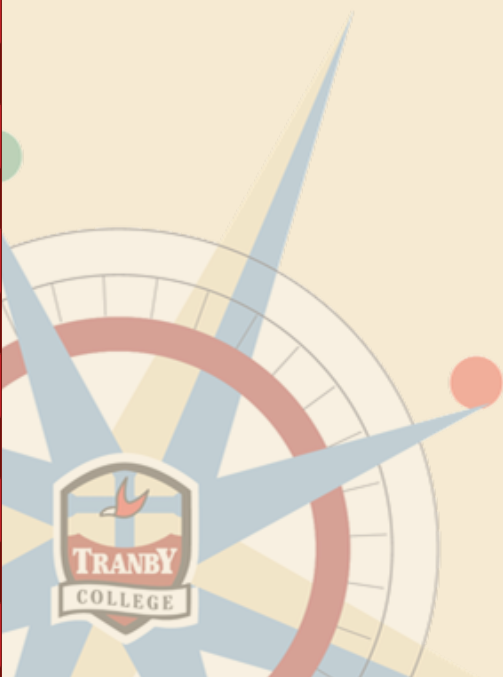


Tranby College

Year 11 2026

Course Handbook



**Helping you with the
pathways to make your
dreams possible**

PATHWAYS TO YOUR FUTURE

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Welcome

This handbook provides information for current Year 10 students and their families about the different options that are available for Year 11 at Tranby College.

Subject Selection for 2026

It is essential that when selecting your courses, you choose a pathway that provides you with:

- Reasonable and carefully considered opportunities for academic success.
- Opportunities to enter employment, training, or higher education in your preferred career field.

Note: While every effort has been made to ensure that the information in this handbook is current and correct, it is ultimately the student's responsibility, in consultation with parents/guardians, to ensure that the entry requirements for Technical and Further Education (TAFE) and University courses are met. University information is available through the Tertiary Information Service Centre (TISC) website. In addition, the School Curriculum and Standards Authority (SCSA) website will offer information on course content and other relevant details. The TAFE websites will also provide information on the courses available.

Before selecting courses of study for next year, students in association with their parents/guardians should:

1. Seek advice from their teachers and consider their recommendations.
2. Consider which of Tranby's four pathways best meets your plans for your future.
3. Check the TISC Summary of Undergraduate Admission Requirements to identify prerequisites for particular courses at universities.
4. Study Australian Tertiary Admissions Rank cut-offs for entry into courses at the various Western Australian universities and be aware of bonus increments to some courses such as Languages, Mathematics Methods, and Mathematics Specialist. Please see '**Selecting courses for Year 11 and 12**'.
5. Be fully aware of TAFE requirements for entry into TAFE courses.
6. If choosing UniReady, is the course you wish to study available at Curtin University and consider if you will achieve the minimum entry requirements for the course.
7. Carefully consider the degree of personal satisfaction and enjoyment you obtain from the various courses to achieve success through the courses you enjoy.
8. Be aware of your capabilities since choosing a course beyond the scope of your ability will most likely not result in success, regardless of the effort you put into it. It is difficult to change courses except very early in Years 11 and 12.

It is essential that students know they can seek advice from the appropriate staff at our College before deciding on a course of study for next year. Additionally, students seeking to continue ATAR courses without meeting the minimum standards for that subject will be required to meet with Ms Michelle Ribeiro – Head of Senior School – and receive advice from the appropriate teacher. Year 10 students and their parents/guardians are welcome to book an appointment with Ms Michelle Ribeiro to discuss their chosen selection.

Before selecting pathways, courses, programs and certificates, Year 10 students and their families are strongly advised to look at career exploration information and activities at the 'Job & Skills WA' website at jobsandskills.wa.gov.au/career-exploration.

Families and students can find general information about studying at university on our partner university's website - futurestudents.curtin.edu.au/years-10-12/ - with specific details on the different universities available on each institution's website. Information about TAFE can be found on the TAFEWA website - fulltimecourses.tafe.wa.edu.au/.

For most students, there is no shortcut to career choices. They must spend time and effort assessing their abilities, interests, and values, seeking accurate, up-to-date information, and examining alternatives. We wish our students every success as they embark on the challenge and enjoyment of their senior years in Years 11 and 12 at Tranby College.

Students are encouraged to speak to their Mentors and Subject Teachers for course advice and Kimberley Mackay for career advice (kimberley.mackay@smtafe.wa.edu.au).



WACE Breadth-Of-Study List

To ensure an appropriate breadth of study in your senior secondary studies, you must select at least one Year 12 course from List A and List B. They may be at an ATAR or General course level.

Note: Courses listed that are **bolded** are planned to be offered at Tranby College in 2026. They are subject to numbers, and Tranby reserves the right to alter these if appropriate student numbers are not reached. Students affected by this will be informed and counselled to choose an alternative.

List A (Arts/Languages/Social Sciences)	List B (Mathematics/Science/Technology)
Aboriginal and Intercultural Studies	Accounting and Finance
Aboriginal Languages of Western Australia	Agricultural Science and Technology
Agribusiness	Animal Production Systems
Ancient History	Applied Information Technology
Arabic	Automotive Engineering and Technology
Auslan	Aviation
Business Management and Enterprise	Biology
Career and Enterprise	Building and Construction
Children, Family and the Community	Chemistry
Chinese Language Courses	Computer Science
Dance	Design
Drama	Earth and Environmental Studies
Economics	Engineering Studies
English	Food Science and Technology
English as an Additional Language or Dialect	Health, Physical and Outdoor Education
French Language Courses	Human Biology
Geography	Science in Practice
German Language Courses	Marine and Maritime Studies
HASS in Action	Materials Design and Technology
Health Studies	Mathematics
Hebrew	Mathematics Applications
Hindi Language Courses	Mathematics Essential
Indonesian Language Courses	Mathematics Methods
Italian Language Courses	Mathematics Specialist
Japanese Language Courses	Outdoor Education
Korean Language Courses	Physical Education Studies
Literature	Physics
	Plant Production Systems
Modern Greek	Psychology
Modern History	Science in Practice
Music	
Philosophy and Ethics	
Politics and Law	
Polish	
Punjabi Language Courses	
Religion and Life	
Russian	
Sinhala	
Tamil Language Courses	
Turkish	
Visual Arts	

Tranby College's Years 11 and 12 Pathways

There are four pathways for Tranby students. Your post-Year 12 option will dictate your choices in Years 11 and 12. You should constantly challenge yourself and not take the easy option at school. Students who are capable of an ATAR pathway should undertake this option.

Post-Year 12 Options

Employment	Training	TAFE	University
Full-time Part-time Apprenticeship Traineeships	Private organisations, e.g., business colleges, health clubs, nanny schools, hospitality and tourism colleges, golf management, etc.	Various TAFE Colleges Certificates or Diplomas	Curtin University Edith Cowan University Murdoch University Notre Dame University University of Western Australia Inter-state enrolment at multiple universities Online university options Degrees, Diplomas or University Preparation Courses

Tranby's Four Journeys. Your Many Destinations

UniDirect

Direct entry to university by achieving required ATAR grades (or equivalent).

UniReady

Direct entry to selected university courses at Curtin University completing subject units.

TAFEReady

Vocational Education and Training (VET), this pathway prepares you for admission into TAFE.

TrainingDirect

Delivered in partnership with a Registered Training Organisation or TAFE, this pathway is ideal for those interested in trades or apprentices.

Pathways

Our four pathways provide opportunities for Tranby students to meet any number of destinations. When choosing a pathway, students need to consider their post-school goals and how their choice will challenge them appropriately. If the pathway or course is too challenging, the student may fail and become disengaged. Alternatively, courses that are too easy for the student can often result in boredom and disengagement and achieve at a level well below the student's natural capability.

UniDirect

Students who choose the UniDirect pathway aim to enter an Australian university using the Australian Tertiary Admission Rank (ATAR). This pathway requires the students to undertake examinations, both the internal and external course examinations, and complete a variety of assessments in their ATAR-level courses.

Students in the UniDirect Pathway will study in Year 12, six courses with **at least four ATAR courses** (paired units), **including English ATAR or Literature ATAR**. Students entering Year 12 will be guaranteed the subject they chose to study in Year 11 if it is a subject that contributes to their ATAR and if the student also meets the minimum standards for follow-on in that course in Year 12.

In Year 11, students study six courses with at least four ATAR courses, including English ATAR or Literature ATAR. Students must also achieve a scaled mark of at least 50 in specified ATAR courses.

Students in UniDirect are strongly recommended against enrolling in an off-campus VETDSS or a School-Based Apprenticeship, Pre-Apprenticeship or Traineeship. Students in UniDirect who wish to undertake Workplace Learning should only do so as a block release from school during school holidays or student-free times after their examinations. Consistently attending ATAR lessons is required to achieve success and maximise their results to achieve their highest possible ATAR.

To gain entrance to university, students must achieve competence in English. While some universities require a scaled mark of 50 in their ATAR-level English language course, others may accept a 'C' grade in ATAR English or ATAR Literature. It is strongly recommended that students check the **University Admission 2028 Handbook** from TISC – available at **TISC 2028** for further details.

Students who study any ATAR course will sit an external course examination at the end of Year 12.

The University of Notre Dame does not use the ATAR as a selection mechanism and requires that the student applies directly to them. However, sound academic achievements and exemplary community involvement are needed.

All universities require the WACE for entrance if students use the UniDirect Pathway.

UniReady

Tranby College partners with Curtin University to deliver its UniReady Enabled Pathway. Students undertaking Tranby's UniReady Pathway will be jointly enrolled at Curtin University but taught and assessed by Tranby Staff, who are adjuncts to the University.

Students in the UniReady pathway will choose the UniReady subject in both Year 11 and Year 12. Each year, the students will study two Curtin Units. Each unit in this pathway has been endorsed by SCSA and contributes to the WACE as a single equivalence unit. The Year 11 units are core components of the course. In Year 11, they will study the communication and skills necessary to succeed at university. These are:

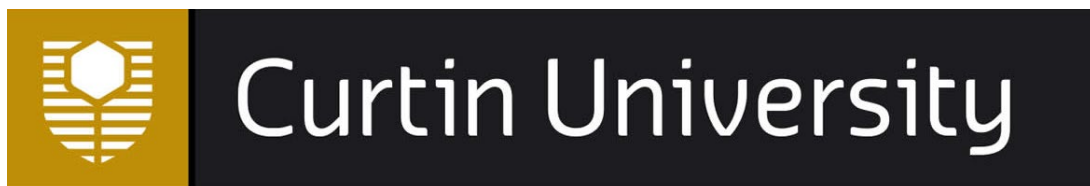
- Fundamentals of Academic Writing; and,
- Foundations of Communication.

In Year 12, the students will study two elective units. There is a range of units available but are dependent on the students' interests and the availability of suitably qualified Tranby College staff. Currently, we are anticipating offering the following two electives:

- Introduction to Health Sciences; and,
- Introduction to Humanities.

Each unit will have various assessment types, ranging from research tasks to presentations to examinations. However, unlike ATAR, only a pass mark is required to enter a specific university degree, not a higher score. Some courses may require a certain level of achievement in one UniReady unit for entry.

Upon passing each of the four units, students will be awarded an ATAR equivalent of 70 and satisfy Curtin's English Language Competency requirements. While there is no need for students to have achieved their WACE or pass OLN, Tranby strongly recommends that students do this to maximise their post-schooling opportunities.



As of 2025, the courses available at Curtin University who successfully complete the UniReady program can be found at [UniReady Enabling Program pathway | Curtin University](#). These have a nominal minimum ATAR of 70 and no prerequisites.

Students who wish to study a course with a specific prerequisite should study that course at an ATAR, including completing the external course examination in Year 12. To satisfy the prerequisite requirement, they must score a final scaled mark of 50 in Year 12. Students who aim to study a course with a higher nominal ATAR or specific prerequisite can do so by applying for a lower degree, as per Figures 1 and 2. When enrolling at Curtin, students should, under guidance from the relevant faculty at Curtin, select appropriate first-year units under the guidance of the relevant university faculty and apply for a course switch to the higher degree. Course switches are not guaranteed and are subject to a good level of performance in the first-year units.

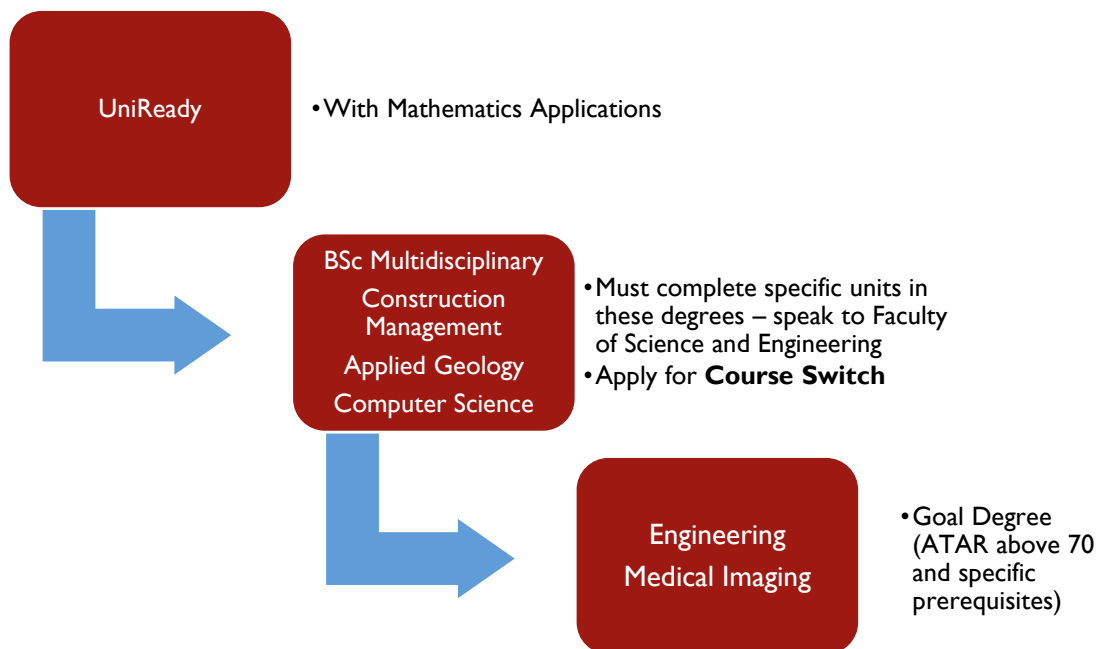


Figure 1: Pathway to Engineering and Medical Imaging

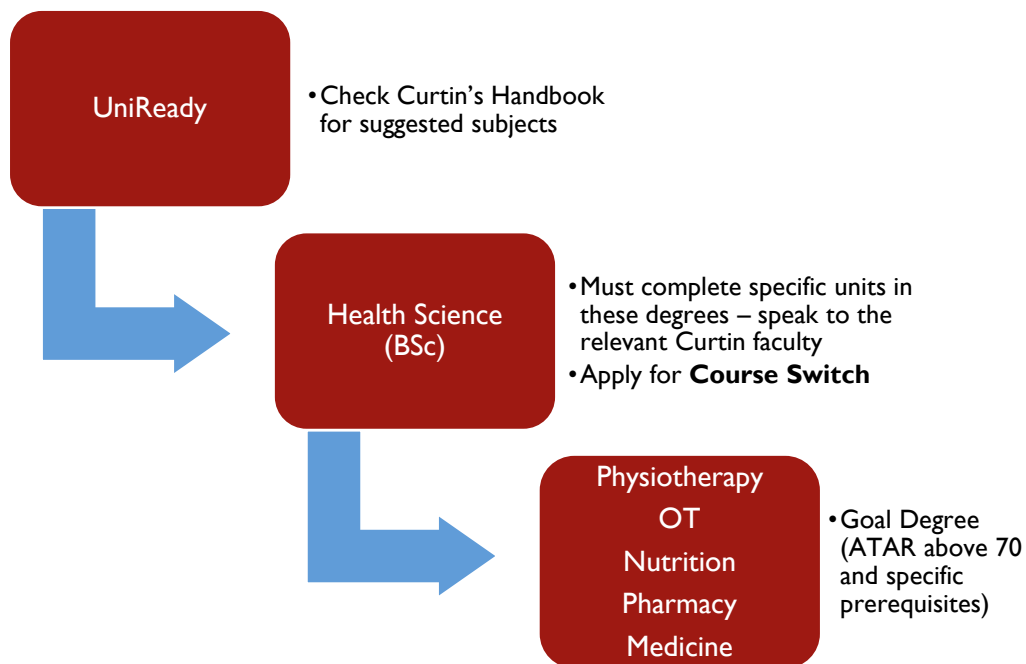


Figure 2: Pathway to higher degrees in health and medicine.

TAFEReady

This pathway is particularly well suited to students wishing to undertake further studies at TAFE, especially those who want to pursue a competitive entry course after Year 12.

Students undertaking the TAFEReady pathway will choose six courses or equivalents in Year 11. This is followed up with six courses or equivalents in Year 12. The TAFEReady pathway allows Tranby students to undertake courses at an ATAR or General level. Careful consideration should be given to maximise the grades obtained by a student. For TAFE admissions purposes, an A- or B-grade in an ATAR course is worth 20 points, and a C-grade is worth 18 points, whereas an A-grade in a General course is worth 16 points, 15 points for a B-grade and 14 points for a C-grade. After combining the top three grades with the maximum number of points, students are ranked for competitive courses combined with their work and volunteering history. The academic marks of C-grade or higher in a General course are worth more points than a VET Certificate. Tranby advises that students maximise their academic scores to obtain an offer at TAFE. Thus, careful consideration of pathways should be considered.

Please note that the requirements for a Certificate III are significantly more than a Certificate II. A student may be in danger of not completing it before the end of Year 12.

TrainingDirect

Tranby's TrainingDirect enables students to study for a Vocational Education and Training (VET) certificate that provides a post-school pathway for further VET training. Additionally, students may apply for a traineeship or apprenticeship for a career or trade in their chosen field of work.

Options include:

- a. Auspice Delivered Certificate – Students choosing this pathway must complete the requirements for at least one auspice delivered Certificate II offered by iVET and five other courses. Students must have been studying the Certificate II in Year 11 to be eligible to study it in Year 12. Students wishing to enrol in a certificate commencing in Year 12 must apply for a VETDSS or Fee for Service arrangement.

Some of these courses have work placement requirements that the student needs to organise with the assistance of the College. The training organisation usually organises work placements for a pre-apprenticeship in school.

- b. VETDSS (VET Delivered to Secondary Students) Pathway – Students may apply to study a Certificate or pre-apprenticeship at the Construction Training Fund, North- or South-Metropolitan TAFE, College of Electrical Training or MPA Skills and the minimum number of school-based courses to ensure they achieve a WACE. Students involved in this pathway may be eligible for a VETDSS Study to enable them to complete work from their school-based classes under the supervision of Tranby Staff. This pathway often provides VET certificates at Level III.

VETDSS have two funding arrangements. A profile placement allows a Tranby student to complete one VETDSS certificate at no cost, provided they are an Australian citizen or a permanent resident. Fee-for-service VETDSS qualifications come with an additional charge. The training organisation will charge families, using Tranby as an intermediary. This cost needs to be paid in one lump sum amount.

- c. Fee for Service VET Pathway – Tranby can offer with our partner RTOs, Fremantle Education Centre or Health Science Hub, VET Certificates completed under the supervision of FEC or HSH Staff. Students who choose this pathway must also select a minimum number of school-based courses to ensure they achieve a WACE. Some of these courses have work placement requirements that the student needs to organise with the assistance of the College. Families will be invoiced for these certificates by Tranby College.

- d. School-Based Apprenticeships and School-Based Traineeships – Students in Years 11 and 12 can undertake an apprenticeship or traineeship and achieve a Certificate II or III. Completion of the traineeship or partial completion of an apprenticeship will contribute to the student’s WACE. Students undertaking these programs need a training plan developed with an RTO, the employer, families, and themselves. Final approval of the training plan is done by the College to ensure that the plan meets the requirements and that the students are not being taken advantage of by the RTO and their employer. As the programmes are school based, they must complete on-the-job training during school hours, and they should be paid for their time at the appropriate rates.

While Tranby College will provide advice and assistance to students and families, we cannot source an SBT or an SBA for the students.

Further information is available at the Job Skills WA – jobsandskills.wa.gov.au/training/schools-and-school-students.

Endorsed Units

Certain school-based and out-of-school activities may be considered an endorsed unit and contribute to a student's WACE. Students should discuss this with Ms Ribeiro or check the SCSA Website (senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/endorsed-programs).

A maximum of **four-unit** equivalents from endorsed programs are allowed to contribute to a student's WACE. They contribute to the breadth and depth requirement of the WACE and count as a C-grade when calculating the achievement requirement.

UniReady

Each of the units in the UniReady Pathway is considered an endorsed program. Therefore, completing the UniReady Program will allow students four-unit equivalents towards the WACE.

Authority-Developed Endorsed Programs

SCSA will allow Tranby College to work with students on the following authority-endorsed programs. Depending on different criteria, these are generally worth one unit equivalent each, but combinations can be made to achieve up to four.

- Administration and Management;
- Community Arts Performance;
- Community Service;
- Elite Sports Performance;
- Music Performance Ensemble;
- Off-campus Enrichment Program;
- Recreational Pursuit;
- School Production; and, (Actor or Crew)
- Endorsed Workplace Learning
 - Endorsed Workplace Learning is an option for students with **55 hours (per semester) of non-paid work** contributing to one unit equivalent. In addition to the actual work hours, students must complete some activities to demonstrate learning from their work placement. Students interested in undertaking this program need to meet with Mr Britza to discuss the impacts of the WPL on their studies.

Provider-Developed Endorsed Programs

These endorsed programs are developed by a private provider such as a university, community organisation or training institution. Provider-developed endorsed programs recognise structured learning programs that result in a quality-assured certificate or award. Examples that Tranby College students have used in the past include:

- AMEB Exams (Practice of Music, AMEB Awards Program);
- Defence Force Cadets;
- Emergency Services Cadets;
- WA Recreational Skipper's Ticket;
- iMen, iScience and iWomen; and,
- Bronze Medallions through the Royal Life Saving Society or Surf Life Saving.

University Study

Requirements for Entry Admission

Entry to Western Australia's Four Public Universities

Curtin University, Edith Cowan University, Murdoch University and The University of Western Australia.

There are essential criteria for students to satisfy to enter public universities. Please refer to the **University Admissions 2028 – Admission Requirements for School Leavers** handbook.

- **Secondary Graduation** for which a Western Australian Certificate of Education (WACE) is awarded. This is required by all universities (unless you are using Tranby's UniReady Pathway for Curtin).
- **Competency in English**, for which students are generally required to achieve a scaled score of at least 50 in Year 12 English or at least a 'C' grade in English ATAR or Literature ATAR or English as an Additional Language or Dialect.
 - Please refer to each tertiary institution's English competency expectations, as they vary.
 - Some universities have alternative tests and conditions for eligible overseas students. Those students who do not achieve this may still be considered for tertiary entry if the TER is above a certain level determined by the individual tertiary institution.
- **Preferred or Prerequisite courses** may be required in different University courses. Students should know the desirable or prerequisite courses when considering a university course. In addition, you must obtain a scaled score of 50, including the external course examination. This information is available in the university handbooks and the **University Admissions 2027 – Admission Requirements for School Leavers** handbook.
- **Entry Requirements for Medicine and Dentistry** at Curtin University or the University of Western Australia include the University Clinical Aptitude Test for Australia and New Zealand (UCAT), which students attempt in July. Based on this test's results, students will be selected for interviews. The final criteria will be an Australian Tertiary Admissions Rank (ATAR) of approximately 96 or higher.
- **Attainment of the Australian Tertiary Admissions Rank (ATAR)** Access to study at public universities in WA is decided by a student's Australian Tertiary Admissions Rank (ATAR). The Tertiary Entrance Aggregate (TEA) will be calculated and form the basis for determining the ATAR. Students will be informed of their ATAR as well as their TEA. In addition, information relating to cut-offs for various university courses provided by universities, and reported in the newspapers, will refer to the ATAR. The ATAR is a number out of 100, which indicates a student's relative position compared with all other students who graduated from Year 12. The student cohort includes students aiming for university entrance as well as those who are not. An ATAR of 89.50, for example, would mean that this student was in the top 10.50% of all Year 12 students. For more information about ATARs, access the TISC website at tisc.edu.au.

- Calculation of the TEA will occur using the best sum of four WACE courses, plus **10% of the student's best Language Other Than English (LOTE) course, Mathematics Methods and Mathematics Specialist**. All these courses must be studied at the Year 12 level. No Year 11 or Year 12 General courses can be used to calculate the TEA.
 - Certain course combinations are not acceptable when calculating the TEA. Both courses may be taken, but the result from only one may be used to calculate a TEA. Please see the unacceptable combinations of courses offered at Tranby below.

English	with	Literature
French: Background Language	with	French: Second Language
Mathematics Applications	with	Mathematics Methods
Mathematics Applications	with	Mathematics Specialist

Note: these courses may be studied together, but only one can be counted towards the TEA.

A score of each TEA course comprises a school-based component (50%) added to the Tertiary Entrance Examination component (50%) to form a combined score. Several statistical procedures are applied to the school-based score (moderation), exam score (standardising) and the combined score (scaling). Scaling means a course will be scaled according to the marks that all students in the state doing that course achieved in their other three, four or five courses.

Cut-off scores and the ATAR and TEA required to gain entry in the first round of offers made by the Universities can be found by checking the TISC website: tisc.edu.au.

As entry requirements can be changed during a given year, it is essential to check the university in conjunction with the above information.

[Entry to the University of Notre Dame Australia](#)

The University of Notre Dame admission process considers school results from Years 11 and 12, ATAR, a personal statement, references from school and work contacts. Once this process identifies a student as a potential candidate for admission, they are invited to an interview.

The minimum entry requirements for admission to the University of Notre Dame are:

1. Secondary Graduation – students should have fulfilled the School Curriculum and Standards Authority’s Secondary Graduation requirements.
2. English Language competency – students must have achieved at least a ‘C’ grade in Year 12 ATAR Literature or ATAR English.
3. Minimum grades – students should have achieved at least a ‘C’ average throughout Year 11 and 12 studies in at least four courses each year.
4. An Australian Tertiary Admissions Rank of 70.00 (ATAR).

Offers of admission to Notre Dame will be made in mid-January to students who have fully demonstrated their capability to succeed through Years 11 and 12. Alternative entry programs exist for students who do not meet the minimum entry requirements.

As entry requirements can be changed during a given year, it is essential to check the University website with the above information.

University Admissions 2028: for Year 12, 2027 Graduates

- A TEA converted to an ATAR will be calculated using the best four courses.
- Students must receive a WACE.
- Schools will submit a result out of 100 for the courses studied at the College to the School Curriculum and Standards Authority so that the mark can be included as part of a student's TEA.

Scenario Guidelines - Relating Year 11 to likely Year 12 Performance – Indicative ATARs

Marks in Year 11 best four courses	Approximate grade average	Likely ATAR
Averaging about 80	A	95
Averaging about 75		90
Averaging about 70	B	85
Averaging about 65		79
Averaging about 60	C	72
Averaging about 55		64
Averaging about 50	D	56
Averaging about 45		49

This is a guide only.

ATAR	TEA (average mark)
55.00	188.3
60.00	197.7
65.00	206.9
70.00	216.4
75.00	226.6
80.00	237.3
85.00	251.4
90.00	269.4
95.00	296.4
99.95	402.5

tisc.edu.au/static/guide/atar-about.tisc

Universities such as Curtin University have several ways of applying such as portfolio entrance for some degrees.

- Students should check for these alternatives with each institution as the eligible degrees, minimum requirements and application processes differ.

TAFE Study

In today's world, vocational education and training have become increasingly crucial to school leavers who seek to join the workforce or continue with further education. TAFE programs are wide-ranging. They provide a balance of theoretical and practical study, which offers ideal preparation for employment and/or further education. Students planning to study at TAFE can choose from approximately 800 formal courses covering some 5500 different subjects.

These courses are available in the following areas of study: Arts, Entertainment, Sport and Recreation, Automotive, Banking, Building and Construction, Business and Management, Clothing, Textiles, Footwear and Furnishings, Communications and Printing, Community Services, Health and Education, Computing and Information Technology, Electrical, Electronic, Refrigeration and Air Conditioning, Engineering and Mining, Finance, Insurance and Property Services, Food Processing, Hospitality, Travel and Tourism, Languages, Primary Industry, Sales and Personal Services, Science, Technology and Process Manufacturing and Transport and Logistics.

As well as bridging and preparatory courses and subjects, TAFE offers six levels of award courses: Certificate I, Certificate II, Certificate III, Certificate IV, Diploma, and Advanced Diploma. Award courses are accredited, ensuring consistency in the standards and titles of courses at all TAFE institutions across Australia. As a result, they are widely recognised by employers, licensing bodies and professional institutions.

Many TAFE award courses can also lead to acceptance to university courses, often with advanced standing at Edith Cowan, Curtin, and Murdoch Universities. In addition, completion of certain full Certificate IV, Diploma, and Advanced Diploma courses satisfy the general entry requirements.

TAFE Qualifications

Students should visit the Full-Time TAFE website for details of the courses offered at TAFE, entry requirements and associated costs. This information can be found at fulltimecourses.tafe.wa.edu.au/.

School Qualifications

Applicants who have successfully graduated from school may apply to Certificate IV and Diploma level courses based on their school-based qualifications. Many certificate-level courses require Year 10 or Year 11 academic merit levels for minimum entrance requirements and selection criteria scoring purposes. However, applicants with only a Year 10 or Year 11 educational background will compete for course places with other applicants with Year 12 or higher academic merit. Consequently, such applicants may find it challenging to gain a course offer if competition for places in that course is great.

Folio requirements

Several Arts, Entertainment, and Sport and Recreation courses require submitting a folio and/or auditions. Applicants will receive folio requirement information (folio content and themes, date, and location for folio submission) upon submitting their application.

How are students selected?

What are the selection criteria?

Academic and other selection criteria are used to score applicants competing for entry into courses with more applicants than places. These include, among other things:

- work experience;
- industry involvement;
- current and previous employment;
- voluntary work; and,
- community service obligations.

To gain entry to TAFEWA courses, students must meet the entrance requirements and address the selection criteria for some courses. Entrance requirements are either:

- **Non-Competitive Courses** - A lower-level qualification, e.g. To enrol in a Certificate IV in Disability Work, you will need a Certificate III in Disability work.
- **Competitive Courses** - The selection criteria are based on two main categories, which add up to 90 points. Please refer to:
 - Academic – Up to 60 points.
 - This is from either your best three ATAR and/or General courses OR a VET qualification.
 - Grades from ATAR and General courses can contribute to a higher point score than a VET Certificate. Students aiming for a competitive course should strongly consider the TAFEReady course instead of TrainingDirect.
 - Work History – Up to 30 points.
 - You can use paid work, workplace learning, service-learning, and community service.
 - You must provide evidence of this.
 - You earn 0.003 points per hour.

For further information on competitive courses at TAFEWA, please refer to the Government of Western Australia Department of Training and Workforce Development (www.dtwd.wa.gov.au) or the different TAFE websites.

Course and Certificate Information

Courses, tasks, and assessment

VET Certificates

Vocational Education and Training Certificates are composed of units of competency. Each unit needs to be demonstrated through a combination of practical and theory work. The College delivers the qualification and works with a Registered Training Organisation (RTO). These are offered as either an **Auspice Arrangement** (where a Tranby College staff member delivers the certificate on behalf of the RTO), **VETDSS** (the VET qualification is delivered by TAFE or training staff) or **Fee for Service** (where the student attends the Fremantle Education Centre to complete a VET Certificate).

At the end of the course, the student is deemed to have demonstrated the course requirements; the student is awarded the certificate.

General Courses

General courses comprise of outcomes and tasks within each unit. Outcomes are statements of what students should know, understand, value, and do because of their learning. Tasks are how students apply their knowledge to demonstrate progress and achievement of outcomes. Tasks encompass the content and skills of a course in various contexts and are designed to enable and show progress towards achieving outcomes.

The General course grade will be based on a combination of internal school assessments and, in Year 12, an externally set task (EST). The final General course result will be recorded as a mark out of 100 with a corresponding grade.

At the end of the year, a grade of **A, B, C, D, or E** will be awarded unless a student has not attempted a task. Students who do not complete the course requirements in Year 12 will be awarded an E-grade.

ATAR Courses

Assessment details for Year 11 and 12 ATAR courses are summarised in the relevant course outlines on the following pages and the SCSA Website (senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials).

For each course, assessment comprises a variety of assessment types and content. For ATAR courses, the final result will be recorded as a mark out of 100 with a corresponding grade.

At the end of the year, a grade of A, B, C, D or E will be awarded for Year 12 ATAR courses.

ATAR Course grades will be based solely on combinations of internal school assessments, including school-based examinations. The external exam score has no effect on a school awarded grade, but it is used to calculate the student score for the course.

In Year 12, each ATAR Course assessment comprises 50% of the final mark derived from the internal school-based assessment. The other 50% of the final mark comes from the final external WACE Examination set in that subject. Only marks gained for Year 12 ATAR courses contribute to the Tertiary Entrance Aggregate (TEA) and Australian Tertiary Admissions Rank (ATAR).

Year 11 Dance ATAR

Course Description

The Dance ATAR course acknowledges the interrelationship between practical and theoretical aspects of dance – the making and performing of movement and the appreciation of its meaning. Movement is manipulated and refined through critical decision-making in individual and group work to reflect the choreographer's intent. Students use a wide range of creative processes, such as improvisation and choreographic elements and devices and draw on their physicality and the interpretation of existing work of others to create unique dance works. They investigate how technologies are used to extend and enhance dance design. 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.

Unit 1

Within the broad focus of popular culture, teachers select learning contexts that relate to the interests of their students and build upon the understandings they have already acquired.

The exploration of dance in popular culture leads to a wider understanding of dance's diverse contexts and functions in our society. Students understand and value the way dance is subject to different interpretations and appreciate that informed responses should take into account the varying contexts within which dance works are created

Unit 2

Within the broad focus of Australian dance, teachers select learning contexts that relate to the interests of their students and build upon the understandings they have already acquired. An understanding of diverse range of functions and contexts of dance in Australia allows students to make relevant comparisons between their own and the dance of others. They critically analyse their cultural beliefs and values to traditional and contemporary dance forms and styles and develop deeper understandings of their own personal dance heritage. They understand that dance may give form to ideas and issues that concern the wider community.

Assessment

Performance/Production	50%
Response	30%
Written Examination	10%
Practical (Performance) Examination	10%

Recommended Minimum Entry Standards

Combined practical and written Grade B in Year 10 Dance or by audition and interview.

Associated Fee/Course Levy

Nil

Potential Pathways

Leads to Year 12 Dance ATAR course and university entry.

Possible career pathways: dance teacher, professional dancer, arts administration, choreographer.

Time Off Campus

Several excursions, Dance Night, rehearsals, and participation in various College events.

Enquiries

Ms Sarah Mangan

Year 11 Drama General

Course Description

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, set, 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 of this course is primarily on ensemble performance and teamwork.

Unit 1

The focus of this unit is dramatic storytelling. Students engage with the skills, techniques, processes, and conventions of dramatic storytelling. Students view, read, and explore relevant drama works and texts using scripts and/or script excerpts from Australian and/or world sources.

Unit 2

The focus for this unit is drama performance events for an audience other than their class members. In participating in a drama performance event, students work independently and in teams. They apply the creative process of devising and of interpreting Australian and/or world sources to produce drama that is collaborative and makes meaning.

Assessment

Performance/Production	70%
Response	30%

Recommended Minimum Standards

It is recommended that students have achieved a Grade C in Year 10 Drama or Year 10 English or by audition and interview.

Associated Fee/Course Levy

Nil

Potential Pathways

Leads to Year 12 Drama General course.

Possible career pathways: lawyer, management and personnel services, actor, director, arts and event management, production designer (sound, lighting, costume, set), stage management, front of house management, radio presenter, drama therapist, public relations, occupational therapist, writing, journalist, marketing and promotions, drama teacher, university lecturer, theatre critic, arts education, politician, diplomat.

Time Off Campus

Excursions and workshops, participation in various College events.

Enquiries

Ms Erin Hutchinson

Year 11 Drama ATAR

Course Description

The Drama ATAR course focuses on drama in practice as students integrate their knowledge and skills. They use the elements and conventions of drama to develop and present ideas and explore personal and cultural issues. They engage in drama processes, such as improvisation and text interpretation, which allow them to create drama and interpret a range of texts written or devised by others.

Students' work in this course includes production and design aspects, such as sets, costumes, props, and sound and lighting. Increasingly, students use technologies, such as digital sound and multimedia. They present drama to a range of audiences and work in different performance settings. Students work independently and collaboratively, learning self-management skills, showing initiative and demonstrating leadership and interpersonal skills. The Drama ATAR course requires them to develop and practise problem-solving skills through creative and analytical thinking processes. They develop their capacity to respond to, reflect on, and make informed judgements using appropriate terminology and language to describe, analyse, interpret and evaluate drama. In this course, students engage in both Australian and world drama practice, understanding cultural, political, social and environmental context and experiences.

Unit 1

The focus of this unit is realism and representational drama. Students study the approach of drama practitioner, Stanislavski, exploring and applying choices in practice.

Unit 2

The focus of this unit is non-realism and presentational drama. Students study the approach of drama practitioner, Bertolt Brecht, exploring and applying choices in practice.

Assessment

Performance/Production	40%
Practical Exam	10%
Response	40%
Written Exam	10%

Recommended Minimum Standards

It is recommended that students have achieved a Grade B or above in Year 10 Drama or Year 10 English.

Associated Fee/Course Levy

Nil

Potential Pathways

Leads to Year 12 Drama ATAR or General courses.

Possible career pathways: lawyer, management and personnel services, actor, director, arts and event management, production designer (sound, lighting, costume, set), stage management, front of house management, radio presenter, drama therapist, public relations, occupational therapist, writing, journalist, marketing and promotions, drama teacher, university lecturer, theatre critic, arts education, politician, diplomat.

Time Off Campus

Excursions and workshops, participation in various College events.

Enquiries

Ms Erin Hutchinson

Year 11 Music ATAR

Course Description

The Music ATAR course develops skills through listening and performing, working both individually and with others, students grow in confidence as musicians by engaging in opportunities to perform, compose, analyse and develop music literacy. Students demonstrate critical and creative thinking, self-regulation, collaboration, reflective practice, resilience and perseverance that are integral to the development of holistic musicians.

The Music ATAR course aims to develop students' skills in:

- Performance – students apply technical facility, stylistic and expressive awareness and knowledge of conventions when performing, both as a soloist and in ensemble
- Composition – students use creativity when applying music language, stylistic conventions and knowledge of instrumental and performance techniques when composing and arranging
- Music literacy – students develop their ability to read and write music, analysing, and aurally identifying, the elements and characteristics of music
- Music analysis – students analyse and understand ways in which the elements and characteristics of music have been applied across time, place and culture

Units 1

Students engage in music making as performers and/or composers, both individually and collaboratively. They develop their music literacy, learning how the elements and characteristics of music can be applied, combined and manipulated when performing, composing, listening to and analysing music.

The music analysis theme for this unit is Elements. What are the building blocks that make music work? Students respond to music as they explore the creative application of music elements across time, place and culture. They engage with a range of designated works, developing their understanding and use of music elements. Students develop a greater awareness of the stylistic considerations that inform the music they analyse, compose and perform, and the interrelationships that exist between these music elements.

Units 2

Students confidently engage in music making as performers and/or composers, both individually and collaboratively.

The music analysis theme for this unit is Narratives. How can music tell a story? Students understand that music elements can be manipulated to expressively communicate narrative. Through the combination of music and narrative, composers can provoke strong emotional responses from audiences. This unit aims to develop a more sophisticated understanding of how music elements have been manipulated for specific storytelling purposes. Students apply critical listening and thinking skills and develop aesthetic understanding through analysing the designated works.

Assessment

Practical/Composition	50%
Written	50%

Recommended Minimum Entry Standards

It is recommended that students have achieved a Grade B or above in Year 10 Music and/or a minimum of Grade 5 AMEB in their preferred instrument. Students must be studying a peripatetic instrument, including voice or digital music.

Associated Fee/Course Levy

Nil

Potential Pathways

Leads to Year 12 Music ATAR or General courses.

Possible career pathways: live musician, performer, music creator, music teacher, university lecturer, arts education, sound designer, sound operator.

Time Off Campus

Excursions and workshops, participation in College events.

Enquiries

Mr Alex Watzek

Year 11 Music General

Course Description

The Music General 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.

Units 1 and 2

In this unit, students develop their skills, knowledge and understanding to listen to, compose, perform, and analyse music. They develop aural and music literacy skills and learn how the elements of music can be applied when performing, composing, and responding to music. Students learn about how music is created and performed, analyse musical works, and explore how social, cultural, and historical factors shape music in the specific context selected for study.

Assessment

Practical Component	40%
Aural and Theory	20 – 25%
Composing and Arranging	15 – 20%
Investigation and Analysis	15 – 20%

Recommended Minimum Entry Standards

Combined practical and written Grade C in Year 10 Music (minimum AMEB Practical Grade 5) or by audition and interview.

Satisfactory skills on own musical instrument or vocal ability and completion of examinations on the instrument are preferable.

Associated Fee/Course Levy

Students are strongly advised to participate in music lessons at the College in the instrument of their choice or with a production/composition tutor.

Potential Pathways

Leads to Year 12 Music General Course.

Possible career pathways: professional musician (jazz, rock, alternative, classical), music teacher, specialist instrument tutor, lecturer, specialist recording artist, session musician, composer, jingle writing, movie soundtrack composer, music event coordinator, sound engineer, booking agent, artist/band manager.

Time Off Campus

Various performances in and out of school; College Productions

Enquiries

Mr Alex Watzek

Year 11 Visual Arts ATAR

Course Description

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

Unit 1

The focus for this unit is differences. Students may, for example, consider differences arising from cultural diversity, place, gender, class, and historical period. Differences relating to art forms, media and conventions may also provide a stimulus for exploration and expression.

Students explore ways of collecting, compiling, and recording information and documenting thinking and working practices. They explore approaches to drawing and develop awareness that each artist has their particular way of making marks to convey a personal vision. Students examine how visual language and media choices contribute to the process of conveying function and meaning and use a range of media and technologies to explore, create, and communicate ideas. Students recognise that visual artwork is subject to different interpretations and appreciate that informed responses should take into account the varying contexts within which a work of art is created. They develop an awareness of styles of representation, examining distinctly individualistic approaches of artists in different times and places.

Unit 2

The focus for this unit is identities. In working with this focus, students explore concepts or issues related to personal, social, cultural or gender identity. They become aware that self-expression distinguishes individuals as well as cultures. Students use a variety of stimulus materials and use a range of investigative approaches as starting points to create artwork. They develop a personal approach to the development of ideas and concepts, making informed choices about the materials, skills, techniques, and processes used to resolve and present their artwork.

Students develop understandings of the personal and/or public functions of art in the expression of identity, for example, spiritual expression, psychological expression, therapy, ceremony and ritual, and the purposes of art, such as narrative – telling personal stories or exploring myths. They understand that art may give form to ideas and issues that concern the wider community. Response to artwork stimulates insights, encourages deeper understandings, and challenges preconceived ideas. Students develop an awareness of how the visual arts may be both socially confirming and questioning, analyse their own cultural beliefs and values and develop deeper understandings of their own personal visual arts heritage.

Assessment

Production	50%
Analysis	15%
Investigation	15%
Examination	20%

Recommended Minimum Entry Standards

60% in each of the practical and written components of Year 10 Visual Arts or by interview.

Associated Fee/Course Levy

Nil

Potential Pathways

Leads to Year 12 Visual Arts ATAR Course.

Possible career pathways: advertising, web/graphic designer, fashion designer, occupational therapist, draftsperson, interior designer, animator, architect, cartoonist, illustrator, make-up artist, visual merchandiser, film and television, stage/set designer, photographer, sculptor, art therapist, theatrical costume maker and designer, sign writer, jeweller, art teacher.

Time Off Campus

Students may be involved in excursions and workshops.

Enquiries

Mrs Louise Hardwick

Year 11 Visual Arts General

Course Description

In the Visual Arts General course, students engage in traditional, modern, and contemporary media and techniques within the broad areas of art forms. The course promotes innovative practice. Students are encouraged to explore and represent their ideas and gain an awareness of the role that artists and designers play in reflecting, challenging, and shaping societal values. Students are encouraged to appreciate the work of other artists and engage in their own art practice.

Unit 1

The focus for this unit is experiences. Students develop artworks based on their lives and personal experiences, observations of the immediate environment, events and/or special occasions. They participate in selected art experiences aimed at developing a sense of observation.

Unit 2

The focus for this unit is explorations. Students explore ways to generate and develop ideas using a variety of stimulus materials and explorations from their local environment. They use a variety of inquiry approaches, techniques and processes when creating original artworks.

Assessment

Production	70%
Analysis	15%
Investigation	15%

Recommended Minimum Entry Standards

It is recommended that students have previously studied visual arts in either Year 9 or Year 10.

Associated Fee/Course Levy

Nil

Potential Pathways

Leads to Year 12 Visual Arts General Course.

Possible career pathways: advertising, web/graphic designer, fashion designer, occupational therapist, draftsman, interior designer, animator, architect, cartoonist, illustrator, make-up artist, visual merchandiser, film and television, stage/set designer, photographer, sculptor, art therapist, theatrical costume maker and designer, sign writer, jeweller, art teacher.

Time Off Campus

Students may be involved in excursions and workshops.

Enquiries

Mrs Louise Hardwick

Year 11 English ATAR

Course Description

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.

Unit 1

Students explore how meaning is communicated through the relationships between language, text, purpose, context, and audience. This includes how language and texts are shaped by their purpose, the audiences for whom they are intended and the contexts in which they are created and received. Through responding to and creating texts, students consider how language, structure and conventions operate in a variety of imaginative, interpretive, and persuasive texts. Study in this unit focuses on the similarities and differences between texts and how visual elements combine with spoken and written elements to create meaning. Students develop an understanding of stylistic features and apply skills of analysis and creativity. They can respond to texts in various ways, creating their own texts and reflecting on their own learning.

Unit 2

Students analyse the representation of ideas, attitudes, and voices in texts to consider how texts represent the world and human experience. Analysis of how language and structural choices shape perspectives in and for a range of contexts is central to this unit. By responding to and creating texts in different modes and media, students consider the interplay of imaginative, interpretive, and persuasive elements in a range of texts and present their own analyses. Students critically examine the effect of stylistic choices and the ways in which these choices position audiences for particular purposes, revealing and/or shaping attitudes, values, and perspectives. Through creating their own texts, students are encouraged to reflect on their language choices and consider why they have represented ideas in particular ways.

Assessment

Responding	35 – 40%
Creating	35 – 40%
Examination	20 – 30%

Recommended Minimum Entry Standards

Subject mark of 60% in Year 10 English. OLN A should be achieved.

Associated Fee/Course Levy

Nil

Potential Pathways

Leads to Year 12 English ATAR Course.

Possible career pathways: journalism, education, creative writing, literature studies, linguistics.

Time Off Campus

Excursion to a play

Enquiries

Mrs Claire Hartstonge, Mr Stephen McQueen or Mrs Carol Severe

Year 11 English General

Course Description

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 give students the skills to succeed in various 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 various oral, multimodal, and digital forms.

Unit 1

Unit 1 focuses on students comprehending and responding to the ideas and information presented in texts. Students:

- employ a variety of strategies to assist comprehension
- read, view, and listen to texts to connect, interpret, and visualise ideas
- learn how to respond personally and logically to texts by questioning, using inferential reasoning and determining the importance of content and structure
- consider how organisational features of texts help the audience to understand the text
- learn to interact with others in a range of contexts, including everyday, community, social, further education, training, and workplace contexts
- communicate ideas and information clearly and correctly in a range of contexts
- apply their understanding of language by creating texts for different purposes.

Unit 2

Unit 2 focuses on interpreting ideas and arguments in a range of texts and contexts.

Students:

- analyse text structures and language features and identify the ideas, arguments, and values expressed
- consider the purposes and possible audiences of texts
- examine the connections between purpose and structure and how a text's meaning is influenced by the context in which it is created and received
- integrate relevant information and ideas from texts to develop their own interpretations
- learn to interact effectively in a range of contexts
- create texts using persuasive, visual and literary techniques to engage audiences in a range of modes and media.

Assessment

Responding	50%
Creating	50%

Recommended Minimum Entry Standards

Nil

Associated Fee/Course Levy

Nil

Potential Pathways

Leads to Year 12 English General Course.

TAFE, workforce, University – Some universities will sometimes consider a General English 'A' grade in their Alternatives or Portfolio Pathways for some undergraduate or university preparation courses. Please talk to each University about this option.

Time Off Campus

None anticipated at this stage.

Enquiries

Mrs Claire Hartstonge or Mr Stephen McQueen

Year 11 Literature ATAR

Course Description

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

Unit 1

Unit 1 develops students' knowledge and understanding of different ways of reading and creating literary texts drawn from a widening range of historical, social, cultural, and personal contexts. Students analyse the relationships between language, text, contexts, individual points of view and the reader's response. This unit develops knowledge and understanding of different literary conventions and storytelling traditions and their relationships with audiences. A range of literary forms is considered: prose fiction, poetry, and drama. The significance of ideas and the distinctive qualities of texts are analysed through detailed textual study. Through the creation of analytical responses, students frame consistent arguments substantiated by relevant evidence. In creating imaginative texts, students explore and experiment with aspects of style and form.

Unit 2

Unit 2 develops students' knowledge and understanding of intertextuality – the ways literary texts connect with each other. Drawing on a range of language and literary experiences, students consider the relationships between texts, genres, authors, readers, audiences, and contexts. The ideas, language and structure of different texts are compared and contrasted. Exploring connections between texts involves analysing their similarities and differences through analysing ideas, language used and forms of texts. Students create analytical responses that are evidence-based and convincing. By experimenting with text structures and language features, students understand how their imaginative texts are informed by analytical responses.

Assessment

Extended Written Response	10 - 20%
Short Written Response	30 - 40%
Creative production of a literary text	10 – 20%
Oral	10 – 20%
Examination	20 – 30%

Recommended Minimum Entry Standards

Subject mark of 70% in Year 10 English. OLN should be achieved.

Associated Fee/Course Levy

Nil

Potential Pathways

Leads to Year 12 Literature ATAR Course.
University – law, teaching, journalism, medicine.

Time Off Campus

Excursion to a play

Enquiries

Mrs Melissa Crotty or Ms Carol Severe

Health and Physical Education

Year 11 Outdoor Education General

Course Description

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 mountain biking, canoeing, and bushwalking. 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 positive relationships with nature. The course also provides opportunities to develop skills that will enable them to pursue personal interests and careers in outdoor pursuits, environmental management, or eco-tourism.

Unit 1

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

Unit 2

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

Assessment

Investigation	25%
Performance 1: Specific to outdoor adventure activity skills and strategies	30%
Performance 2: Specific to expedition	20%
Response	25%

Recommended Minimum Entry Standards

Nil - Students must be able to swim 200 metres in less than seven (7) minutes; and support themselves in water for a minimum of fifteen (15) minutes without the aid of a flotation device. Additionally, they must have excellent standards of behaviour required for a safe, practical environment.

Associated Fee/Course Levy

\$750

Please note: this is a high fee course due to the costs associated with equipment, specialised instructors and transport associated with day trips, expeditions, and course instruction; this is included in the course levy. Students are expected to supply individual foodstuffs and basic personal equipment for the expeditions.

Potential Pathways

Leads to Year 12 Outdoor Education General Course.

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

Time Off Campus

Students are required to attend all camps and excursions.

Enquiries

Mr Christopher Dix

Year 11 Physical Education Studies General

Course Description

Physical Education Studies contributes to students' physical, social, and emotional growth. The Physical Education Studies General course provides students with opportunities to understand and improve performance by integrating 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, sports development, youth work, health and medical fields.

Unit 1

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

Unit 2

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

Assessment

Practical (Performance)	50%
Investigation	25%
Response	25%

Recommended Minimum Entry Standards

Students must have a suitable level of fitness and the ability to swim.

Additionally, they must have excellent standards of behaviour required for a safe, practical environment

An interest or experience in playing or coaching sports is desirable.

Associated Fee/Course Levy

Nil

Potential Pathways

Leads to Year 12 Physical Education Studies General.

This will lead to further studies such in health and fitness, massage, sport and recreation, physiotherapy, coaching, personal training, sports science, human movement, and other health-related fields.

Time Off Campus

Students may be required to assist in coaching younger students and represent the College in various sports carnivals and matches.

Enquiries

Mr Sam Mainwaring, Mr Brendon Diamanti and Ms Hayley Holtham

Year 11 Physical Education Studies ATAR

Course Description

Unit 1

The focus of this unit is to explore the physiological effects of training and the body's responses to physical activity. Content will focus on various aspects of functional anatomy and how they may improve performance in physical activity. In terms of developing skills and tactics, the focus of this unit is to identify the relationship between skill, tactics and the body in order to improve the effectiveness and efficiency of performance.

Unit 2

The focus of this unit is to explore biomechanical concepts, skilled movement analysis, and the effects of feedback on sporting performance. Content will focus on the effects of psychological considerations on performance in various physical activities. In terms of developing skills and tactics, the focus of this unit is to identify the relationship between skill, tactics and the body to improve the effectiveness and efficiency of performance.

Assessment

Practical (Performance)	30%
Investigation	10%
Response	20%
Examination	40%

Recommended Minimum Entry Standards

Students must have a suitable level of fitness and the ability to swim. Additionally, they must have excellent standards of behaviour required for a safe, practical environment. An interest or experience in playing or coaching sports is desirable.

Associated Fee/Course Levy

Nil

Potential Pathways

Leads to Year 12 Physical Education Studies ATAR.

This will lead to further studies for careers in health and fitness, massage, sport and recreation, physiotherapy, coaching, personal training, sports science, human movement, and other health-related fields.

Time Off Campus

Students may be required to assist in coaching younger students and represent the College in various sports carnivals and matches.

Enquiries

Mr Mohamad Yussof, Mr Sam Mainwaring, Mr Brendon Diamanti and Ms Hayley Holtham

Humanities and Social Sciences

Certificate III in Business – BSB30120

Course Description

This qualification reflects the varied roles of individuals across different industry sectors who apply a broad range of competencies using some discretion, judgement, and relevant theoretical knowledge. Students will develop and build teamwork, interpersonal skills and organisational capabilities, which can be used to strengthen and further their employability skills post-secondary schooling. The importance of digital literacy in the workforce will be addressed, and students will gain a deeper understanding of its importance to their work lives.

Units of Competency

BSBPEF301	Organise personal work priorities
BSBWHS311	Assist with maintaining workplace safety
BSBXCM301	Engage in workplace communication
BSBXTW301	Work in a team
BSBTWK301	Use inclusive work practices
BSBTEC201	Use business software applications
BSBTEC301	Design and produce business documents
BSBTEC302	Design and produce spreadsheets
BSBTEC303	Create electronic presentations
BSBTEC202	Use digital technologies to communicate in a work environment
BSBPEF201	Support personal wellbeing in the workplace
BSBCRT311	Apply critical thinking skills in a team environment
BSBSUS211	Participate in sustainable work practices

Units are subject to change.

Registered Training Organisation

iVET (40548)

Assessment

Students must satisfactorily complete all units of competency to achieve the Certificate III. Each certificate comprises a set of core units and elective units.

Recommended Minimum Entry Standards

Nil.

Recommended: Grade C in Year 10 Humanities and Social Sciences. Grade C in English.

Associated Fee/Course Levy

\$240

Potential Pathways

This Certificate is studied over both Year 11 and Year 12.

Skills acquired will be beneficial for running your own small business. This will lead to further studies at TAFE in business administration.

Time Off Campus

None anticipated at this stage.

Enquiries

Miss Sarah Ware and Mrs Louisa Abelha

Year 11 Business Management & Enterprise General

Course Description

The Business Management and Enterprise General 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.

Unit 1

The focus of this unit is on establishing a small business in Australia. Opportunities are provided to explore business start-ups and to recognise the factors that contribute to business success. Entrepreneurship and innovative thinking are introduced, generating ideas and proposals that may be suitable for business ventures. These proposals are then developed into a business plan.

Unit 2

The focus of this unit is on operating a small business in Australia. The unit is suited to the running of a small business in the school or local environment, or to the use of business simulations. The concepts of innovation, marketing and competitive advantage and the key factors that influence consumer decision making are introduced. Legal aspects of running a small business, including rights and responsibilities of employer and employee, are investigated.

Assessment

Business Research	40%
Response	60%

Recommended Minimum Entry Standards

Nil

Associated Fee/Course Levy

Nil

Potential Pathways

Year 12 Business Management and Enterprise
Will assist students wanting to start their own business or use it as an entry pathway to university to complete a commerce or business course

Time Off Campus

Nil

Enquiries

Mrs Louisa Abelha and Ms Sarah Ware

Certificate II in Workplace Skills – BSB20120

Course Description

The Certificate II level program prepares students for entry-level positions across a diverse range of business services settings. It can help to open the door to a vast array of non-technical employment opportunities. It can also lead to further study in either technical or non-technical vocations. It aims to develop the most common transferable skills and knowledge required in almost any workplace.

Units of Competency

BSBPEF101	Plan and prepare for work readiness
BSBPEF202	Plan and apply time management
BSBWHS211	Contribute to health and safety of self and others
BSBCMM211	Apply communication skills
BSBOPS201	Work effectively in business environments
BSBTEC201	Use business software applications
BSBTEC203	Research using the internet
BSBTEC202	Use digital technologies to communicate in a work environment
BSBCRT201	Develop and apply thinking and problem-solving skills
BSBSUS211	Participate in sustainable work practices

Units are subject to change

Registered Training Organisation

iVET (40548)

Assessment

Students must satisfactorily complete all units of competency to achieve the Certificate II. Each certificate comprises a set of core units and elective units.

Recommended Minimum Entry Standards

Nil

Associated Fee/Course Levy

\$225

Potential Pathways

This Certificate is studied over both Year 11 and Year 12.

Skills acquired will be beneficial for running your own small business. This will lead to further studies at TAFE in business administration.

Time Off Campus

None anticipated at this stage.

Enquiries

Miss Sarah Ware and Mrs Louisa Abelha

Year 11 Careers and Enterprise General

Course Description

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 exploring social, cultural, and environmental issues that affect work, workplaces, and careers.

Unit 1

The focus of this unit is exploring work and networks. Students develop an understanding of aspects of work, such as part-time, full-time, flexible hours, volunteer work and unemployment. They learn that positive self-esteem and self-management are required to access work opportunities and acquire skills to build careers. Students learn the basic organisation and roles associated with different workplace structure, and develop awareness that employment is connected with responsibility for themselves and others. Students understand transitions can be facilitated by resources made available through the family, school, workplace and community, and these groups assist young people in learning what is expected of workers. It enables students to increase their knowledge of work and career choices and to identify a network of people and organisations that can help with their school-to-work transition.

Unit 2

The focus of this unit is entry-level work readiness. Students explore the attributes and skills necessary for employment, identify their personal strengths and interests and the impact these have on career development opportunities and decisions. Students examine the organisation of workplaces within a chosen industry area and learn about the rights and responsibilities of employees and employers in entry-level jobs. An audit of career competencies, knowledge, behaviours, values and attitudes is conducted, and an autobiographical profile is developed. This profile is used, together with simple work search tools and techniques, to commence planning career development options. A record of work, training and learning experiences is required for inclusion in a career portfolio. The work search tools and techniques and career competencies used in the process of career management are investigated. An exploration is made of workplaces, organisations, and systems, and also employment as a contractual agreement. Individuals' roles, rights and responsibilities are defined and assessed according to legal, ethical, and financial considerations. The unit investigates how influences and trends impact personal career development opportunities.

Assessment

Investigation	30%
Production/Performance	30%
Individual pathway/career portfolio	20%
Response	20%

Recommended Minimum Entry Standards

Nil

Associated Fee/Course Levy

Nil

Potential Pathways

This course is of benefit to any student.

Time Off Campus

None anticipated at this stage.

Inquires

Mrs Louisa Abelha and Ms Claire Symmonds

Year 11 Economics ATAR

Course Description

Economics investigates the choices which all people, groups and societies face as they attempt to resolve the ongoing problem of satisfying their unlimited wants with limited resources. Economics aims to understand and analyse the allocation, utilisation and distribution of scarce resources that determine our wealth and wellbeing. Economics develops the knowledge, reasoning and interpretation skills that form an important component of understanding individual, business and government behaviour at the local, national and global levels. The Economics ATAR course develops reasoning, logical thinking and interpretation skills demanded by the world of work, business and government. Economic literacy developed through this course enables students to actively participate in economic and financial decision-making, which promotes individual and societal wealth and wellbeing. The emphasis of the course is on the Australian economy.

Unit 1 - Microeconomics

This unit introduces 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 introduces 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.

Assessment

Investigation	20%
Data Interpretation	20%
Extended Answer	20%
Examination	40%

Recommended Minimum Entry Standards

Recommended Grade B or above in Year 10 HASS

Associated Fee/Course Levy

Nil

Potential Pathways

Leads to Year 12 Economics ATAR. Possible careers: Financial Analyst, Politician Investment Banker, Management Consultant, Data Analyst, Policy Analyst.

Time Off Campus

None anticipated.

Enquiries

Mrs Louisa Abelha

Year 11 Modern History ATAR

Course Description

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, 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

This unit examines developments of significance in the modern era, including the ideas that inspired them and their far-reaching consequences. Students examine one development or turning point that has helped to define the modern world. Students explore crucial changes, for example, the application of reason to human affairs; the transformation of production, capitalism and consumption, transport, and communications; the challenge to social hierarchy and hereditary privilege; the assertion of inalienable rights; and the new principles of government by consent. Through their studies, students explore the nature of the sources for the study of modern history and build their skills in the historical method through inquiry. The key conceptual understandings covered in this unit are what makes an historical development significant; the changing nature and usefulness of sources, the changing representations and interpretations of the past; and the historical legacy of these developments for the Western world and beyond.

Unit 2

This unit examines significant movements for change in the 20th century that led to change in society, including people's attitudes and circumstances. These movements draw on the major ideas described in Unit 1, have been connected with democratic political systems, and have been subject to political debate. Through a detailed examination of one major 20th century movement, students investigate the ways in which individuals, groups and institutions have challenged existing political structures, accepted social organisation, and prevailing economic models, to transform societies. The key conceptual understandings covered in this unit are the factors leading to the development of movements; the methods adopted to achieve effective change; the changing nature of these movements; and changing perspectives of the value of these movements and how their significance is interpreted.

Assessment

Historical Inquiry	20%
Explanation	20 – 30%
Source Analysis	20 – 30%
Examination	30%

Recommended Minimum Entry Standards

Year 10 Humanities Grade B. Subject competency needs to be demonstrated in Humanities – History.

Associated Fee/Course Levy

Nil

Potential Pathways

Leads to Year 12 Modern History ATAR. Possible careers: law, politics, journalism, public service, foreign affairs, diplomatic service, academic, teacher, tourism, archaeology, and museum work.

Time Off Campus

Students may attend excursions.

Enquiries

Ms Veronica Haeusler, Mrs Marina Clark and Mrs Louisa Abelha

Languages

Year 11 Indonesian Second Language SIDE only

Course Description

The Indonesian: Second Language ATAR course is designed to develop students' knowledge further and understanding of the culture and the language of Indonesian-speaking communities, providing them with opportunities to gain a broader and deeper understanding of Indonesian and extend and refine their communication skills. The course focuses on the interrelationship of language and culture, equips students with the skills needed to function in an increasingly globalised society, a culturally and linguistically diverse local community, and provides them with the foundation for lifelong language learning. Relevant and engaging tasks, delivered through a range of appropriate contexts and topics, develop literacy in the Indonesian language and extend literacy development in English.

Unit 1

The focus for this unit is *Saat ini aku di sini* (Here and now). Students build on their skills, knowledge, and understandings through the study of the unit content. They further develop their communication skills in Indonesian and gain a broader insight into the language and culture.

Unit 2

The focus for this unit is *Bisa saya bantu?* (Can I help you?). Students further develop their skills, knowledge, and understandings through the study of the unit content. They extend their communication skills in Indonesian and gain a broader insight into the language and culture.

Assessment

Oral Communication	20 %
Response: Listening	10%
Response: Viewing and Reading	20%
Written Communication	20%
Practical (Oral) Examination	10%
Written Examination	20%

Recommended Minimum Entry Standards

Grade C in Year 10 Indonesian Second Language or by interview.
Students interested in studying Indonesian: Second Language ATAR must also apply to the SCSA, via the College, approval.

Associated Fee/Course Levy

Additional fees may apply, please contact Head of Senior School for more information.

Potential Pathways

Leads to Year 12 Indonesian Second Language ATAR.
Possible career pathways: business and commerce, politics, linguistic studies, hospitality and tourism, engineering. There is a wide variety of university courses that can be combined with a language. It is advantageous to combine STEM subjects with a language.

This course will contribute bonus points to the calculation of the student's TEA and ATAR.

Time Off Campus

None anticipated at this stage.

Enquiries

Mrs Wijayanti

Mathematics

Year 11 Mathematics Applications ATAR

Course Description

This course focuses on using mathematics to solve problems in contexts involving financial modelling, geometric and trigonometric analysis, graphical and network analysis, and growth and decay in sequences. It also provides opportunities for students to develop systematic strategies based on the statistical investigation process for answering statistical questions that involve analysing univariate and bivariate data, including time series data. The Mathematics Applications ATAR course is designed for students who want to extend their mathematical skills beyond the Year 10 level but whose future studies or employment pathways do not require knowledge of calculus. The course is designed for students with a wide range of educational and employment aspirations, including continuing their studies at university or TAFE.

Unit 1

This unit has three topics:

- 'Consumer arithmetic' reviews the concepts of rate and percentage change in the context of earning and managing money and provides a fertile ground for spreadsheets.
- 'Algebra and matrices' continues the Year 7–10 curriculum study of algebra and introduces the topic of matrices. This topic emphasises the symbolic representation and manipulation of information from real-life contexts using algebra and matrices.
- 'Shape and measurement' builds on and extends the knowledge and skills students developed in the Year 7–10 curriculum with the concept of similarity and associated calculations involving simple geometric shapes. This topic emphasises applying these skills in a range of practical contexts, including those involving three-dimensional shapes.

Unit 2

This unit has three topics:

- 'Univariate data analysis and the statistical process' develops students' ability to organise and summarise univariate data in the context of conducting a statistical investigation.
- 'Linear equations and their graphs' uses linear equations, straight-line graphs, and linear-piece-wise and step graphs to model and analyse practical situations.
- 'Applications of trigonometry' extends students' knowledge of trigonometry to solve practical problems involving non-right-angled triangles in both two and three dimensions, including problems involving the use of angles of elevation and depression and bearings in navigation.

Assessment

Response	40%
Investigation	20%
Examination	40%

Recommended Minimum Entry Standards

Minimum Grade C, preferably Grade B, in Year 10 Mathematics and achieved Category 2 in the OLNA.

Associated Fee/Course Levy

Nil. Students will need a CAS Classpad (approximately \$250.00)

Potential Pathways

Year 12 Mathematics Applications Course or Year 12 Mathematics Essential Course. Possible career pathways: biotechnology, biological science, agricultural science, psychology, computer science, forensic biology, commerce, earth science, business, climate science.

Time Off Campus

None anticipated at this stage.

Enquiries

Ms. Wright, Ms. Carla Booth, Mrs Alison Fogwill, Mr. Saad Parekh

Year 11 Mathematics Essential General

Course Description

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 allows students to prepare for post-school employment options and further training.

Unit 1

This unit provides students with the mathematical skills and understanding to solve problems relating to calculations, applications of measurement, the use of formulas to find an unknown quantity and the interpretation of graphs. Throughout this unit, students use the mathematical thinking process. This process should be explicitly taught in conjunction with the unit content. Teachers are advised to apply the content of the four topics in this unit: Basic calculations, percentages, and rates; Algebra; Measurement; and Graphs, in meaningful contexts and of interest to their students. Possible contexts for this unit are Earning and managing money and Nutrition and health.

The number formats for the unit are whole numbers, decimals, common fractions, common percentages, and square and cubic numbers written with powers.

Unit 2

This unit provides students with the mathematical skills and understanding to solve problems related to representing and comparing data, percentages, rates, ratios, and time and motion. Students further develop the use of the mathematical thinking process and apply the statistical investigation process. The statistical investigation process should be explicitly taught in conjunction with the statistical content within this unit. Teachers are advised to apply the content of the four topics in this unit: Representing and comparing data; Percentages; Rates, and ratios; and Time and motion, in a meaningful context and of interest to their students. Possible contexts for this unit are Transport and Independent living.

The number formats for the unit are whole numbers, decimals, fractions and percentages, rates, and ratios.

Assessment

Response	50%
Practical Applications & Statistical Investigation	50%

Recommended Minimum Entry Standards

Nil.

Recommended: Grade C in Year 10 Mathematics and achieved Category 2 in the OLNA.

Associated Fee/Course Levy

Nil

Potential Pathways

Year 12 Mathematics Essential Course. Please note that this course will not be externally examinable at the WACE level and will not contribute to the student's ATAR. It may be used for TAFE entry to most courses.

Time Off Campus

None anticipated at this stage.

Enquiries

Ms. Wright, Ms. Carla Booth, Mrs Alison Fogwill, Mr. Saad Parekh

Year 11 Mathematics Methods ATAR

Course Description

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

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

Unit 1

This unit begins with a review of the basic algebraic concepts and techniques required for a successful introduction to the study of calculus. The basic trigonometric functions are then introduced. Simple relationships between variable quantities are reviewed, which are used to introduce the key concepts of a function and its graph. The study of inferential statistics begins in this unit with a review of probability fundamentals and introduces counting, conditional probability, and independence.

Unit 2

The algebra section of this unit focuses on exponentials. Their graphs are examined, and their applications in a wide range of settings are explored. Arithmetic and geometric sequences are introduced, and their applications are studied. Rates and average rates of change are introduced, followed by the key concept of the derivative as an 'instantaneous rate of change'. These concepts are reinforced numerically by calculating difference quotients both geometrically as slopes of chords and tangents and algebraically. Calculus is developed to study the derivatives of polynomial functions, with the simple application of the derivative to curve sketching, the calculation of slopes and equations of tangents, the determination of instantaneous velocities and the solution of optimisation problems. The unit concludes with a brief consideration of anti-differentiation.

Assessment

Response	40%
Investigation	20%
Examination	40%

Recommended Minimum Entry Standards

Grade B in Year 10A Mathematics and achieved category 3 in the OLN and Teacher recommendation.

Associated Fee/Course Levy

Nil.

Students will need a CAS Classpad (approximately \$250.00)

Potential Pathways

Year 12 Mathematics Methods.

Possible career pathways: biotechnology, biological science, agricultural science, psychology, computer science, forensic biology, commerce, earth science, business, climate science.

This course will contribute bonus points to the calculation of the student's TEA and ATAR.

Time Off Campus

None anticipated at this stage.

Enquiries

Mr Saad Parekh

Year 11 Mathematics Specialist ATAR

Course Description

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

Unit 1

Unit 1 of the Mathematics Specialist ATAR course contains three topics: Combinatorics, Vectors in the plane, and Geometry that complement the content of the Mathematical Methods ATAR course. Geometry provides the opportunity to summarise and extend students' studies in Euclidean Geometry. An understanding of this topic is of great benefit in the study of later topics in the course, including vectors and complex numbers. Vectors in the plane provides new perspectives for working with two-dimensional space and serves as an introduction to techniques that will be extended to three-dimensional space in Unit 3. Combinatorics provides techniques that are useful in many areas of mathematics, including probability and algebra.

Unit 2

Unit 2 of the Mathematics Specialist ATAR course contains three topics: Trigonometry, Matrices, and Real and complex numbers. Trigonometry contains techniques that are used in other topics in both this unit and Unit 3. Real and complex numbers provides a continuation of students' study of numbers, and the study of complex numbers is continued in Unit 3. This topic also contains a section on proof by mathematical induction. The study of Matrices is undertaken, including applications to linear transformations of the plane.

Assessment

Response	40%
Investigation	20%
Examination	40%

Recommended Minimum Entry Standards

Grade B in Year 10A Mathematics, achieved category 3 in OLNA and Teacher recommendation. Student must also be eligible for and enrol in Mathematics Methods - ATAR.

Associated Fee/Course Levy

Nil.
Students will need a CAS Classpad (approximately \$250.00)

Potential Pathways

Year 12 Mathematics Specialist Course Units 3 and 4. Possible career pathways: engineering (chemical and process, civil, computer, electrical and electronic, environmental, materials, mechanical mechatronic, mining, petroleum, process instrumentation and control, software), geophysics, actuary.

This course will contribute bonus points to the calculation of the student's TEA and ATAR.

Time Off Campus

None anticipated at this stage.

Enquiries

Mr Saad Parekh

Science

Year 11 Biology ATAR

Course Description

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

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

Unit 1

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

Unit 2

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

Assessment

Science Inquiry	30%
Extended Response	10%
Test	20%
Examination	40%

Recommended Minimum Entry Standards

Year 10 Science Grade B or by interview. English and Mathematics competence is assumed.

Associated Fee/Course Levy

Nil

Potential Pathways

Year 12 Biology ATAR Course.

University: environmental sciences and forensics; biological sciences; marine and freshwater biology TAFE: sustainable forestry; veterinary nurse; forest rehabilitation in mining.

Time Off Campus

Compulsory fieldwork which includes a camp.

Enquiries

Mrs Sally Case or Ms Michelle Ribeiro

Year 11 Chemistry ATAR

Course Description

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

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

Unit 1

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

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.

Assessment

Science Inquiry	25%
Extended Response	10%
Test	15%
Examination	50%

Recommended Minimum Entry Standards

Year 10 Science Grade B or by interview. Acceptance into an ATAR-level mathematics is expected.

Associated Fee/Course Levy

Nil

Potential Pathways

Year 12 Chemistry ATAR Course.

Possible career pathways: chemical engineering, metallurgy, medicine, pharmacy, agriculture, veterinary science, biomedical sciences. This is a common prerequisite for many university science courses.

Time Off Campus

None anticipated at this stage

Enquiries

Ms Kelly Dwyer, Mr Naushad Singh and Mrs Rachel Bullock

Year 11 Human Biology ATAR

Course Description

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

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

Unit 1

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

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.

Assessment

Science Inquiry	20%
Extended Response	15%
Test	25%
Examination	40%

Recommended Minimum Entry Standards

Year 10 Science Grade B or by interview. English and Mathematics competence is assumed.

Associated Fee/Course Levy

Nil

Potential Pathways

Year 12 Human Biology ATAR Course.

Possible career pathways: sports medicine, biomedical science, physiotherapy, nursing, education, psychology, and other paramedical fields.

Time Off Campus

None anticipated at this stage

Enquiries

Mrs Rachel Bullock, Mrs Sally Case or Ms Elinor Evans

Year 11 Human Biology General

Course Description

In General Human Biology, students explore how the human body functions and how lifestyle choices influence health and well-being. Through engaging practical and virtual activities, they investigate key body systems and the role of nutrients, physical health, and medical monitoring in maintaining optimal body function. Students develop skills in data analysis, use of scientific technology, and communication of biological information to better understand how to make informed decisions that support a healthy life.

Unit 1

The focus for this unit is on the nutritional choices that we make for the optimal functioning of body cells. Cells are the basic structural and functional units of the human body. Nutrients are required by cells to sustain life processes. The structures of the digestive system are designed to obtain nutrients which are essential for a functioning musculoskeletal system. Personal dietary decisions can affect the optimal functioning of body cells and quality of life. Students investigate and model cell processes through practical activities. They explore the digestive and musculoskeletal systems through real and virtual dissections. Students analyse and evaluate various diets against the Australian Dietary Guidelines. They are encouraged to use information and communication technology to gather and interpret data, and communicate their findings in a variety of ways.

Unit 2

The focus of this unit is on the importance of regular health checks to prevent or manage medical problems. The circulatory, respiratory and urinary systems facilitate the exchange, transport and removal of materials for efficient body functioning. Regular health checks can assess the risk of future medical issues and monitor current medical problems for the development of individual treatment plans in order to improve quality of life. Students investigate blood pressure, heart rate, blood oxygen levels and lung capacity through practical activities. They explore the circulatory, respiratory and urinary systems through real and virtual dissections. Students analyse data from blood and urine samples to detect anomalies. They are encouraged to use information and communication technology to gather and interpret data, and communicate their findings in a variety of ways.

Assessment

Investigation	40%
Project	30%
Practical Assessment	10%
Supervised Written Assessment	20%

Recommended Minimum Entry Standards

Nil
Recommended: Year 10 Science Grade C or by interview.

Associated Fee/Course Levy

Nil

Potential Pathways

Year 12 Human Biology General Course.
Possible career pathways: enrolled nursing, child- and aged-care, fitness, and personal training.

Time Off Campus

None anticipated at this stage

Enquiries

Mrs Rachel Bullock, Ms Elinor Evans

Year 11 Science in Practice General

Course Description

Science in Practice is a course grounded in the belief that science is multidisciplinary and, in essence, a practical activity. The Science in Practice course encourages students to be questioning, reflective and critical thinkers about scientific issues, enabling them to make informed decisions about questions that directly affect their lives and the lives of others. Students will engage in activities and project-based investigations on science issues in the context of the world around them and are encouraged to collaborate and cooperate with others in the community.

Unit 1 – Acids and Bases

In this unit, students will use a range of practical and research inquiry skills to identify the properties of acids and bases and investigate chemical reactions, including the prediction and identification of products. They will investigate how acids and bases work in the human body and affect the environment. Students are encouraged to use information and communication technology to gather and interpret data and communicate their findings in a variety of ways.

This unit integrates content from the Chemistry and Biology science disciplines.

Unit 2 – Wheels in Motion

In this unit, students learn how knowledge of how the nervous systems reacts to stimuli and physics can help drivers make informed decisions that can mitigate the risks of driving. Students use a range of practical and research inquiry skills to investigate and conduct experiments on factors affecting reactions and motion. They are encouraged to use information and communication technology to gather and interpret data, and to communicate their findings in a variety of ways.

This unit integrates content from the Physics and Biology science disciplines.

Assessment

Investigation	40%
Projects	30%
Practical Assessments	10%
Supervised Written Assessments	20%

Recommended Minimum Entry Standards

Nil

Recommended: Year 10 Science Grade C or by interview.

Associated Fee/Course Levy

Nil

Potential Pathways

Year 12 Science in Practice Course.

Possible career pathways: Further study in Science Curriculum at TAFE, mechanics, nursing, hairdressing, ergonomist, health and safety.

Time Off Campus

None anticipated at this stage

Enquiries

Mr David Case, Mrs Rachel Bullock

Year 11 Physics ATAR

Course Description

In the Physics ATAR course students will learn how energy and energy transformations can shape the environment from the small scale, in quantum leaps inside an atom's electron cloud, through the human scale, in vehicles and the human body, to the large scale, in interactions between galaxies. Students have opportunities to develop their investigative skills and use analytical thinking to explain and predict physical phenomena. Students plan and conduct investigations to answer a range of questions, collect and interpret data and observations, and communicate their findings in an appropriate format. Problem-solving and using evidence to make and justify conclusions are transferable skills that are developed in this course.

Unit 1

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

Unit 2

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

Assessment

Science Inquiry	30%
Test	30%
Examination	40%

Recommended Minimum Entry Standards

Year 10 Science Grade B or by interview. Students must be selecting an ATAR level Mathematics Course, preferably Mathematics Methods.

Associated Fee/Course Levy

Nil

Potential Pathways

Year 12 Physics ATAR Course.

Possible career pathways: engineering, aviation, and sports science.

Time Off Campus

Physics Day @ Adventure World Excursion

Enquiries

Mr Naushad Singh

Year 11 Psychology ATAR

Course Description

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 are introduced to the human brain, focusing on the major parts and lobes of the cerebral cortex, and review case studies, illustrating the link between the brain and behaviour. They also explore the impact of external factors, such as physical activity and psychoactive drugs, on individuals' behaviour. Cognitive processes, such as sensation and perception and selective and divided attention, are investigated. The impact of others on behaviour is also studied. Students examine different types of relationships and look at the role of verbal and non-verbal communication in initiating, maintaining, and regulating relationships. Students are introduced to ethics in psychological research and carry out investigations, following the steps in conducting scientific research. They identify the aims of psychological investigations and apply appropriate structure to sequence data using correctly labelled tables, graphs, and diagrams.

Unit 2

This unit introduces students to developmental psychology by looking at the concept of average development and changes expected as people age. They 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 several historical perspectives used to explain personality such as Freud's psychodynamic approach. Students investigate the influence of others on self-concept, identity, and attitudes. They explore the behaviours observed within groups, such as deindividuation and social loafing, and causes of prejudice. Psychological research methods introduced in Unit 1 are further explored.

Assessment

Investigations	20%
Response	30%
Project	20%
Examination	30%

Recommended Minimum Entry Standards

Year 10 Science Grade B and meet the minimum standards for Mathematics Applications and English ATAR.

Associated Fee/Course Levy

Nil

Potential Pathways

Year 12 Psychology ATAR Course Possible career pathways: psychology (clinical or research), counselling, education, human resources, social sciences, sales, media and marketing and management, data analytics

Time Off Campus

None anticipated at this stage

Enquiries

Ms Claire Hartstonge

Year 11 Psychology General

Course Description

In the Psychology General course students will be introduced to psychological knowledge which supports an understanding of the way individuals function in groups. Students learn about well-known psychological models and theories, and the methods used to conduct scientific investigations in the discipline of psychology. 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 provides a general introduction to personality and intelligence and seeks to explain how individuals are influenced by their surroundings. Students explore a number of influential theories used to describe and/or explain personality such as Freud's psychodynamic approach and Eysenck's trait theory. A range of intelligence theories are reviewed and cultural influences with respect to intelligence testing and child-rearing are examined. Beyond the individual, the impact of others on behaviour is a key focus. Students examine different agents of socialisation, focusing on the impact of parenting style on behaviour. Types of communication and the role of verbal and non-verbal communication in initiating, maintaining, and regulating relationships are studied. Students are introduced to qualitative and quantitative methods of data collection and explore fundamental ethical considerations in research including informed consent and voluntary participation.

Unit 2

This unit introduces students to the human brain, focusing on the major parts. Students explore the impact of factors influencing behaviour, emotion and thought, including heredity, hormones, physical activity, and psychoactive drugs. The scientific study of development is an important component of psychology. Students review physical, cognitive, social, and emotional development and the role of nature and nurture. Erikson's stages of psychosocial development are examined as students learn about the impact of external factors on personality development. Students examine the impact of group size on behaviour and look at the influence of culture in shaping attitudes towards issues such as mental illness and disability. Students interpret descriptive data such as mean and range. They use this data to create tables, graphs and diagrams and draw conclusions using patterns observed in the data.

Assessment

Investigations	30%
Response	40%
Project	30%

Recommended Minimum Entry Standards

No minimum requirements.
Recommended Grade C in Year 10 Science and Year 10 English.

Associated Fee/Course Levy

Nil

Potential Pathways

Year 12 Psychology General Course
Possible career pathways: social work, counselling, childcare, education, human resources, social sciences, health assistance, sales, media and marketing and management, data analytics

Time Off Campus

None anticipated at this stage

Enquiries

Ms Ellen Ansell, Ms Claire Hartstonge, Ms Elinor Evans

Technologies

Year 11 Applied Information Technology ATAR

Course Description

The Applied Information Technology ATAR course provides students with the knowledge and skills to use a range of computer hardware and software to create, manipulate and communicate information in an effective, responsible, and informed manner. Students develop an understanding of computer systems; the management of data; and the use a variety of software applications to investigate, design, construct and evaluate digital products and digital solutions. Students investigate client-driven issues and challenges, devise solutions, produce models or prototypes and then evaluate and refine the developed digital product and solution. The course offers pathways to further studies and a range of 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.

Unit 1

This unit focuses on the use of digital technologies to create and manipulate digital media. Students use a range of applications to create visual and audio communications. They examine trends in digital media transmissions and implications arising from the use of these technologies.

Unit 2

This unit focuses on the skills, principles and practices associated with various types of documents and communications. Students identify the components and configuration of networks to meet the needs of a business. Students design digital solutions for clients being, mindful of the various impacts of technologies within legal, ethical, and social boundaries.

Assessment

Project	40%
Short Answer	15%
Extended Answer	15%
Examination	30%

Recommended Minimum Entry Standards

Achieved the minimum standards for English ATAR and Mathematics Applications

Associated Fee/Course Levy

Nil

Potential Pathways

Year 12 Applied Information Technology ATAR Course

Possible careers include IT, programming, application development, networking, cyber security, data analytics

Time Off Campus

None anticipated at this stage

Enquiries

Mr Briggs

Year 11 Computer Science General

Course Description

In this course, the impact of technological developments on the personal, social and professional lives of individuals, businesses and communities is investigated. The ethical, moral and legal factors that influence developments in computing are explored so that students recognise the consequences of decisions made by developers and users in respect to the development and use of technology.

This course provides students with practical and technical skills that equip them to function effectively in a world where these attributes are vital for employability and daily life in a technological society. It provides a sound understanding of computing to support students pursuing further studies in related fields.

Unit 1 - Personal use of computer systems

This unit provides students with the knowledge and skills required to use and maintain a personal computer. It introduces a formal method for developing simple information systems and databases. While considering personal needs, students examine the social, ethical and legal implications of personal computer use.

Unit 2 - Personal use of communication and information systems

This unit introduces a formal method for developing networks and internet technologies and writing a sequence of simple instructions. Students examine the social, ethical and legal implications associated with software development.

Assessment

Project	60%
Theory test	20%
Practical test	20%

Recommended Minimum Entry Standards

Nil

Associated Fee/Course Levy

Nil

Potential Pathways

Year 12 Computer Science General.

Computer Programmer, Data Scientist, Database Administrator, Hardware Engineer, Information Security Analyst, Network Architect, Video Game Developer, Web Developer

Time Off Campus

None anticipated at this stage

Enquiries

Course Description

The Materials Design and Technology General course is designed to facilitate achievement of the following outcomes:

- Technology process
- Understanding the use of materials
- Using technology skills
- Understanding materials, society and the environment
- External Assessments

Unit 1 – Semester 1 – Hall Table

Students interact with a variety of items that have been specifically designed to meet certain needs. Students are introduced to the fundamentals of design. They learn to communicate various aspects of the technology process by constructing what they design.

Throughout the process, students learn about the origins, classifications, properties and suitability for purpose of the materials they are using and are introduced to a range of production equipment and techniques. They develop materials manipulation skills and production management strategies and are given the opportunity to realise their design ideas through the production of their design project.

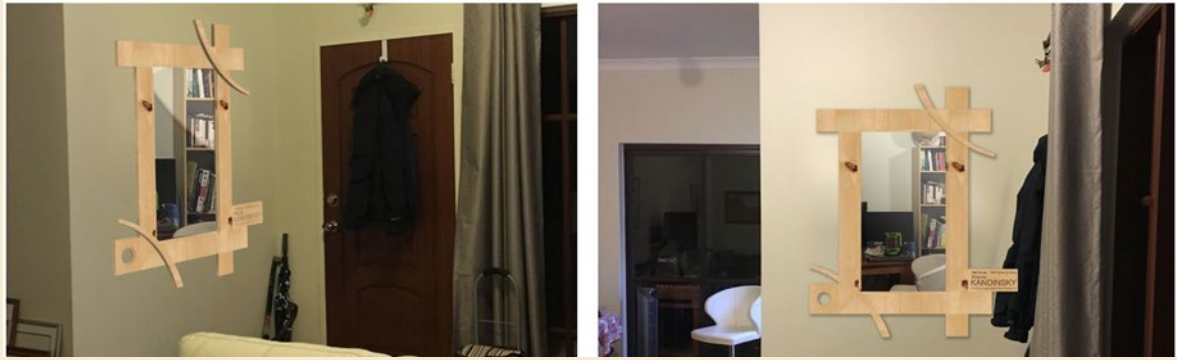


Unit 2 – Semester 2 – Hallway Mirror

Students interact with products designed for a specific market. They use a range of techniques to gather information about existing products and apply the fundamentals of design. Students learn to conceptualise and communicate their ideas and various aspects of the design process within the context of constructing what they design.

Throughout the process, students learn about the origins, classifications, properties and suitability for end use of materials they are working with. Students are introduced to a range of technology skills and are encouraged to generate ideas and realise them through the production of their design projects. They work within a defined environment and learn to use a variety of relevant technologies safely and effectively.

Students, in consultation with teachers, select projects of interest and then design and make products suitable for a specific market.



Assessment

Design (Written) 25% Design (Folio)

Students apply a design process to develop a product or project. Students are assessed on how they:

- investigate products or projects
- devise, develop and modify design solutions throughout the technology process
- present their findings in written, oral or multimedia form. Students must compile evidence of their application of a design process.

Production (Practical) 60% Production Practical

Internal Assessments

Extended and manufacturing project(s) where students control, evaluate and manage processes.

Students are assessed on their:

- understanding, confidence and competence when using skills in manufacturing processes and when managing production plans
- manufactured product in terms of quality and finish.

Response (Written) 15% Response

Students apply their knowledge and skills in responding to a series of stimuli or prompts in the following formats: examinations, essays, oral responses, ICT visual responses and product evaluation reports.

Recommended Minimum Entry Standards

Experience in Wood Design and Technology in Year 10. Workshop Safety Compliance.

Associated Fee/Course Levy

Nil

Potential Pathways

Leads to Year 12 Materials Design and Technology General.

Design and Technology Education Major. Building and construction. Carpentry and Joinery. Building Design and Drafting.

Time Off Campus

One hour per day Monday - Friday, after school, to engage in additional sketching, 3D modelling work, and research/study/revision tasks.

Enquiries

Mr Andrew Briggs

Certificate II in Community Services – CHC22015

Course Description

This qualification may be used as a pathway for workforce entry as community services 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 within clearly defined guidelines.

Units of Competency

CHCCOM001	Provide first point of contact
CHCCOM005	Communicate and work in health or community services
CHCDIV001	Work with diverse people
HLTWHS001	Participate in workplace health and safety
BSBWOR202	Organise and complete daily work activities
HLTAID002	Provide basic emergency life support
FSKOCM07	Interact effectively with others at work
CHCECE002	Ensure the health and safety of children
CHCECE004	Promote and provide healthy food and drinks

Units are subject to change

Registered Training Organisation

iVET (40458)

Assessment

Students must satisfactorily complete all units of competency in order to achieve the Certificate II. Each certificate comprises a set of core units and elective units.

Recommended Minimum Entry Standards

Nil

Associated Fee/Course Levy

\$295

Potential Pathways

This Certificate is studied over both Year 11 and Year 12.

This course caters for students seeking career pathways in areas such as sociology, psychology, education, nursing, occupational therapy, community services and childcare. This will lead to further studies at TAFE in areas such as childcare and early childhood education.

Time Off Campus

Work placement at Tranby College Childcare Centre.

Enquiries

Mr Andrew Briggs

Certificate II in Electrotechnology

Course Description

A Year 11 & 12, Two Year Program

Students will manufacture various circuits, including a music playing amp. This will be on display on various info evenings/venues.

Units of Competency

CPCCWHS1001 Prepare to work safely in the construction industry 10

UEECD0007 Apply work health and safety regulations, codes and practices in the workplace 20

UEECD0009 Carry out routine work activities in an energy sector environment*40

UEECD0021 Identify and select components, accessories and materials for energy sector work activities*20

UEECD0038 Provide solutions and report on routine electrotechnology problems 60

UEECD0046 Solve problems in single path circuits*40

UEECD0052 Use routine equipment/plant/technologies in an energy sector environment*40

UEERE0021 Provide basic sustainable energy solutions for energy reduction in residential premises40

* **UEECD0007** required also as a prerequisite – This is a White Card **Competency UEECD0007 “Apply work health and safety regulations, codes and practices in the workplace”** prior to the determination of competency in the Units of Competency they appear in.

Registered Training Organisation

AIET - RTO# 121314

Assessment

A total of 410 weighting points comprising:

270 core weighting points listed below; plus

140 general elective weighting points from the general elective units listed below. Some of this will be completed as Work-placement of two placements totalling 200 Hours approx, TBC with RTO, at a local organisation To be organised by student and with assistance from Tranby College and its networks.

Recommended Minimum Entry Standards

Tranby College individual Foundation Skill Requirement: Successful Pass of Mathematics Year 10 will be required and also OLNA Numeracy, or the predicted ability to do so throughout year 11 & 12, to ensure students have the fundamental background knowledge to complete the main Unit Knowledge and Skills

Associated Fee/Course Levy

\$755

Potential Pathways

Apprenticeship and/or Traineeship, and/or Diploma/Degree in
Engineering – **University and TAFE**

Electrician inc. High Voltage

Linesman and associated careers Western Power

Signals Technician – Multiple Firms/destinations

Electrical Engineering inc. Mining and Offshore

Time Off Campus

Work placement of two placements totalling 200 Hours approx. at a local organisation.

Enquiries

Mr Briggs

UniReady

Students in the UniReady Pathway will complete the following two units – one in each semester.

Fundamentals of Academic Writing - PWRP0001

Course Description

The complex processes, strategies, attitudes, and language that characterise academic learning, research and writing are identified, discussed, practiced, and applied in relation to set tasks to build a foundation for academic success. In the context of research and writing, this unit supports students in developing and practising skills for entry level university courses. Students are introduced to, and gain opportunities to practise and develop, academic and language skills related to planning, researching, structuring, constructing, revising, and proofreading academic writing tasks. All these skills will be used in your future degree.

Outcomes

On successful completion of this unit, students can:

- Identify and implement relevant study processes, strategies, and attitudes to effectively manage personal study demonstrated by completing specific learning development tasks including reflection;
- Consistently apply academic research and writing conventions and practices including information literacy, appropriate use of scholarly literature, and a formal writing style when producing written assignments;
- Construct an essay to demonstrate application of effective planning, structuring, editing and proofreading skills; and,
- Demonstrate competent communicative skills in reading and writing, in using English for academic purposes.

Assessment

Reading Response	15%
Essay Planning	40%
Examination	10%

Recommended Minimum Entry Standards

A Grade C in Year 10 English and a minimum of a Category 2 in OLNA.

Associated Fee/Course Levy

\$200 (Full year cost for both units)

Potential Pathways

Year 12 UniReady

Degrees at Curtin University with a nominal ATAR of 70 and no specific pre-requisites.

Time Off Campus

Excursion to Curtin University Campus

Enquiries

Ms Elinor Evans

Foundations of Communication - COMS0002

Course Description

Students develop their knowledge and skills in effective spoken, written, and graphic communication in a tertiary context. Communication strategies appropriate for purpose and audience are applied in practical and interactive learning tasks involving interpersonal communication, presentation, negotiation, and language skills. Features of spoken, written and online communication are identified, and strategies to enhance effectiveness in learning environments are defined and demonstrated with examples. Communication strategies appropriate for purpose and audience are applied in practical and interactive learning tasks involving interpersonal communication, presentation, negotiation, and language skills through individual and group learning practices using various face-to-face and online technologies.

Outcomes

On successful completion of this unit, students can:

- Identify and use interpersonal strategies appropriate for purpose and audience when communicating in spoken, written and online modes in the learning environment;
- Execute an oral presentation using visual tools to enhance the message;
- Participate in a team project and produce a blog or wiki on an assigned topic that demonstrates effective online, interpersonal, and collaborative learning practices; and,
- Demonstrate competent communicative skill in using English for academic purposes (in reading, writing, speaking, and listening).

Assessment

Structured Discussion	15%
Group task	40%
Individual Reflection	10%
Oral presentation	10%

Recommended Minimum Entry Standards

A Grade C in Year 10 English and a minimum of a Category 2 in OLNA.

Associated Fee/Course Levy

\$200 (Full year cost for both units)

Potential Pathways

Year 12 UniReady

Degrees at Curtin University with a nominal ATAR of 70 and no specific pre-requisites.

Time Off Campus

Excursion to Curtin University Campus

Enquiries

Ms Elinor Evans

Curtin University HASS Electives (WACE Accredited)

Option 1: Analytics for Decision Making - ECOM 1000

Course Description

This unit will develop analytical capabilities, equipping students with knowledge about basic data analysis to derive essential information from numerical, textual and visual datasets. As consumers and producers of data, students will learn about data management and security practices, as well as developing an understanding of legal and ethical issues relating to the collection and use of data. Students will develop their analytic capabilities by understanding and interpreting a range of data types including macroeconomic data, which will be used as a base case study where students will examine how macroeconomic conditions affect business decisions across a variety of disciplines including marketing, management, and finance. Students will have the opportunity to personalise their learning experience as they examine case study data sets relating to a range of business disciplines including economics, marketing, human resources and finance. Students will also develop skills to effectively communicate the results of their analysis to an audience and recommend business actions from a considered range of alternatives.

Option 2: Understanding Regions - WORK 1000

Course Description

This unit provides students with Context for remote, regional and rural communities and industries.

Option 3: Sustainability and Innovation Foundations - WORK 2000

Course Description

This unit provides students with context for sustainable development goals, innovative thinking and project design.

Assessment

To be decided by Curtin University.

Recommended Minimum Entry Standards

Year 10 Grade B Average across MESH subjects.

Associated Fee/Course Levy

Costs associated with books/printing.

Potential Pathways

Leads to Year 12 ATAR/General pathway and Curtin University application via learning portfolio.

Time Off Campus

Students may attend course on campus when/if required/requested.

Enquiries

Mrs Marina Clark

VET Delivered to Secondary Students (VETDSS)

TAFE

North and South Metropolitan TAFE and a number of other training qualifications offer VET certificates to students in Years 11 and 12 that are still enrolled at school. Some of these are free for the students, however, others come with a significant cost that students will be required to pay for before being enrolled in the course. Students who have previously enrolled in a VETDSS that was fee-free are generally unable to enrol in another course at no cost.

For details on the [North Metropolitan TAFE Courses](#) on offer for 2026, please go to:

northmetrotafe.wa.edu.au/schools-and-parents/vet-delivered-secondary-students

For South Metropolitan TAFE Courses for 2026, please visit:

southmetrotafe.wa.edu.au/study-types/vet-delivered-secondary-students



Every effort has been made to ensure the accuracy of the information provided in this handbook. However, please check with the relevant tertiary educational institutions for entrance requirements for their relative courses.



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