Pre-apprenticeship)	6 terms	Thursday (1st year) Friday (2nd year)	Balga	Year 9 or 10 students

### National code and course name Duration Day/s Campus Applications open to current

#### Business and Finance

BSB30120	Certificate III in Business	3 terms	Thursday AND Friday	Perth	Year 10 or 11 students
BSB30120	Certificate III in Business (Medical Administration)	3 terms	Thursday AND Friday	Perth	Year 10 or 11 students
BSB30320	Certificate III in Legal Services	3 terms	Thursday AND Friday	Joondalup, Perth	Year 10 or 11 students
		6 terms	Thursday (1st year) Friday (2nd year)	Perth	Year 10 students
FNS30317	Certificate III in Accounts Administration	3 terms	Thursday AND Friday	Perth	Year 10 or 11 students

#### Creative Industries

ICP20120	Certificate II in Printing and Graphic Arts	6 terms	Thursday	Perth	Year 9 or 10 students
MST20616	Certificate II in Applied Fashion Design and Technology	6 terms	Friday	Perth	Year 9 or 10 students
CUA30620	Certificate III in Arts and Cultural Administration	6 terms	Friday	Perth	Year 10 students
CUA30720	Certificate III in Design Fundamentals	6 terms	Friday	Perth	Year 10 students
CUA30920	Certificate III in Music	6 terms	Thursday	Leederville	Year 10 students
CUA31020	Certificate III in Screen and Media (Animation)	6 terms	Friday	Joondalup (Kendrew), Perth	Year 10 students
CUA31020	Certificate III in Screen and Media (Animation & Game Art)	3 terms	Thursday or Friday	Perth	Year 10 or 11 students
CUA31020	Certificate III in Screen and Media (Film & Television)	3 terms	Thursday or Friday	Perth	Year 10 or 11 students
CUA31020	Certificate III in Screen and Media (Photography, Media and Content Creation)	3 terms	Thursday	Perth	Year 10 or 11 students
CUA31020	Certificate III in Screen and Media (Radio Broadcasting)	3 terms	Thursday	Leederville	Year 10 or 11 students

#### Education and Community Services

CHC22015	Certificate II in Community Services	3 terms	Friday	Leederville, Joondalup (Kendrew), Mount Lawley	Year 9, 10 or 11 students
CHC30221	Certificate III in School Based Education Support	6 terms	Thursday or Friday	Leederville	Year 10 students
CHC32015	Certificate III in Community Services	3 terms	Thursday AND Friday	Mount Lawley	Year 10 or 11 students

#### Electrical and Electrotechnology

UEE21920	Certificate II in Electronics	6 terms	Thursday	Clarkson, Midland	Year 9 or 10 students
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# VET CERTIFICATE COURSES

## External TAFE Courses 2024

This is a proposed offering for the 2024 academic year. At the time of publication, no agreements have been entered into with a Registered Training Organisation for the delivery of this qualification. On the basis of interest from students in the, the school will initiate a formal partnership agreement with a RTO for the delivery of the qualification.

National code and course name	Duration	Day/s	Campus	Applications open to current
<b>Engineering and Mining</b>				
22586VIC Certificate II in Integrated Technologies (Robotics Control Stream)	6 terms	Thursday	East Perth	Year 9 or 10 students
52845WA Certificate II in Autonomous Workplace Operations	3 terms	Friday	East Perth	Year 9, 10 or 11 students
CPP20121 Certificate II in Surveying and Spatial Information Services	3 terms	Friday	East Perth	Year 9, 10 or 11 students
MEM20422 Certificate II in Engineering Pathways	3 terms	Thursday AND Friday	Clarkson, Midland	Year 9, 10 or 11 students
TLI27121 Certificate II in Rail Infrastructure	3 terms	Thursday or Friday	Midland	Year 9, 10 or 11 students
MEM30522 Certificate III in Engineering - Technical	6 terms	Friday	East Perth (1st year) Perth (2nd year)	Year 10 students
PMB30121 Certificate III in Polymer Processing	3 terms	Thursday AND Friday	Midland	Year 10 or 11 students
<b>Health, Beauty and Fitness</b>				
HLT23221 Certificate II in Health Support Services	6 terms	Friday	Joondalup (McLarty)	Year 9 or 10 students
SHB20216 Certificate II in Salon Assistant	3 terms	Thursday	Balga, Midland	Year 9, 10 or 11 students
HLT35115 Certificate III in Dental Laboratory Assisting	6 terms	Thursday	Leederville	Year 10 students
HLT36015 Certificate III in Population Health	7 terms	Friday (1st year) Thursday (2nd year)	Joondalup (McLarty), Midland, Mount Lawley	Year 10 students
SHB30221 Certificate III in Make-Up	6 terms	Thursday or Friday	Joondalup (McLarty), Perth	Year 10 students
SIS30321 Certificate III in Fitness	6 terms	Friday	Perth	Year 10 students
	3 terms	Thursday AND Friday	Joondalup (Kendrew)	Year 10 or 11 students
52895WA Certificate IV in Preparation for Health and Nursing Studies	6 terms	Thursday	Joondalup (McLarty), Midland	Year 10 students
<b>Horticulture and Conservation</b>				
AHC20416 Certificate II in Horticulture	4 terms	Thursday	Joondalup (Kendrew)	Year 9 or 10 students
<b>Hospitality, Tourism and Events</b>				
SIT20322 Certificate II in Hospitality	6 terms	Friday	Joondalup (Kendrew), Perth	Year 9 or 10 students
SIT20421 Certificate II in Cookery (Commercial Cookery Pre-Apprenticeship)	6 terms	Friday	Joondalup (Kendrew)	Year 9 or 10 students
SIT30122 Certificate III in Tourism	6 terms	Friday	Perth	Year 10 students
SIT30516 Certificate III in Events	6 terms	Friday	Joondalup (Kendrew), Perth	Year 10 students
<b>Laboratory Operations</b>				
<b>National code and course name</b>				
MSL20122 Certificate II in Sampling and Measurement	3 terms	Friday	East Perth	Year 9, 10 or 11 students
<b>Library</b>				
BSB30420 Certificate III in Library and Information Services	6 terms	Friday	Perth	Year 10 students
<b>Logistics</b>				
TLI20421 Certificate II in Supply Chain Operations	6 terms	Friday	East Perth	Year 9 or 10 students
<b>Networking and Security</b>				
ICT30120 Certificate III in Information Technology (Cyber Security)	6 terms	Friday	Joondalup (Kendrew)	Year 10 students

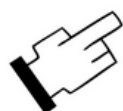
### Fee For Service courses

National code and course name	Duration	Day	Campus	Cost	Application open to current
SIS40421 Certificate IV in Sport Development	3 terms	Thursday AND Friday	Leederville	\$3900*	Year 10 or 11 students

Please be aware that delivery of these courses is subject to sufficient enrolment numbers and contingent on the support of the Department of Training and Workforce Development and although we do not anticipate (at this stage) any changes, we will not be able to confirm that these courses will run until late in 2023.

### Application close date and further information

Applications are closing on 31 August 2023. Visit [northmetrotafe.wa.edu.au/courses/study-types/VETDSS](http://northmetrotafe.wa.edu.au/courses/study-types/VETDSS) for more information.



## VET CERTIFICATE COURSES

### WORKPLACE LEARNING (ADWPL)

#### ENDORSED PROGRAM

#### Workplace Learning

Workplace Learning (WPL) is a subject that does not have to be included in your selections, it is off the timetable.

SUBJECT		PREREQUISITES SUBJECT & SEMESTER 1 GRADE	APPROX COST
WORKPLACE LEARNING	Endorsed Program	No prerequisites	\$90per semester

Workplace Learning is an Authority-developed endorsed program that is managed by individual schools and open to students in Years 10, 11 and 12.

Endorsed programs are not graded and students are assessed in terms of "Achieved" or "Not achieved".

Workplace Learning (WPL) at Greenwood College can be undertaken as part of the Career and Enterprise subject or students can participate in WPL as an extra to a student's overall course as WPL is not part of a student's timetable.

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

### CERTIFICATE II IN COMMUNITY SERVICES

CHC2AE	No pre-requisite	\$110
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If you want to make a career out of helping others, the Certificate II in Community Services course is designed to provide you this opportunity. The course can provide pathways into work opportunities in fields such as childcare, aged care, home and community care, drug and alcohol work, disability work, social housing or mental health work. The Certificate II in Community Services equips students with the skills and knowledge that will enhance their employment prospects.

The course is comprised of 9 units which are delivered over the space of 2 years. After competent completion, this qualification may be used as a pathway for workforce entry as community service workers who provide a first point of contact and assist individuals in meeting their immediate needs. At this level, work takes place under direct, regular supervision with clearly defined guidelines.

## VET CERTIFICATE COURSES

### CERTIFICATE II IN SPORT AND RECREATION

SIS2AE	No pre-requisite	\$110
<p>This Certificate would suit students focused on careers within the Health, Sport and Fitness industry. Completed Certificates and competencies also carry competitive weight towards any general TAFE entry. These courses focus on the development of sport and recreation skills required within the Health, Sport and Fitness industry.</p>		
<p>Areas covered may include:</p>	<ul style="list-style-type: none"> <li>•Working effectively in fitness, sport and recreation environments</li> <li>•Responding to emergencies and applying first aid</li> <li>•Daily work activities and providing quality service</li> <li>•Occupational Safety and Health</li> <li>•Leadership, Coaching and Officiating</li> </ul>	
<p>Certificate courses provide an integrated approach between theoretical and practical experiences, recreational environments and engagement by the individual and others. Through these experiences students will gain an understanding and develop skills for safe participation in sport and recreation activities.</p>		

## VET CERTIFICATE COURSES

### CERTIFICATE II IN HOSPITALITY

SIT20322	No pre-requisite	COST \$240.00 UNIFORM: \$70
<p>The Certificate II in Hospitality, SIT20316 is delivered through an auspice arrangement.</p>		
<p><b>COURSE DESCRIPTION</b></p> <p>The hospitality industry is one of the largest in Australia, predominately made up of businesses that provide a range of accommodation, food and beverage services. The restaurant and catering sector of the industry continues to experience growth with our increasingly time constrained society seeking the convenience of eating out. The course is designed to provide students with appropriate learning opportunities that will enable them to acquire a range of technical, personal and interpersonal skills specifically related to the hospitality industry but applicable to other service industries and careers.</p>		
<p><b>PARTICULAR COURSE REQUIREMENTS</b></p> <p>Students are required to complete 8 functions over the 2 year course, this will mean that students will occasionally need to complete activities outside of class times. Assessments are competency based and continuous and a student's performance is judged against a prescribed set of standards - not against the performance of other students. A student is judged either 'competent' or 'not yet competent'.</p>		
<p><b>COURSE CONTENT</b></p> <p>The focus of the Certificate II in Hospitality (SIT20213) is on food preparation and skills for the hospitality industry and all work is completed in a commercial kitchen. At the completion of the course students will receive a trade certificate as well as valuable life skills. A wide range of practical skills are taught which provides competency for work in the hospitality industry. This practical course is suitable for students who wish to extend their personal skills and interest. It is a qualification that will assist students who wish to work part time in the Hospitality Industry while completing tertiary education or working full time in the industry.</p>		
<p><b>CAREER POSSIBILITIES</b></p> <p>This Certificate II in Hospitality increases a student's job prospects and gives extra recognition for TAFE entry. This is a very rewarding course that would benefit anyone wishing to follow a career in the hospitality and tourism industry. Hospitality is the biggest employer in Australia and many university and TAFE students do part time work in this industry while studying. If students have completed this Certificate, it is an added advantage when seeking employment in this field.</p>		
<p><b>UNIFORM</b></p> <p>Students are required to wear a chef uniform for the practical aspects of this course including a chef jacket, hat and apron at a cost of \$70. Students are required to provide their own black pants and closed in leather shoes.</p>		



# CONTACT DETAILS

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