



WESLEY COLLEGE

By daring & by doing

2021

Year 11 and 12

Course Selection Guide

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Introduction

Wesley is committed to providing a broad range of courses so that each student may experience the satisfaction of a successful and fulfilling upper school journey. Every teacher supports individual student choice through deliberate quality differentiation practices, continuous reporting practices, enriching learning and teaching programs, academic coaching and academic data tracking. In guiding students and their parents, the College promotes a number of important principles which include the following:

- Parents and carers are the primary educators of their children.
- The College will work in partnership with students and parents to identify the most suitable pathway for each individual student.
- The College supports the individual interests, passions, growth and learning needs of each student.
- The three-way relationship between College, boys and parents is of great importance and communication channels should be responsive to individual student needs.
- The choice of academic pathway, ATAR, General or VET are equally valued by the College and wider community.
- The choice of academic pathway does have an impact on student wellbeing.

This selection guide provides details and explanations of courses available to study in Years 11 and 12.

Dates to Note

Thursday 25 June	Release of Year 11 and 12 Course Selection Guide for 2021
Thursday 2 July	Year 11 2021 Parent/Guardian Information Presentation
Monday 10 August	Year 10 Student/Parent/Mentor Interviews with subject selection a key focus
Thursday 20 August	Subject selections need to be entered online by this date
Friday 6 November	Workplace Learning (INSTEP) applications close

Expectations of our senior students

If you are entering Year 11, this year marks an important transition for Wesley students. You will have opportunities to:

- Choose six courses appropriate to your interests
- Accept increasing responsibility and ownership of your academic pathway, academic performance, targets and growth
- Begin to take on more significant leadership roles and other responsibilities within the school
- Continue and extend your participation in sport, activities and other intellectual and cultural pursuits
- Understand that there is a close correlation and connection between your work habits, commitment and course achievements
- use your experiences to refine and develop your interests and career paths.

For those entering Year 12 and coping with the demands and pressures of Year 12 it is very important to have a balanced life and to find time for friends, family, exercise, relaxation as well as study. Your final year of secondary school is an important year for you in which you will have opportunities to:

- Choose five or six courses appropriate to your interests. Students wishing to take Workplace Learning may choose it as an additional subject; (students on a General or VET Pathway must choose six subjects).
- Accept an increasing responsibility and ownership of your academic pathway, academic performance, targets and growth;
- Take on leadership roles and other responsibilities within the school;
- Continue and extend your participation in sport, activities and other intellectual and cultural pursuits;
- Understand that there is a close correlation and connection between student work habits and their course achievements;
- Use your experiences to refine and develop your interests and career paths.

[Student Academic Pathway Policy](#)

[Student Academic Pathway Procedures](#)

Definitions

The School Curriculum and Standards Authority (SCSA)

The SCSA is the government body responsible for all school curricula, Years 11 and 12 syllabus preparation, monitoring comparability of standards between schools, the setting and administration of the ATAR Examinations, and the certification of student results.

Western Australian Statement of Student Achievement (WASSA)

At the completion of their secondary schooling in Year 12, all students receive a Western Australian Statement of Student Achievement (WASSA). The WASSA is a formal record of what a Year 12 student has achieved as a result of their school education in Western Australia.

Western Australian Certificate of Education (WACE)

Students receive the WACE certificate upon successful completion of their senior secondary education. It is recognised nationally in the Australian Qualifications Framework (AQF), by universities, industry and training providers. While students typically complete a WACE in their final two years of high school, there is no specified time limit for completion and study towards achieving the WACE. It can be undertaken over the course of a lifetime.

WACE requirements

Achievement of a WACE is now a more significant achievement than it used to be. Essentially, a WACE acknowledges a student has demonstrated a minimum standard in both literacy and numeracy and has achieved the minimum standards in an educational program of suitable breadth and depth. This is described more fully below.

Basic WACE requirements:

- Satisfactory demonstration of the literacy and numeracy competency requirements. This is achieved from past Year 9 NAPLAN results or OLNA test results done thereafter.
- Completion of at least 20 course units, or the equivalent, across Years 11 and 12, as described in the breadth and depth requirements below.
- Completion of
 - at least 4 Year 12 ATAR courses^[Note 1], or
 - at least 5 Year 12 General courses and/or ATAR courses or equivalent, or
 - a VET Certificate II or Certificate III in combination with ATAR or General courses.

WACE Breadth and Depth requirements

To meet the breadth and depth requirement you must complete a minimum of 20 units, which may include unit equivalents attained through VET and/or endorsed programs. This requirement must include at least:

- a minimum of 10 or the equivalent of Year 12 units^[Note 2]
- 2 completed Year 11 English units and a pair of Year 12 English units (or Literature or ELD);
- 1 pair of Year 12 course units from each of List A (arts/languages/social sciences) and List B (mathematics/science/technology).

Achievement standard requirements

- Achieve at least 14 C grades, or the equivalent, in units across Years 11 and 12, with at least 6 C grades (or the equivalent) having been achieved in Year 12 units.

Note [1]: Completion of ATAR courses requires students to have completed the school assessment program in the subject and to have sat the external examination.

Note [2]: Students are permitted to repeat units from Year 11. However, they can only count once.

VET credit transfer and unit equivalents

Reading the information above you may have wondered about the term 'unit equivalents' and what it means and how it relates to VET. This comes into play because the VET Certificate courses and endorsed programs are not ATAR or General Courses and are not assessed using marks and grades.

A completed Certificate II course is counted as being equivalent to completing one Year 11 and one Year 12 ATAR or General course and counts as 4 C grades and 4 of the 20 course units needed to complete the WACE.

The table below displays the unit equivalents for Certificate II and Certificate III courses.

Completed qualification	Total equivalents	Year 11 credit allocation (unit equivalents)	Year 12 credit allocation (unit equivalents)
Certificate II	4 units	2	2
Certificate III	6 units	2	4

Some Certificate courses can be completed in a single year whilst others need to be completed over two years and so this needs to be considered when making your selections. The courses are listed in the VET section below. Regardless of how long the course takes to complete, one year or two years, the number of credits allocated for a completed Certificate course is the number indicated in the table above.

From a WACE perspective, VET Certificates can contribute a maximum total of 8 unit equivalents and 8 C grade equivalents across Years 11 and 12. Where a student has successfully completed two different Certificate courses then they will receive the maximum number (8) of credits possible.

The availability of VET Certificates has been beneficial for many students, especially for those choosing to do a General pathway. Most students choose to study the certificates at school, as they do their other subjects. However, there are other possibilities. These will be now be elaborated further in Ms Duncan's section on Vocational Education and Training.

Vocational Education and Training (VET)

Wesley offers a selection of VET programs to cater for students who wish to gain hands-on experience and prepare themselves for entry into the workplace. As well as gaining valuable workplace experience and skills, students completing VET Certificates and Authority-endorsed programs will receive unit equivalence toward their graduation.

Wesley supports students who wish to embark on a School-Based Traineeship during Years 11 and 12. This entails students completing paid work in their preferred industry area. There are log book requirements and booklets or online modules which contribute to a student gaining a Certificate II in the industry area.

Wesley offers the option of participating in the Authority-endorsed Workplace Learning program which is managed by the INSTEP West cluster. As an endorsed program, Workplace Learning units completed contribute towards the WACE certificate. Workplace Learning consists of a one day a week release from school into industry workplaces. Students selecting Workplace Learning have a choice of many industry areas to explore. Workplace Learning is most appropriate for those looking for a flexible work experience component to their program.

Year 11 students may select from a range of Vocational Certificates delivered within the college:

- SIS20319 Certificate II Sport Coaching – one year course.
- ICT20115 Certificate II Information, Digital Media and Technology – one-year course
- CUA20715 Certificate II Visual Art (Art and Photography) – two-year course.

Year 12 students may select from:

- SIS20319 Certificate II Sport Coaching -one-year course.
- ICT20115 Certificate II Information, Digital Media and Technology – one-year course.
- CUA20715 Certificate II Visual Arts (Design and Drafting) for students completing the course from Year 11.
- CUA20715 Certificate II Visual Art (Art and Photography) for students completing the course from Year 11.
- BSB30115 Certificate III Business (for students who have completed the Cert II Information Digital Media Technology in Year 11).

Please note that both the Visual Art Certificate and the Business Certificate require students to have completed the relevant pre-requisites during Year 11. Only the Sport Coaching and IDMT Certificates can be commenced in Year 12.

Please refer to the individual Learning Areas within this handbook for further details.

There are also many TAFE and industry-based certificate training opportunities available to students with other specific vocational interests. Applications are currently open for VET in Schools qualifications through TAFE and private Registered Training Organisations. Please see Ms Duncan, the Head of Career Development, as soon as possible as applications for many of these programs close in August.

Also contact her on 9368 8072 or by email at Jayne.Duncan@wesley.wa.edu.au for advice on the application process. Further information about these vocational options is provided in the Vocation Education and Training Learning Area documentation at the end of this guide.

Subject Choice

PREREQUISITES

Most courses have prerequisites listed or an indication as 'to whom the course is intended.' These are provided to help guide you away from making inappropriate decisions and to suggest courses as possibilities for those students who meet the prerequisites.

Your teachers of English, Mathematics, Humanities and Social Science (HASS) and Science have all made recommendations regarding the courses you might consider for Years 11 and 12 based on your progress in their subjects in Semester One. Selection of a course for which you do not meet the prerequisites is not advisable and should only be done after consultation with your Mentor and Head of Year. Students making such selections will be monitored closely to see how they perform in Year 10 during Semester Two, and further advice will be provided to them at the end of the year.

Your prospects of success in courses for which you do not meet the prerequisites are poor. **Trying a course out for a few weeks in Year 11 is strongly discouraged.** Being able to swap to a different course after a few weeks can never be guaranteed, due to the restrictions imposed by numbers and other timetabling implications. Grades achieved in Year 11 are important as they contribute to the 14 C grades needed to attain your WACE. You can set yourself up for success in Year 12 by achieving 8 C grades or better in Year 11.

Choosing Courses

Before looking at the specific courses and course units, you should consider the following pathways from school and beyond. There are now essentially three pathways – an ATAR pathway, a full GENERAL pathway and a VET/GENERAL pathway.

	GENERAL and VET/GENERAL Pathways	ATAR Pathways
Year 11 ^{Note 1}	Six General courses or 5 General courses and a VET course. Consideration of 1 ATAR course in either of these mixes in place of a General course might also be a possibility.	Either 6 ATAR courses or 5 ATAR courses and 1 General or 1 VET course.
Year 12 ^{Note 1}	In most cases a continuation of the path above, with 6 General courses or 5 General and 1 VET course.	Ideally a minimum of 5 ATAR courses, 4 ATAR courses and 1 General, or 1 VET course is the minimum requirement.
Examinations/ESTs	Externally Set Tasks (ESTs) are compulsory for all students enrolled in Units 3 and 4 of General Courses in Year 12. (Note the ATAR examination requirement for all ATAR courses taken in Year 12.)	ATAR examinations are compulsory for students enrolled in Units 3 and 4 of an ATAR course.
Post-school destinations	<ul style="list-style-type: none"> • Portfolio entry to ECU, Curtin or Murdoch • ECU UniPrep course • Notre Dame Tertiary Pathway Program • Curtin UniReady Enabling Program • TAFE or Apprenticeship 	<ul style="list-style-type: none"> • ATAR entry to university • Portfolio entry to ECU, Curtin or Murdoch • Alternative entry pathways to Notre Dame, Curtin or Murdoch universities • TAFE or Apprenticeship

Note [1]: There is considerable flexibility in terms of possible pathways and these represent the most common pathways. Other pathways are also possible and maybe considered.

The courses have been organised into two lists, List A and List B. In order to meet the breadth of study requirement for a WACE, students must complete at least one pair of Year 12 Units 3 and 4 from both a List A and a List B course. These lists are shown on pages 9 and 10.

List A contains the Arts/Language/HASS courses and List B the Mathematics/Science/Technology courses. The lists show all the courses offered.

All students entering Year 11 must choose seven courses, one being a reserve choice, in order of preference from Lists A and B. If you are entering Year 12 then you must enter six courses in order of preference (Independent Learning counts as a choice). The timetable grid for next year will be generated from the student selections made in August. Subsequent changes are subject to the constraints of the grid.

Please note that INSTEP is a seventh subject at Wesley. Students interested in doing INSTEP are asked to contact Ms Duncan directly in the Senior Studies Centre and tick the appropriate box on their subject selection form.

The College reserves the right not to offer any course which attracts an inadequate enrolment. In spite of the great flexibility of computer-generated timetables we may be unable to accommodate some combinations of courses.

Course Lists

LIST A

TERTIARY ENTRANCE/ATAR PATHWAYS

Year 11 Courses Units 1 and 2	Course code	Year 12 Courses Units 3 and 4	Course code
Business Management & Enterprise	AEBME	Business Management & Enterprise	ATBME
Drama	AEDRA	Drama	ATDRA
Economics	AEECO	Economics	ATECO
English	AEENG	English	ATENG
English as Additional Language or Dialect	AEELD	English as Additional Language or Dialect	ATELD
French	AEFSL	French	ATFSL
Geography	AEGEO	Geography	ATGEO
History – Modern	AEHIM	History – Modern	ATHIM
Indonesian: Second Language	AEIND	Indonesian: Second Language	ATIND
Literature	AELIT	Literature	ATLIT
Media Production and Analysis	AEMPA	Media Production and Analysis	ATMPA
Music - Western Art	AEMUSW	Music - Western Art	ATMUSW
Philosophy and Ethics	AEPAE	Philosophy and Ethics	ATPAE
Politics and Law	AEPAL	Politics and Law	ATPAL
Visual Arts	AEVAR	Visual Arts	ATVAR

GENERAL COURSES LIST A

GENERAL and VET/GENERAL PATHWAYS

Year 11 Courses Units 1 and 2	Course Code	Year 12 Courses Units 3 and 4	Course Code
Business Management and Enterprise	GEBME (2021)	Business Management and Enterprise	GTBME (2022)
Drama	GEDRA	Drama	GTDRA
English	GEENG	English	GTENG
Music	GEMUS	Music	GTMUS

ATAR COURSES LIST B

TERTIARY ENTRANCE/ATAR PATHWAYS

Year 11 Courses Units 1 and 2	Course code	Year 12 Courses Units 3 and 4	Course code
Accounting and Finance	AEACF	Accounting and Finance	ATACF
Biology	AEBLY	Biology	ATBLY
Chemistry	AECHE	Chemistry	ATCHE
Computer Science	AECSC	Computer Science	ATCSC
Design – Photography	AEDES	Design – Photography	ATDES
Engineering Studies	AEEST	Engineering Studies	AATEST
Human Biological Science	AEHBY	Human Biological Science	ATHBY
Mathematics Applications	AEMAA	Mathematics Applications	ATMAA
Mathematics Methods	AEMAM	Mathematics Methods	ATMAM
Mathematics Specialist	AEMAS	Mathematics Specialist	ATMAS
Physical Education Studies	AEPEP	Physical Education Studies	ATPEP
Physics	AEPHY	Physics	ATPHY

GENERAL COURSES LIST B
GENERAL and VET/GENERAL PATHWAYS

Year 11 Courses Units 1 and 2	Course Code	Year 12 Courses Units 3 and 4	Course Code
Design - Tech Graphics	GEDEST	Design - Tech Graphics from 2022	GTDEST
Marine and Maritime Studies	GEMMS	Marine and Maritime Studies	GTMMMS
Mathematics Essential	GEMAE	Mathematics Essential	GTMAE
Materials D&T - Wood	GEMDTW	Materials D&T - Wood	GTMDTW
Materials D&T - Metal	GEMDTM	Materials D&T - Metal	GTMDTM
Outdoor Education	GEOED	Outdoor Education	GTOED
Physical Education Studies	GEPES (2021)	Physical Education Studies	GPES (2022)

UNLISTED
NON-TERTIARY ENDORSED/VET PROGRAMS

Year 11 Courses	Unit Code	Year 12 Courses	Unit Code
Workplace Learning	ADWPL	Workplace Learning	ADWPL
Certificate II in Sport Coaching	C2SPC	Certificate II in Sport Coaching	C2SPC
Certificate II in Information, Digital Media and Technology	C2IDMT	Certificate III in Business	C3BUS
Certificate II Visual Art (Art /Photography) -two-year course	C2EVAAP	Certificate II Visual Art (Art & Photography) second year of course	C2TVAAP
		Cert II Visual Art (Design & Drafting) second year of course	C2TVADD
		Certificate II in Information, Digital Media and Technology	C2IDMT

If you intend to apply for tertiary entry immediately after Year 12, there are a number of points to bear in mind:

- To obtain an ATAR (Australian Tertiary Admissions Rank) you will need a minimum of four ATAR courses.
- Some tertiary courses have specific prerequisites. See the [TISC](#) (Tertiary Institutions Service Centre) website for guides for '[University Admission 2022](#) or [University Admission 2023: Admission Requirements for School Leavers](#)'
- Some Year 12 Courses will assume knowledge of Year 11 work. In particular, Year 12 students studying Accounting, Mathematics Methods, Mathematics Specialist, Chemistry and Physics will be severely disadvantaged if they have not completed the Year 11 courses first.
- Be realistic. Many students under-estimate both the difficulty of Year 11 work and the time needed for its completion. Compare your Year 10 grades with the subject prerequisites. Are you being over-optimistic?

If you are not committed to immediate university entry, remember:

- TAFE offers practical, vocational training and qualifications as an alternative to tertiary studies.
- TAFE qualifications are recognised by most tertiary institutions and you will be able to qualify for university entry by this alternate route.
- More than half of the university entrants are 'non-standard' applicants, that is mature age students who have completed other qualifications or held jobs and decided to return to education as part of evolving career patterns.

Advice on course selections can be obtained from many sources within the school – individual subject teachers, Heads of Learning Area, your Head of Year (Mr Townsend or Ms Healy), Mentor, the Head of Career Development (Ms Duncan), the Dean of Academic Studies (Mr Pateman), Dean of Academic Administration (Mr Rumble) and the Dean of Curriculum (Ms Hardy).

ATAR and University entry

ATAR Examinations

External ATAR examinations will be conducted for Units 3 and 4 in all Year 12 ATAR courses. These examinations are a compulsory part of completing the courses. All ATAR courses have a written examination, however, some also include a practical, oral or performance component.

Externally Set Tasks (ESTs)

For moderation purposes (to help ensure that an A grade at Wesley is comparable to an A grade in other schools), all students taking General courses in Year 12 are required to sit a common fifty minute externally set task (EST) worth a total of 15% of the year mark. These assessments occur in June each year and the tests are conducted and marked internally. Year 11 students taking General courses are not required to sit an EST until they are in Year 12.

Tertiary Entrance Requirements

To be considered for university admission as a school leaver upon the completion of Year 12 you would normally be expected to:

- meet the requirements for a WACE, and
- achieve competence in English as prescribed by the individual universities (see details below), and
- obtain a sufficiently high ATAR for entry to a particular course^{Note 1}, and
- satisfy any prerequisites or special requirements for entry to a particular course.

Note [1]: ECU, Curtin and Murdoch universities now offer portfolio pathways for some courses which do not require an ATAR. See Ms Duncan for further details.

Competence in English

For UWA, Murdoch, ECU and Curtin, a scaled mark of at least 50% is required for English ATAR, or Literature ATAR, or EAL/D ATAR.

For ECU only, English competence can also be achieved with an A, B or C grade in English ATAR, or Literature, or ELD.

The above achievement satisfies the outright competence in English requirement.

Concessions available

For students who do not achieve English competency outright, Curtin, Murdoch and UWA have a number of English competency concessions available:

• Curtin and UWA concessions

A moderated school mark or an examination mark of at least 60% in English ATAR or Literature is acceptable. For ATAR ELD students, a moderated school mark or examination mark of at least 60% is required for the written component of the assessment.

• Murdoch concessions

A moderated school mark or an examination mark of at least 55% in English ATAR or Literature is acceptable. For ATAR ELD students, a moderated school mark or examination mark of at least 55% is required for the written component of the assessment.

If students fail to meet these concessional requirements as outlined above but have a high enough ATAR to access a course, they will be invited to demonstrate their English competence by sitting a Special Tertiary Admissions Test (STAT) in early January following the release of their results.

The Australian Tertiary Admissions Ranking (ATAR)

The ATAR is a ranking system used Australia-wide, with the highest possible score being 99.95, and is derived from the Tertiary Entry Aggregate (TEA). The ranking considers the total number of students with a TEA as well as the number of people of Year 12 school leaving age in the population of Western Australia. An ATAR

of 75.0 indicates you have an overall rating equal to or better than 75%, that is, in the top 25% of the Year 12 school-leaving age population of WA.

This table shows the relationship between cut-off ATARs (the lowest ATAR to get into a course) and TEAs for a random sample of courses.

ATAR (cut-off 2019)	TEA (430)	Sample of Courses
99.65	375.0	Bachelor of Philosophy (Hons) (U)
98.00	330.0	Veterinary Science (M)
93.00		Physiotherapy (C)
92.00	290.0	Actuarial Science (C)
90.00	279.6	Law (C)
80.00	247.1	Electronic and Communication Engineering/Computer Science (C); Engineering (C); Computer Systems Engineering (C); Speech Pathology (C); Occupational Therapy (C); Pharmacy (C); Science (U); Arts (U); Commerce (U); Engineering (EC)
78.80	244.0	Geophysics (C)
75.00	241.0	Science/Commerce (C); Nursing (M); Internetworking and Security (M)
73.00	236.7	Nutrition and Food Science (C)
70.00	222.1	Chiropractic Science (M); Sport and Health Science (M); Literacy and Cultural Studies (C); Construction Management (C); Psychology (C); Environmental Science (M); Biomedical Science (M); Animal Science (M); Secondary Education (C)

Key:
 U = University of Western Australia, M = Murdoch University, C = Curtin University, EC = Edith Cowan University

Calculating a TEA and ATAR

A combined mark for each course is obtained when the SCSA adds 50% of the moderated school assessment to 50% of the WACE examination mark. The school marks are moderated statistically to ensure comparability between schools so that no student is advantaged or disadvantaged by virtue of the school they have attended. The SCSA then pass the combined marks for each course to TISC and they standardise the marks and then scale them. The process of statistically scaling the marks attempts to give each student the mark they would have received if the entire ATAR population had been enrolled in that subject. This usually means that 'harder' subjects tend to be scaled up and 'easier' subjects tend to be scaled down. The final scaled marks are those used to determine the TEA and then ATAR.

Bonuses

A number of ATAR courses now attract a 10% bonus when determining the TEA. These include:

- Language subjects – Indonesian and French
- Mathematics Specialist
- Mathematics Methods

An example using the bonuses and calculating a TEA and ATAR will now be shown:

A student takes 6 ATAR subjects and his final scaled results are shown below

Chemistry	82
Mathematics Methods	76
English	70
Physics	68
French	65
Mathematics Specialist	60

The sum of his best 4 courses, called the Tertiary Entrance Aggregate or TEA, is $(82 + 76 + 70 + 68) = 296$. However, this student has done 3 courses which have an additional bonus and the bonus is applied whether the subject is part of his best 4 or not. An additional 7.6 (from Mathematics Methods), 6.5 (from French) and 6.0 (from Mathematics Specialist) is added to his TEA. This makes his overall TEA equal to 316.1.

This TEA of 316.1 equates to an ATAR of 96.65. Note that, without the bonuses, his TEA of 296 would equate to 93.5

'Unacceptable' subject combinations

There are some 'unacceptable' subject combinations in which both subjects cannot be counted in the TEA. These include:

- English or Literature with EAL/D
- Mathematics Applications with Mathematics Specialist
- Mathematics Applications with Mathematics Methods.

However, it is important to note that it is possible to study these pairs of subjects towards meeting the WACE requirements but you are not permitted to use the marks from both subjects in a pair in calculating a TEA or ATAR. Only the higher scaled mark in the pair will count.

Please note also that Notre Dame University in Fremantle does not rely solely on the ATAR but selects students on the basis of information from student applications, student interviews conducted by the university, the school and other referees.

Changing courses

All courses at Wesley in Years 11 and 12 are assessed concurrently. At the end of the year, a Year Mark is obtained, a Year grade is determined and then that grade is given to each of the two units making up the course.

Once the year gets underway, it is advisable for students who are thinking of making a change to do so sooner rather than later. Students often make changes around the time of the exeat weekend in first term. This then gives them a reasonable amount of time to catch up the missed work and still be able to make a go of it in the Semester One examination in the middle of Term Two.

Some students in Year 11 do poorly in the mid-year examinations and, for some, it seems pointless to continue with the subject for another semester. If the timetable allows, these students may be able to change to an alternative subject in Semester 2. These students will receive a grade for Unit 1 of their first subject and Unit 2 of their alternative subject. Note this option of changing mid-year is not available to students in Year 12.

Year 11 and 12 Courses

The following pages are separated into the eight Learning Areas at Wesley College. Each section provides information on the Learning Area, the courses offered and key information to help you in your selection.

Each course has information outlined in the same manner and covers:

- **Who is this course for?**
- **What do you study?**
- **How are you assessed?**
- **FAQ**
- **Further Information**

Arts

Head of Learning Area: Mr Mark Thomas

Creative Arts: Mrs Yvonne Wiese

Performing Arts: Mrs Vivien Ling

English

Head of Learning Area: Ms Alana Stanley

Health and Physical Education

Head of Learning Area: Mr Paul Deegan

Humanities and Social Sciences

Head of Learning Area: Mr Mike Filer

Languages

Head of Learning Area: Mrs Claire Leong

Mathematics

Head of Learning Area: Ms Jo Watt

Science

Head of Learning Area: Mr Ian Simpson

Technologies

Head of Learning Area: Mr Alan Drakesmith

Vocational Education and Training/INSTEP

Head of Career Development: Ms Jayne Duncan

ARTS

Year 11 and 12 Arts Courses (and codes)

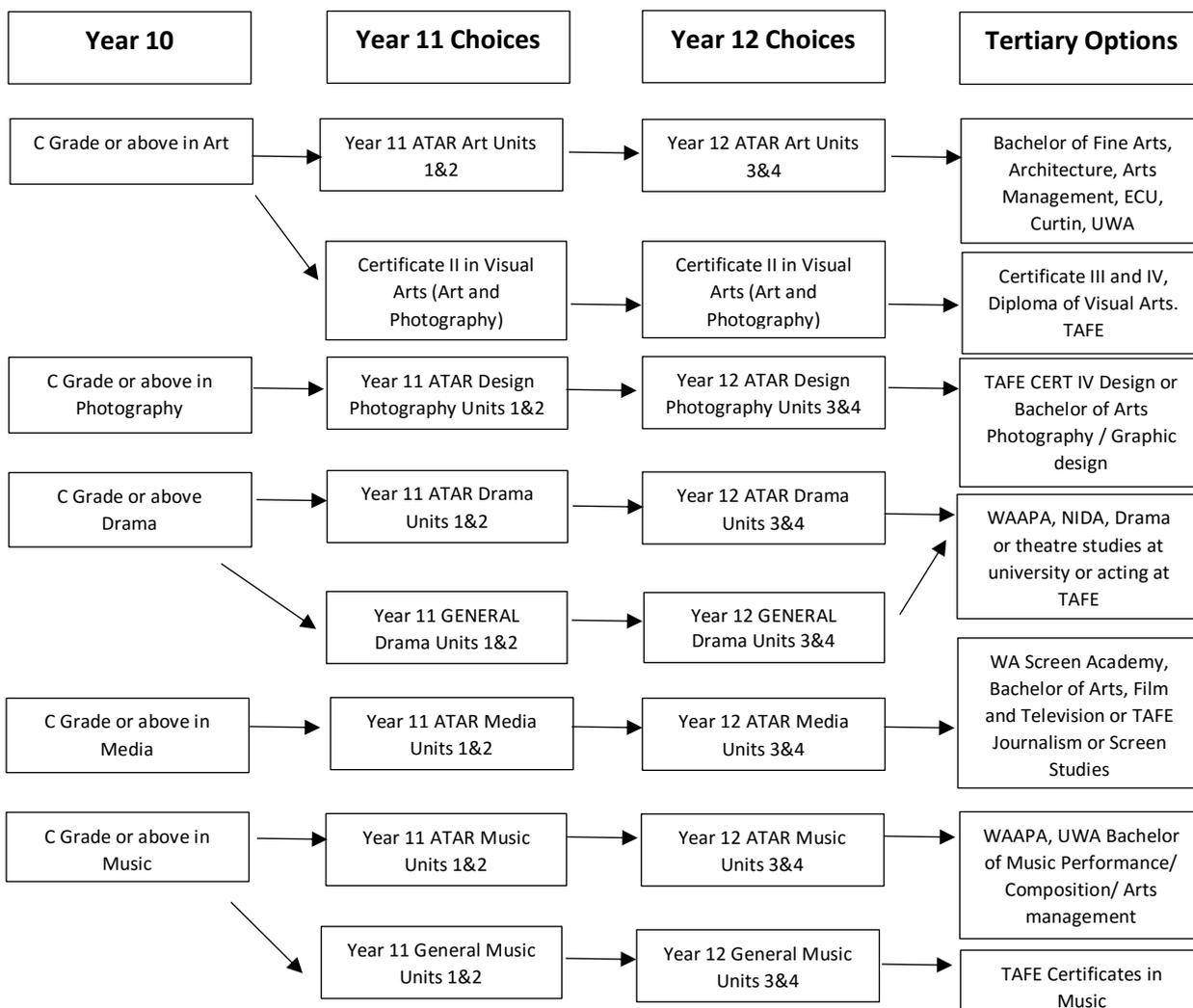
- Design: Photography ATAR (AEDES/ATDES)
- Drama ATAR (AEDRA/ATDRA)
- Drama GENERAL (GEDRA/GTDRA)
- Media Production and Analysis ATAR (AEMPA/ATMPA)
- Music ATAR (AEMUS/ATMUS)
- Music General (GEMUS/GTMUS)
- Visual Arts ATAR (AEVAR/ATVAR)
- CUA20715 Certificate II in Visual Arts (Art and Photography)

Why study Arts?

An education rich in the Arts maximises opportunities for learners to engage with innovative thinkers and leaders, and to experience the Arts both as audience members and as artists. Such an education is vital to students' success as individuals and as members of society, emphasizing not only creativity and imagination but also the values of cultural understanding and social harmony that the Arts can engender. Wesley College recognises the role of the Arts in achieving this and offers a well-balanced and in-depth Arts education in the primary, middle and senior years. Highly skilled specialist teachers deliver the Arts curriculum in an innovative manner, focusing on creative and imaginative approaches leading to divergent and creative thinking.

Pathways

The most common course selections are represented in the block diagram below.



Design: Photography ATAR

Who is this course for?

This course is for students who are interested in photography and digital imaging. Year 10 Photography is an advantage but not compulsory, and a C grade or above in Year 10 English is recommended.

The course is for students who like:

- taking photographs and using digital cameras. Instagram, Facebook, YouTube
- creating original digital photographs/images and designs (creative thinking)
- experimenting with digital technology – DSLR cameras, lenses, studio lighting (creative thinking)
- analysing the meaning within photos and designs (critical thinking)
- understanding the influence of photographs and how meaning is constructed through the use of signs and symbols
- forming their own opinions about photographs, advertisements and print media (critical thinking)
- working collaboratively on design projects in the photography studio and on location (collaboration).

For students who are good at:

- interpreting images and photographs (critical thinking)
- communicating visually through the use of images (communication)
- creating influential advertisements (creative thinking)
- planning and communicating ideas (critical thinking)
- using digital and photo technology (creative thinking)
- working independently and collaboratively (collaboration).

For students who want to go on to:

- study photography, design, communication and/or digital art at tertiary level
- work in the design, advertising, media and fashion industry
- create photographs for social media, advertising, commercial and personal use.

What do you study?

The Design Photography course introduces students to the planning and production of professional, commercial quality photographs that are designed to communicate clearly and creatively and to be visually persuasive.

Photographs with a strong visual message are the core of the design projects. Projects may involve studio photography and/or location photography. The College studio is equipped with professional standard lighting and camera systems to facilitate student projects. Location photography is typically in an urban environment but may equally be in a country or beach location. Photographs are designed with a specific purpose and a message intended for a commercial advertisement, a billboard or poster, a magazine cover, a newspaper insert or an infographic.

Students will learn how to design their photographs to target specific audiences and will develop design skills that embrace elements of graphic design to complement their photography. The design process develops the ability to think visually and to communicate ideas. using the skill to manipulate images, signs, symbols and graphics.

Photography equipment used during the course includes:

- DSLR Cameras
- A range of specialized camera lenses
- Studio lighting
- Studio backgrounds and use of props
- Photoshop editing and production
- High resolution photo scanners and ink-jet printers

Design Photography covers the full design process of commercial photography. Students will learn to interpret images and to use visual language to describe their images and the images they choose for reference and inspiration.

The course is a combination of practical and written work and includes sketching, scanning, photography, printing and evaluating the messages communicated in their photographic designs.

Students will develop a portfolio of work that includes the printed graphic record of their designs and photography projects. Projects are typically programmed to be approximately of 8-10 weeks duration.

How are you assessed?

Assessment has two components, practical and written. The assessment weightings of components in both Year 11 and 12 is as follows:

Assessment	Weight
Practical component: portfolio of design projects	50%
Written component: topic tests	20%
Examination	30%

FAQ

Do I need my own camera? No. The College will provide a high quality DSLR camera for each student. Students are however welcome to use their own camera if they have one.

How much time is spent on practical work? The course is split 50/50 between practical and written work.

How much written work is there? The design process does include writing and drawing. The design process should be mostly visual, using sketching, scanning, downloaded images, diagrams, mind maps, and planning tools such as time plans and lighting plans. The written work is descriptive and analytical. The course includes extensive development in the use of visual language.

Is there an examination? Yes, there is a written 2.5 hour examination at the end of each semester.

What online resources are available to help with my learning? Students are provided with professional quality software, such as Adobe Photoshop, Adobe Lightroom and Adobe InDesign, to support their study. YouTube videos are highly recommended for instruction of all types in the subject and can be accessed to support study. High quality photo proofing and high resolution ink-jet printing is available at all times.

Further Information

[Schoolbox Course and Unit Pages](#)

[SCSA Curriculum Documents](#)

Who is this course for?

This course is for students who are interested in Drama. Year 10 Drama is an advantage but not compulsory, and a C grade or above in Year 10 English is recommended.

This course is for students who like:

- film, television, musical theatre, performing for an audience
- sound recording, set design, costume design (creative thinking)
- analysing the role of drama in society and drama works (critical thinking)
- studying the influence of drama and how meaning is constructed
- reflecting upon and forming their own opinions about themselves and others through analysing drama (critical thinking)
- working collaboratively (collaboration).

For students who are good at:

- public speaking, speech and drama, design, dance
- communicating effectively (communication)
- storytelling/constructing narratives (creative thinking)
- planning and communicating ideas (creative thinking)
- working independently and collaboratively (collaboration).

For students who want to go on to:

- study the Arts at university, or study at WAAPA, NIDA or TAFE
- work in the performance industry
- work in television or film industries
- produce dramatic content.

What do you study?

The course is designed to build skills, knowledge and experience in drama as a creative and performing art. Taking Drama will allow students to develop communication and presentation skills as well as improving their confidence and ability to work with others. It incorporates aesthetic, theoretical and critical concepts. The program is developmental, moving from improvisation and practical voice and physical skill learning, to play-building and devising characters. Interpreting text and experimenting with design and technical elements of production are also key areas. Drama is essentially a cooperative process. Drama has a body of knowledge: facts, conventions, history, skills and methods of working. Drama is taught in an environment that encourages the students to take responsibility for their own learning and to value the ideas and contributions of others.

The students are encouraged to be involved in College productions as performers or stage crew. Elective students also must participate in various theatre excursions and specialist workshops throughout the year. Students are assessed on Voice and Movement skills, Improvisation, Elements of Drama, Characterisation, Actor-audience relationships, Scripted drama: Scene work, Critical analysis: Theatre Review, Performance spaces and the conventions of theatre, Elements of Production e.g. costume, set, lighting, etc, Playbuilding with poetry and Dramatic forms e.g. Mask, Greek theatre, Commedia dell'Arte

In Drama, the syllabus is divided into two units, each of one semester duration.

Year 11

Unit 1 focusses on representational, realistic drama forms and styles. Students explore techniques of characterisation through different approaches to text interpretation, particularly those based on the work of Stanislavski and other representational drama. Unit 2 focusses on presentational, non-realist drama. Students explore techniques of role and/or character through different approaches to text interpretation, particularly those based on the work of Brecht and other presentational drama.

Year 12

Unit 3 focusses on reinterpretation of dramatic text, context, forms and styles for contemporary audiences through applying theoretical and practitioner approaches. Unit 4 focusses on interpreting, manipulating and synthesising a range of practical and theoretical approaches to contemporary and devised drama.

How are you assessed?

Assessment has two components:

Year 11		Year 12	
Assessment	Weight	Assessment	Weight
Performance/ Production	40%	Performance/Production	30%
Response	40%	Response	30%
Written Examination	10%	Written Examination	20%
Practical Examination	10%	Practical Examination	20%

FAQ

Is there an examination? There is a practical and written examination each semester.

How much time is spent on practical work? 50% of class time.

How much time is spent on written work? 50% of class time.

How much written work is there? There are two or three written assessments per semester, a written examination, and one day dedicated to drama theory per week.

Do I have to work in groups? You will work in groups for four of the assessments in Year 11.

Do I have to be in the school production if I do ATAR Drama? Performing in the school production is never compulsory.

Do we get to see live theatre performances? Yes, we will see two performances per year.

Further Information

[Schoolbox Course and Unit Pages](#)

[SCSA Curriculum Documents](#)

Who is this course for?

This course is for students who are interested in the Arts. Year 10 Drama is an advantage but not compulsory.

This course is for students who like:

- film, television, musical theatre, performing for an audience
- sound recording, set design, costume design (creative thinking)
- analysing the role of drama in society and drama works (critical thinking)
- studying the influence of drama and how meaning is constructed
- reflecting upon and forming their own opinions about themselves and others through analysing drama (critical thinking)
- working collaboratively (collaboration).

For students who are good at:

- public speaking, speech and drama, design, dance
- communicating effectively (communication)
- storytelling/constructing narratives (creative thinking)
- planning and communicating ideas (creative thinking)
- working independently and collaboratively (collaboration).

For students who want to go on to:

- study at WAAPA, NIDA or TAFE
- work in the performance industry
- work in television or film industries
- produce dramatic content.

What do you study?

Students engage in drama processes such as improvisation, play building, text interpretation, playwriting and dramaturgy. This allows them to create original performances in a collaborative environment. Students' work in this course includes production and design aspects involving directing, scenography, costumes, props, promotional materials, and sound and lighting. Increasingly, students use new technologies, such as digital sound and multimedia.

Year 11

The year is divided into two units. In the first, **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. The second 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.

Year 12

The year is divided into two units. In the first, **representational, realist drama**, students explore techniques of characterisation through different approaches to group based text interpretation, particularly those based on the work of Stanislavski and others. Students have the opportunity to research and collaboratively workshop, interpret, perform and produce texts in forms and styles related to representational, realistic drama that educate and present perspectives. The focus of the second unit is presentational, non-realist drama. Students explore techniques of role and/or character through different approaches to group based text interpretation, particularly those based on the work of Brecht and others. In this unit, students have the opportunity to research and collaboratively workshop, interpret and perform drama texts related to presentational, non-realistic drama that challenge and question perspectives.

How are you assessed?

Assessment has two components:

Year 11		Year 12	
Assessment	Weight	Assessment	Weight
Production and Performance: <ul style="list-style-type: none">• Perform as actor, director or designer• Practical examination	70%	Performance/Production	55%
Response: <ul style="list-style-type: none">• Short answer responses• Extended essay responses• Written examination	30%	Response	30%
		EST	15%

FAQ

Is there an examination? As with all General courses, there will be an Externally Set Task in Year 12.

How much time is spent on practical work? 50% of class time.

How much time is spent on written work? 50% of class time.

How much written work is there? There are two or three written assessments per semester, a written examination, and one day dedicated to drama theory per week.

Do I have to work in groups? You will work in groups for four of the assessments in Year 11.

Do I have to be in the school production if I do ATAR Drama? Performing in the school production is never compulsory.

Do we get to see live theatre performances? Yes, we will see two performances per year.

Further Information

[SCSA Curriculum Documents](#)

Who is this course for?

This course is for students who are interested in the Arts. Year 10 Media is an advantage but not compulsory, and a C grade or above in Year 10 English is recommended.

This course is for students who like:

- film, television, pop culture, documentaries, independent film, social media
- telling/constructing stories and producing their own media works (creative thinking)
- experimenting with digital and media technologies, such as DSLR cameras, lighting, sound recording, non-linear editing (creative thinking)
- analysing the role of media in society and media works (critical thinking)
- understanding the influence of media and how meaning is constructed
- reflecting upon and forming their own opinions about themselves and others through analysing media (critical thinking)
- working collaboratively (collaboration).

For students who are good at:

- critical analysis - interpreting and evaluating media works (critical thinking)
- communicating effectively; (communication)
- storytelling/constructing narratives (creative thinking)
- planning and communicating ideas (creative thinking)
- using digital and media technologies (creative thinking)
- working independently and collaboratively (collaboration).

For students who want to go on to:

- study the Arts at a university or TAFE
- work in the media industries
- produce media content.

What do you study?

Our students live in an increasingly media-based culture, a world where digital media is ubiquitous. In order to be informed and effective producers and consumers of media, students need to understand the role of media in society, and how and why various forms of media are constructed. The ATAR Media Production and Analysis course examines these with a focus on film, television and social media content. As part of the course, students have access to, and specific training in the use of, industry standard equipment and software. Students use professional equipment in a collaborative environment with an emphasis on making effective choices and decisions to support the images they produce. Producing media involves a creative process, from brainstorming and researching ideas to experimenting with techniques, that is underpinned by a continual process of evaluation and reflection.

Students will develop film making skills using state of the art technologies and are mentored by professional practitioners with extensive industry experience.

- HD/SLR cameras
- Camera gripping equipment
- Studio and location lighting
- Studio and location audio recording
- Green screen and studio environments

- Non-linear video and audio editing software

In Media Production and Analysis, students examine works from a variety of media producers across a range of forms, genres and contexts. The course provides a specific emphasis on representations in media to develop deeper understandings of the multiplicity of factors that influence how meanings are constructed and interpreted.

Students plan and produce audiovisual media works designed to develop effective storytelling and technical skills, as well as conceptual understandings of the theory explored.

How are you assessed?

Year 11		Year 12	
Assessment	Weight	Assessment	Weight
Production and performance	50%	Production	50%
Written analysis	50%	Response	20%
		Examination	30%

FAQ:

How much time is spent on practical work? The practical component amounts to 50% of the overall class and ATAR mark. Approximately 35% of class time is allocated for planning and editing. However, to achieve good results, much of this work is also required to be done out of class in the students' own time.

How much time is spent on written work? The written component amounts to 50% of the overall class and ATAR mark. This is a combination of in-class responses, take-home responses, course revision materials and the written examination. This takes up approximately 65% of class time.

How much written work is there? There are a number of in-class short answer responses and extended responses, course revision summaries and a written examination.

Do I have to work in groups? It is advised that students work collaboratively in small groups with their production work as well as study groups.

Will I make a film? Yes. All students will have the opportunity to plan, film and edit short film productions.

Do we watch films? Yes. There will be plenty of opportunities to view and respond to a range of media works, including television and film productions.

What online resources are available? There is a range of reading materials and teaching summary documents on Schoolbox. Students are encouraged to research and seek further online resources as part of their own independent inquiry.

Further Information

[Schoolbox Course and Unit pages](#)

[SCSA Curriculum Documents](#)

Who is this course for?

This course is for students who are interested in music.

This course is for students who like:

- all styles of music – contemporary, jazz and classical
- performing on their instrument and in ensembles
- composing music
- working collaboratively
- understanding how meaning is constructed in music

For students who are good at:

- critical analysis - interpreting and evaluating musical works (critical thinking)
- communicating effectively (communication)
- planning and communicating ideas (creative thinking)
- working independently and collaboratively (collaboration).

For students who want to go on to:

- study music at WAAPA or at a university
- work in the entertainment industries
- study Arts Management.

Prerequisites

The ability to read music fluently and to play an instrument (classical, jazz or contemporary) to a minimum Australian Music Examinations Board (AMEB) standard of Grade 4, or equivalent, is a prerequisite of this course of study. The completion of Year 10 Music and/or the equivalent of AMEB Grade 3 Theory/Musicianship is expected.

What do you study?

The ATAR Music course provides opportunities for students to gain skills, knowledge and understanding by performing, creating and listening to music.

This course develops practical performance skills, music theory understanding, composition/arranging ability and critical listening skills against a cultural and historical backdrop.

There is a large practical component of the course, and students who have studied a musical instrument, reaching a minimum of AMEB Grade 4 level will benefit the most from this course.

The varied nature of the course enables students to develop desirable skills in areas such as self-management, creativity, collaboration, problem-solving and communication. All these skills make them an attractive prospect for potential employers. Graduate students frequently gain entry and undertake further study at WAAPA or the UWA Conservatorium of Music.

The Music course is comprised of two components - written and practical. The written component consists of aural and theory, composing and arranging and cultural and historical analysis, all of which are taught and assessed in the classroom in the context of Western Art Music. The practical component allows the student to choose between performance on their musical instrument or a composition portfolio. Within the performance component, students can diversify further by choosing a Jazz, Contemporary or Western Art program of repertoire. The practical component of the course is delivered separately to the written course, via the student's individual instrumental teacher.

How are you assessed?

Assessment has two components, practical and written. The assessment weightings of components for both Year 11 and 12 is as follows:

Assessment	Weight
Practical component	50%
Written component	50%

FAQ

Do I have to have studied Music in Year 10? It is not essential to have studied Music in Year 10. However, students who do not undertake Music in Year 10 should have theoretical knowledge of AMEB Grade 3 Theory, or equivalent.

Do I have to learn an instrument to do this course? If you are undertaking the practical performance component, it is imperative that you are having ongoing lessons with your instrumental teacher. You will not be able to meet the practical requirements of the course without regular instrumental lessons.

Is there an examination? There are two examinations at the end of each semester, one for the written component and one for the practical component. The written examination is 2.5 hours long and is scheduled as part of your semester examination timetable. The practical examination requires you to present a program of works and is approximately 10-15 minutes long. This is scheduled separately to the written examination. You must prepare your program of works with your instrumental teacher.

How much time is spent on the practical component in class? There is no time in class allocated to the practical component, other than practical assessments. The practical is undertaken in your own practice time.

What online resources are available to help with my learning? Each student will receive a copy of Sibelius music software to put on their laptop. This software will enable them to complete composition assessments and assignments at home. Students are also provided with the online programs Auralia and Musition to support their study.

Further Information

[Schoolbox Course and Unit Pages](#)

[SCSA Curriculum Documents](#)

Who is this course for?

This course is for students who are interested in music.

This course is for students who like:

- all styles of music – contemporary, jazz and classical
- performing on their instrument and in ensembles
- composing music
- working collaboratively

For students who are good at;

- communicating effectively (communication)
- problem-solving (critical and creative thinking)
- planning and communicating ideas (creative thinking)
- using digital and media technologies (creative thinking)
- working independently and collaboratively (collaboration).

For students who want to:

- study music at TAFE
- play in an ensemble
- work in the entertainment industries
- study Arts Management.

What do you study?

Students 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 practical component and a written component. The written component consists of aural and theory, composing and arranging, and investigation and analysis. The practical component consists of three different options. 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 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.

How are you assessed?

Assessment in both Year 11 and 12 has two components:

Assessment	Weight
Performance: prepared repertoire, composition or production	40%
Written analysis: theory, composing and investigation	60%

FAQ:

How is this course different to ATAR Music? The delivery of this course is very similar. However, there is more flexibility in the performance component. You can choose to perform as a member of an ensemble or complete a practical activity, such as a musical theatre production.

Do I have to have studied Music in Year 10? Year 10 Music is an advantage but not compulsory.

Do I have to learn an instrument to do this course? You only need to learn an instrument if you are intending to complete the practical component in performance or ensemble performance.

Is there an examination ? No, there is no examination in Year 11. However, in Year 12 you will be required to sit the Externally Set Task (EST).

Further Information

[Schoolbox Course and Unit Pages](#)

[SCSA Curriculum Documents](#)

Who is this course for?

Would you like to be a multi-skilled, well-rounded, lateral thinker? Do you enjoy problem-solving and expressing yourself? If you are someone who enjoys making and thinking about art and are an innovative, flexible, agile thinker you are well placed to do this course. Visual Arts encourages self-discipline and builds capacity for self-criticism. This course also considers the artistic, aesthetic and social needs of contemporary society.

The ATAR Visual Arts course prepares you for a future where creative and critical thinking skills are in increasing demand. The course positions you to pursue a range of post-school opportunities for further education and working in the growing creative industries. Graphic designer, illustrator, gallery/museum officer, architect, web designer, urban and regional planner and Art teacher are a few of the many occupations that are related to Visual Arts and benefit from knowledge and skills in this area.

No prerequisite, although the study of Visual Arts in Year 10 is encouraged.

What do you study?

In inspirational studio spaces, practical projects are an opportunity to explore your own ideas in a diverse range of mediums and technologies, including drawing, painting, printmaking, sculpture, ceramics, textiles, glass, mixed media, photography and digital media.

Students of Visual Arts develop the formal, conceptual, analytical, experimental and expressive use of art making. Through themed projects, you will examine the effectiveness of various solutions by exploring possibilities and experimenting with a range of media. You will examine art making in both two-dimensional and three-dimensional forms.

In Visual Arts you will develop your capacity to problem solve, think critically and imaginatively, and to articulate and represent your ideas through visual communication. In addition, you will learn effective methods for the documentation and presentation of your resolved ideas.

How are you assessed?

The Visual Arts course has both practical and written components, with assessment in each contributing to 50 % of your final grade. Written tasks explore the visual analysis of artworks and how and why artists make art, and relate this study back to your own art making by way of influence and inspiration.

Year 11		Year 12	
Assessment	Weight	Assessment	Weight
Written Component	50%	Production	50%
Practical Component	50%	Critical Analysis	25%
		Investigation	25%

Further Information

[Schoolbox Course and Unit Pages](#)

[SCSA Curriculum Documents](#)

CUA20715 Certificate II in Visual Arts (Art and Photography)

(Please note: This course is delivered over two years)

Course Description

The CUA20715 Certificate II in Visual Arts (Art and Photography) is an entry-level qualification, delivered over two years. It is aimed at students who want to develop creative and technical skills that underpin visual arts practice. Students may wish to study a pathway and application within this course that provides a specialist visual arts outcome, depending on the electives studied. The course is delivered in the context below.

- Product design and manufacture
- Drawing techniques
- Design process
- Painting and printmaking skills
- Photography techniques

To obtain this qualification, students must complete 9 units, comprising 4 core units and 6 elective units. Throughout the course, there will be multiple opportunities for students to demonstrate competence. Each unit area comprises resources and assessment activities.

Course Units

Core	Description
BSBWHS201	Contribute to health and safety of self and others
CUAACD101	Use basic drawing techniques
CUADIG202	Develop digital imaging skills
CUAPPR201	Make simple creative work
CUAPRI201	Develop printmaking skills
CUAPAI201	Develop painting skills
CUARES202	Source and use relevant information to own arts practice
BSBDES201	Follow a design process
ICPDMT321	Capture a digital image

Assessment

Achievement is demonstrated through successful completion of assessments, both practical and/or written, against each of the units of competency listed above. Students are assessed as either being competent or not meeting the requirements. Students will need to demonstrate competence in each unit of competency to achieve this qualification. Students will sit a Language, Literacy and Numeracy (LLN) assessment to determine their suitability for the course and whether extra support is required.

Future Pathways

Visual Arts related industries, such as interior design, graphic design, painting and decoration, fashion design, makeup artist, artist or craftsperson, gallery officer, set designer and photographer.

There are no additional charges for participation in this certificate.

CUA20715 Certificate II in Visual Arts (Art and Photography)

This qualification is delivered and assessed at school in partnership with Australian Institute of Education and Training (AIET), RTO code 121314. Students who have been assessed as meeting the requirements of the training package will be issued with an AQF Certification.



ENGLISH

Year 11 and 12 English Courses (and codes)

- Literature ATAR (AELIT/ATLIT)
- English ATAR (AEENG/ATENG)
- English as an Additional Language/Dialect ATAR (AEELD/ATELD)
- English GENERAL (GEENG/GTENG)

Why Study English?

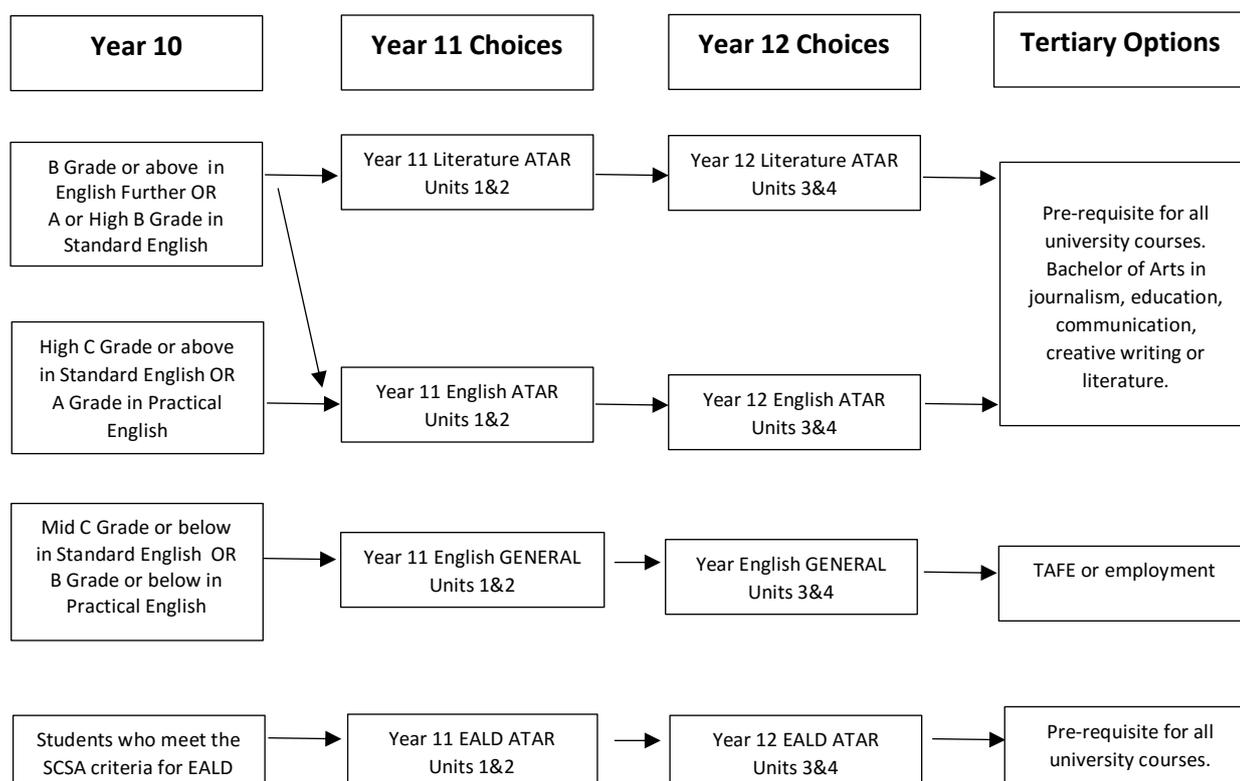
At its simplest level, when you study English you study the fundamentals of modern communication: reading, writing, viewing, speaking and listening.

However, English is also so much more than this. English teaches you how language works - its power and its beauty. It teaches you to question and critique the world around you. You engage with and appreciate a wide range of texts and text types, covering familiar and unfamiliar topics. You learn about the lives of others, in Australia and around the world, in the present and the past.

You also learn skills for life post-school, including written and verbal communication, analysis, and critical thinking and creativity, which can be transferred to a wide range of occupations and contexts.

Pathways

The most common course selections are represented in the block diagram below.



English Learning Area FAQs

Do I have to study English? Yes! In order to meet the breadth and depth requirements of the WACE, all students must complete four units from an English learning area course across Year 11 and 12, including at least one pair of Year 12 units.

Can I do Literature if I did not study Further English in Year 10? Absolutely! Students who achieved an A or high B grade in Standard English are strongly encouraged to take Literature in Year 11 and 12. Those students who achieved a mid-B grade or below should speak to their classroom teacher or the English HOLA about their suitability for a Literature pathway. A passion for reading and a commitment to the rigours of the course are the most important prerequisites.

What are the main differences between Literature ATAR, English ATAR and English General? Literature ATAR focuses almost exclusively on the study and analysis of poetry, prose and drama. However, you will still do some creative writing in these three forms and you will engage in oral presentations. Literature has the heaviest workload of the three courses in terms of expected pre-reading.

Can I study both English and Literature? Absolutely! TISC now allow this an acceptable combination and so both courses can be counted towards your ATAR score.

Unlike Literature, where you are predominantly limited to studying the three text types of poetry, prose and drama, English ATAR covers a wide range of text types. You will spend about two-thirds of your time analysing these texts and the remaining third will be composing your own texts in a variety of forms. You will also engage in oral presentations. In English, there is less pre-reading expected than in Literature - you will read only one compulsory novel per year, for example - but the workload in terms of homework, study and preparation is rigorous and comparable with other ATAR subjects.

The English General course offers more of a balance between analysis and composition than Literature ATAR or English ATAR. It also does not currently satisfy the university English competency requirements so is not suitable for those students on a university pathway. English General is focussed more on the practical application of the English language.

What are the literacy and English competency requirements for WACE and university entrance? In order to achieve your WACE, you will need to have attained Band 8 or above in NAPLAN or Category 3 in OLN. You will also need to have completed four English learning area units in Year 11 and 12. These can be ATAR or General units, provided that you complete a pair of units in Year 12.

The requirements for English competency to enter university are different and additional to the requirements to achieve a WACE. All universities in Western Australia require a scaled and moderated English ATAR or Literature ATAR score of at least 50%. (Some universities are higher than this so please check the entrance requirements for the specific universities and courses in which you are interested.) The effects of scaling and moderating change each year and are dependent on a number of factors but, generally speaking, those students with an end of Year 12 school mark of 58% or below tend to be impacted significantly by the scaling and moderating process.

Who is this course for?

Literature ATAR is for those students with a critical mind and who enjoy reading and exploring the contexts surrounding texts. If you are the type of student who enjoys subjects such as history, psychology and/or philosophy, then literature complement these.

Ideally, you should be exiting Year 10 with an A or B grade in Further English or an A or high B in Standard English but a passion for literature and a commitment to the course are the most important prerequisites.

What do you study?

Each year you will study at least two poets and their works, two novels and two plays, along with a wide range of supporting texts and literary theory. You will engage with the classics as well as more contemporary works.

The Literature course focusses on developing your analytical skills through offering your own readings of texts, considering context, values, attitudes, representations, generic conventions and literary techniques. It also teaches you how to apply existing literary theories to your readings. The course allows you to engage in rigorous discussions surrounding the world we live in, the issues, attitudes and place of texts in our society.

You will also learn to create your own original poetry, prose and drama texts.

How are you assessed?

80% of the Literature course mark comes from analysis. You will respond to unseen texts and those studied in class from the Literature set text list, in either short or extended essay form, in-class, at home or in examination. The remaining 20% of your mark comes from oral and creative tasks.

You will also complete a three-part written examination at the end of each semester. The assessment weightings of components for both Year 11 and 12 is as follows:

Assessment	Weight
Extended written response	10-20%
Short written response	30-40%
Creative production of a literary text	10-20%
Oral	10-20%
Examination	20-30%

Further Information

[Schoolbox Course and Unit Pages](#)

[SCSA Curriculum Documents](#)

Who is this course for?

The English ATAR course is for those students on a university pathway who enjoy the breadth and diversity of all the English learning area has to offer. Students who enrol in this course should be exiting Year 10 with an A to C grade in Further English, an A to high C in Standard English, or an A in Practical English.

What do you study?

In English ATAR you will study a wide range of texts and text types, including novels, short stories, films, documentaries, television, podcasts, speeches, blogs, feature articles, memoirs, autobiographies and biographies. These texts will be drawn from your contemporary world, the past, and from Australia and other cultures.

The English course focuses on developing both your analytical and creative skills. You will examine the purpose, audience and context of the texts you study, as well as the various ideas, issues, perspectives, attitudes, values and voices they offer through their purposeful construction. You will also engage in robust discussions and create your own imaginative, interpretive and persuasive texts.

How are you assessed?

Primarily, the assessments across Year 11 and 12 in this course mirror the three sections of the WACE English examination: short answers on unseen texts, extended essays on studied texts, and composition of your own texts, in a variety of genres. You will also participate in at least one speaking and listening task per semester and you will complete a three-section written examination at the end of each semester.

Assessment	Weight
Responding	35-40%
Creating	35-40%
Examination	20-30%

Further Information

[Schoolbox Course and Unit Pages](#)

[SCSA Curriculum Documents](#)

Who is this course for?

English ATAR as an Additional Language or Dialect is for those students on a university pathway who speak English as an additional language or dialect, and whose use of Standard Australian English (SAE) is restricted. To enrol in this course, you must meet the following SCSA-set criteria by the Year 12 enrolment deadline:

- Your first language is not English, **and** you have not resided in Australia or another predominantly English-speaking country for a total period of more than seven years prior to 1 January of the year you will be in Year 12, **and** you have been enrolled at schools where English has not been the main language of communication and/or course delivery for more than seven years immediately prior to 1 January of the year you will be in Year 12.

OR

- You are Aboriginal or Torres Strait Islander, or from Cocos Island or Christmas Island, and SAE is an additional language/dialect for you, **and** SAE has been the language of instruction at your school but your exposure to it was primarily within this school context.

For further information

[SCSA Eligibility Guide](#)

What do you study?

In EAL/D ATAR you will learn about the structure and linguistic features of spoken and written Standard Australian English (SAE) so that you communicate effectively in a range of contexts and for a range of purposes.

You will study a variety of texts and text types, including spoken, written and multimodal texts, as well as literary, academic and everyday texts. You will analyse the purpose, audience and context of these texts, and how they represent ideas, perspectives, attitudes, values, and culturally based assumptions. You will consider how these representations vary across cultures and within different contexts, particularly the Australian context, while exploring the interrelated nature of language and culture. You will also create your own texts for different purposes and audiences in different forms, modes and media.

How are you assessed?

You will be assessed in the EAL/D course in a number of ways, including research investigations; written, oral and multimedia responses to studied texts; production of written texts in different forms and genres; and oral productions, including group discussions, interviews, debates, conversations and speeches. You will also complete an oral and written examination at the end of each semester.

Year 11

Assessment	Weight
Investigation	15-25%
Response	15-25%
Production (written)	15-25%
Production (oral)	15-25%
Written examination	15%
Practical (oral) examination	5%

Year 12

Assessment	Weighting	To SCSA	For combined mark
Practical component			
Production (oral)	70%	100%	25%
Practical (oral) examination	30%		
Written component			
Investigation	25%	100%	75%
Response	20%		
Production (written)	25%		
Written examination	30%		

Further Information

[Schoolbox Course and Unit Pages](#)

[SCSA Curriculum Documents](#)

English GENERAL

Who is this course for?

English General is for those students on a General, Certificate or VET pathway. Students who have exited Year 10 Standard English with a mid C or below, or Practical English with a B grade, or below, are recommended to enrol in English General. Please note that English General does not currently satisfy the English competency requirement for direct university entrance but it does meet the breadth and depth requirement for students to achieve a WACE.

What do you study?

The English General course focuses on consolidating and refining the skills and knowledge you need to become competent, confident and engaged users of English in everyday life, further education or training, and workplace contexts. It shares many similarities with its English ATAR counterpart - you will comprehend, analyse, interpret and evaluate a wide range of texts and text types while creating analytical, imaginative, interpretive and persuasive texts in written, oral, multimodal and digital forms.

How are you assessed?

You will respond to studied texts and unseen texts in a variety of ways, including using short answer and essay forms. You will also create texts of your own for specific purposes, audiences and contexts. Each semester you will undertake an oral task and you will also practice for the Externally Set Task that is a requirement of the Year 12 course.

Year 11		Year 12	
Assessment	Weight	Assessment	Weight
Responding	40-60%	Responding	40%
Creating	40-60%	Creating	45%
		Externally set task	15%

Further Information

[Schoolbox Course and Unit Pages](#)

[SCSA Curriculum Documents](#)

HEALTH AND PHYSICAL EDUCATION

Year 11 and 12 Health and Physical Education Course (and codes)

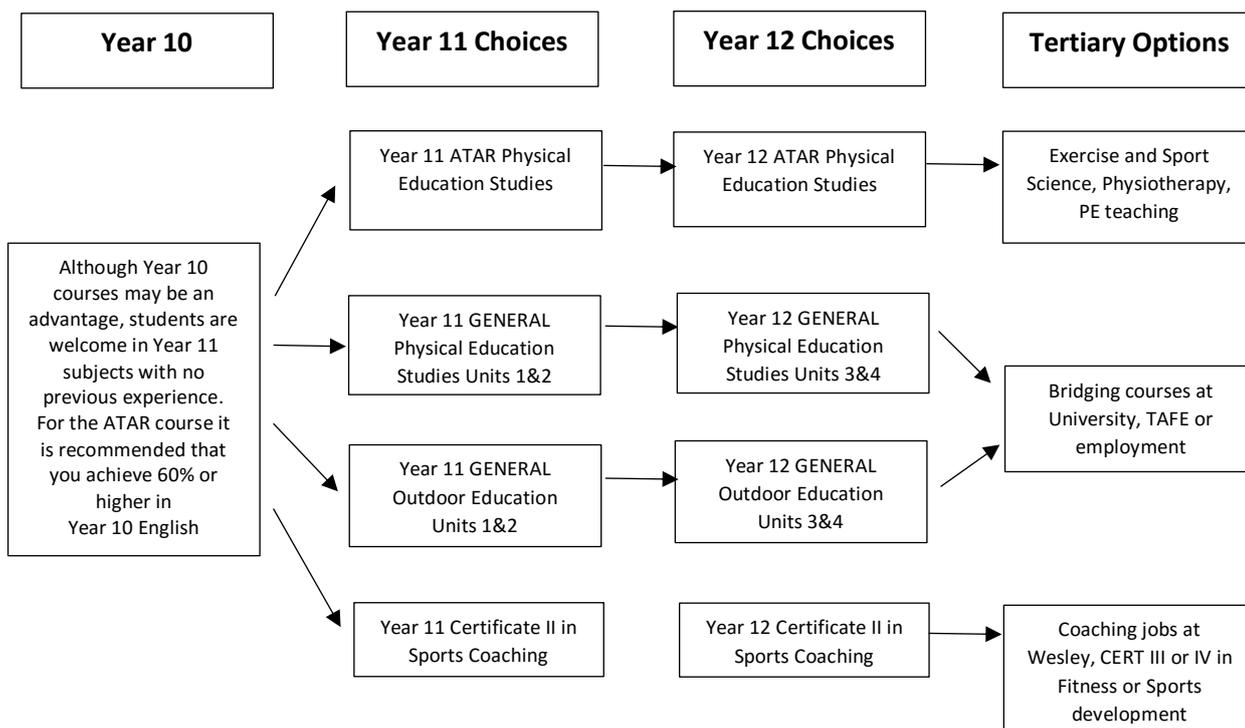
- Physical Education Studies ATAR (AEPES/ATPES)
- Physical Education Studies GENERAL (GEPES 2021/GTPES 2022)
- Outdoor Education GENERAL (GEOED/GTOED)
- SIS20319 Certificate II in Sport Coaching (C2SPC)

Why study Health and Physical Education?

In Year 11 and 12, we offer the Physical Education Studies course for our ATAR students, Physical Education Studies and Outdoor Education for our General students and the SIS20319 Certificate II in Sport Coaching, which is open to students on any educational pathway.

Pathways

The most common course selections are represented in the block diagram below.



Who is this course for?

Physical Education Studies is an ATAR pathway course intended for students who aspire to study at university after leaving school. The course content is specifically designed to help a student improve their own sporting performance by gaining an understanding of the practical and theoretical aspects of sport.

The practical component is worth 30% of the final year mark and involves instruction in the sports of Badminton and Touch as well as an introduction to the formal SCSA testing that is a part of the Year 12 course.

The theoretical component is worth 70% and is designed around six interrelated themes: Functional anatomy, Exercise physiology, Motor learning and coaching, Biomechanics and Sports psychology.

Students who do well in this course typically, but not exclusively, have a strong interest and aptitude in sport and a strong desire to apply their knowledge to improve their own sporting performance. An exposure to the theoretical concepts from Year 10 Sports Science (Major) is very helpful but is not essential for success in this area.

Students are required to complete assessments of various formats: sixty-minute response tests to assess their understanding of the syllabus and investigation tasks, which are extended pieces of work requiring independent research and the application of knowledge to various different sports.

The Physical Education Studies course, like all ATAR courses, has external assessments and internal assessments. The external ATAR examinations consist of a thirty-minute practical performance, worth 30% of their examination mark, in a sport of their choice selected from a list provided by SCSA, and a 2.5 hour written examination, worth 70% of their examination.

What do you study?

Developing physical skills, strategies and tactics:

- frameworks for understanding tactical problems and appropriate strategic, tactical and technical responses
- development of technique in order to perform a skill repertoire in a selected sport
- knowledge of performance from both technical and tactical perspectives
- effective strategies for improving personal competence.

Motor learning and coaching:

- roles and leadership styles for the effective management of training and coaching sessions
- analysis of learning and skill development to improve performance
- information processing during skill performance
- the design of effective instruction and provision of feedback
- teaching strategies and techniques to improve skill execution
- analysis of performance.

Functional anatomy:

- the structure and function of the musculoskeletal systems
- the structure and function of the circulatory, respiratory and neuromuscular systems
- production of movement.

Biomechanics (no calculations required):

- biomechanical principles, concepts and laws of motion
- analysis of movement
- application of biomechanical principles to improve the quality of movement.

Exercise physiology:

- examination of the physiological capacities (metabolic, cardiorespiratory and neuromuscular)
- knowledge of the body's circulatory and respiratory systems as an essential basis for exploring preparedness for participation and performance potential
- nutrition to meet the energy demands of participation in different activities and environmental conditions
- principles of training
- training types to improve components of fitness
- key characteristics of training program design and evaluation
- immediate and extended care of the injured athlete.

Sports psychology:

- application of group dynamics theories/models and understandings
- skills and processes associated with goal setting, stress management, visualisation, concentration and motivation
- regulation of self-imagery and arousal levels
- influence of varying groups on mental skill preparation (age, skill level, and type of activity).

How are you assessed?

Year 11

Assessment	Weight
Practical (performance) Performance is assessed in the sport(s) of Badminton and Touch. Evidence can include direct observation, checklists, and/or the use of video.	30%
Investigation Students plan and conduct research and communicate their findings. Evidence can include journals, training diaries, essays, laboratory reports, oral presentations and/or the use of video.	15%
Response Students analyse and respond to questions, stimuli or prompts. Evidence can include topic tests, summaries, essays and/or oral presentations.	15%
Examination Typically conducted at the end of each semester and/or unit. In preparation for Unit 3 and Unit 4, the examination should reflect the examination design brief included in the ATAR Year 12 syllabus for this course.	40%

Year 12

Type of Assessment	Weighting	To SCSA	Combined mark
<p>Practical (performance)</p> <p>Students demonstrate their ability to adapt and adjust skills and tactics in the sport(s) studied at school while performing within a competitive situation. The assessment must be completed by the teacher and conducted within the school environment within the nominal hours of the course. Evidence can include: direct observation, checklists, use of video and/or oral presentation (*1)</p> <p>(*1) Oral presentation is recommended for assessment of students who, at the time of assessment, are unable to participate due to illness or injury. The format of this assessment should reflect the alternative examination.</p>	70%	100%	30%
<p>Practical (performance)examination</p> <p>Typically conducted at the end of semester and/or unit and reflecting the practical examination design brief for this syllabus. Students demonstrate their ability to adapt and adjust skills and tactics in a sport (*2) studied at school while performing within a competitive situation. The assessment must be completed by the teacher and conducted within the school environment within the nominal hours of the course.</p> <p>(*2) If a class is studying one sport for the whole year, the examination will be on that sport at different times of the year. If a class is studying two sports, each examination will cover one of the sports studied.</p>	30%		

Assessment table written component - Year 12

Type of Assessment	Weighting	To SCSA	Combined mark
<p>Investigation</p> <p>Students plan and conduct research and communicate their findings. Evidence can include: journals, training diaries, essays, laboratory reports, oral presentations and/or the use of video</p>	20%		
<p>Response</p> <p>Students analyse and respond to questions, stimuli or prompts. Evidence can include: topic tests, summaries, essays and/or oral presentations.</p>	25%	100%	70%
<p>Written examination</p> <p>Typically conducted at the end of each semester and/or unit and reflecting the written examination design brief for this syllabus.</p>	55%		

Further Information

[Schoolbox Course and Unit Pages](#)

[SCSA Curriculum Documents](#)

Physical Education Studies GENERAL

Who is this course for?

The course appeals to students from any background who enjoys sport and physical activity. Within the course content, students analyse the physical performances of themselves and others, apply theoretical principles and plan programs to improve their performance. Physical activity and sport are used to develop skills and performance, along with an understanding of physiological, anatomical, psychological, biomechanical and skill learning applications

What do you study?

The Physical Education Studies General course contributes to the physical, social and emotional growth of students. Throughout the course, emphasis is placed on understanding and improving performance and the integration of theory and practice is central to studies in this course. The course focuses on the interrelationships between motor learning and psychological, biomechanical and physiological aspects that affect individual and team performance. Students play roles as performers, leaders, coaches, analysts and planners of physical activity. Physical activity serves both as a source of content and data and as a medium for learning. Learning in the Physical Education Studies General course cannot be separated from active participation in physical activities and involves students in closely integrated written, oral and physical learning experiences based upon the study of selected physical activities.

Developing physical skills and tactics

Students explore the practical and theoretical components required to improve the performance of themselves and others in skills and tactics related to physical activities. They examine basic and advanced movement patterns, apply tactical awareness and understand the analysis of movement in order to improve the quality of skill performance. Content includes:

- frameworks for understanding tactical problems and appropriate tactical and technical responses
- development of technique in order to perform a skill repertoire in a selected sport
- knowledge of performance from both technical and tactical perspectives
- effective strategies for improving personal competence.

Motor learning and coaching

Effective instruction and coaching is explored through appropriate skill practices and the design of tactical challenges. Content includes:

- roles and leadership styles for the effective management of training and coaching sessions
- analysis of learning and skill development to improve performance
- information processing during skill performance
- the design of effective instruction and provision of feedback
- teaching strategies and techniques to improve skill execution
- analysis of performance.

Functional anatomy

Knowledge of functional anatomy provides a foundation for the development of a biomechanical understanding of movement. Content includes:

- the structure and function of the musculoskeletal systems
- the structure and function of the circulatory, respiratory and neuromuscular systems
- production of movement.

Biomechanics

Note: No calculations required Observation, description and biomechanical analysis of movement are underpinned by movement principles and concepts. Content includes:

- biomechanical principles, concepts and laws of motion

- analysis of movement
- application of biomechanical principles to improve the quality of movement.

Exercise physiology

Students study physiological capacities and the influence of energy systems to improve performance in physical activity and structured training. Content includes:

- examination of the physiological capacities (metabolic, cardio-respiratory and neuromuscular)
- knowledge of the body's circulatory and respiratory systems as an essential basis for exploring preparedness for participation and performance potential
- nutrition to meet the energy demands of participation in different activities and environmental conditions
- principles of training
 - training types to improve components of fitness
- key characteristics of training program design and evaluation
- immediate and extended care of the injured athlete.

Sport psychology

The development of mental skills is recognised as being essential to improving performance and facilitating positive group dynamics. Content includes:

- application of group dynamics theories/models and understandings
- skills and processes associated with goal setting, stress management, visualisation, concentration and motivation
- regulation of self-imagery and arousal levels
- influence of varying groups on mental skill preparation (age, skill level, and type of activity).

How are you assessed?

Type of assessment	Weighting
Practical (performance) Students demonstrate their ability to adapt and adjust skills and tactics in the sport(s) studied at school while performing within a competitive situation. The assessment must be completed by the teacher and conducted within the school environment within the nominal hours for the course. Evidence can include: direct observation, checklists, and the use of video.	50%
Investigation Students plan and conduct research and communicate their findings. Investigation findings can be communicated in any appropriate form, including: written (journals, training diaries, essays and laboratory reports), oral and/or video.	25%
Response Students analyse and respond to questions, stimuli or prompts. Student responses can be written (topic tests, summaries, essays) and/or oral.	25%

All of the assessments are set by Wesley College staff except for the Year 12 Physical Education Studies course in which the students are also required to take an Externally Set Task which is an assessment that is common to all Year 12 students across the state.

Externally set task A written task or item or set of items of 50 minutes duration developed by the School Curriculum and Standards Authority and administered by the school.	15%
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Further Information

[Schoolbox Course and Unit Pages](#)

[SCSA Curriculum Documents](#)

Who is this course for?

Outdoor Education General is the perfect fit for any student with a passion for the outdoors, adventure and activity. The course consists of a 50% theory and 50% practical components, with an emphasis on activity specific hard skills and expeditions in wilderness and remote areas where an environment of experiential education is born.

Alongside the practical component to this course, students will learn about our environment, personal and group logistical / preparation and planning. Furthermore, a focus upon relationships amongst a team and within self will be a priority where students can identify links between connection to the outdoors and their own wellbeing. Concepts and strategies such as risk management, safety and leadership both within the classroom and beyond the school gates will also be studied.

This course will suit a student who is interested in the outdoors and wants to immerse themselves in different environments, as well as learn specifics about a range of outdoor activities.

What do you study?

Students who undertake Outdoor Education studies in Year 11 will complete 2 units, one per semester. Each unit in this course has three components as outlined below:

Unit 1 and 2 will include:

Outdoor experiences

- Planning – personal and group planning in order to complete a successful expedition
- Skills and practices – skills required to operate in a safe manner within the outdoors as well as the practical application of strategies learned within the classroom context
- Safety – knowing and understanding of risk, risk assessment and the notion of peak experience

Self and others

- Personal skills – personal skills such as goal setting, time management and varying styles of debriefing
- Working with others – collaboration and moving towards a common committed goal whilst establishing ground rules and identifying group dynamics that will assist the group to achieve their goals
- Leadership – an opportunity to witness and display different styles of leadership dependent on circumstance as well as lead a group through an expedition and debrief

Environmental awareness

- The environment – knowing and understanding a local environment from synoptic charts, maps, abiotic and biotic features as well as relationships between different environments
- Relationships with nature – seeing and understanding the human nature relationship and the different facts that this can have as well as the ways in which humans value nature and apply principles in order to conserve it
- Environmental management – the introduction to the concept of conservation and biodiversity as well as strategies used to manage specific areas

How are you assessed?

Throughout year 11 students will be assessed in the following way:

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

Further Information

[Schoolbox Course and Unit Pages](#)
[SCSA Curriculum Documents](#)

Who is this course for?

SIS20319 Certificate II in Sport Coaching is a VET course offered to students in Years 11 and 12 who would like to learn about becoming a sports coach. Wesley has an auspice arrangement through the Australian Institute of Training and Education (AIET).

This qualification provides a pathway to work in assistant coaching roles working or volunteering at community-based sports clubs and organisations in the Australian sport industry. Individuals with this qualification use a defined and limited range of basic coaching skills to engage participants in a specific sport and are involved in mainly routine and repetitive tasks using limited practical skills and based sport industry knowledge. They work under the supervision of a coach.

Total number of units = 7

Core units

HLTAID003 Provide first aid

SIRXWHS001 Work safely

SISSSCO002 Work in a community coach role

Electives

SISBSB001 Conduct basketball coaching sessions with foundation level participants

CHCVOL001 Be an effective volunteer

SISXCAI001 Provide Equipment for Activities

SISXEMR001 Respond to emergency situations

ICTICT203 Operate application software packages



SIS20319 Certificate II in Sport Coaching

This qualification is delivered and assessed at school in partnership with Australian Institute of Education and Training (AIET), RTO code 121314. Students who have been assessed as meeting the requirements of the training package will be issued with an AQF Certification.

Further Information

[Schoolbox Course and Unit Pages](#)

[Curriculum Documents](#)

HUMANITIES AND SOCIAL SCIENCES

Year 11 and 12 Humanities and Social Sciences Courses (and codes)

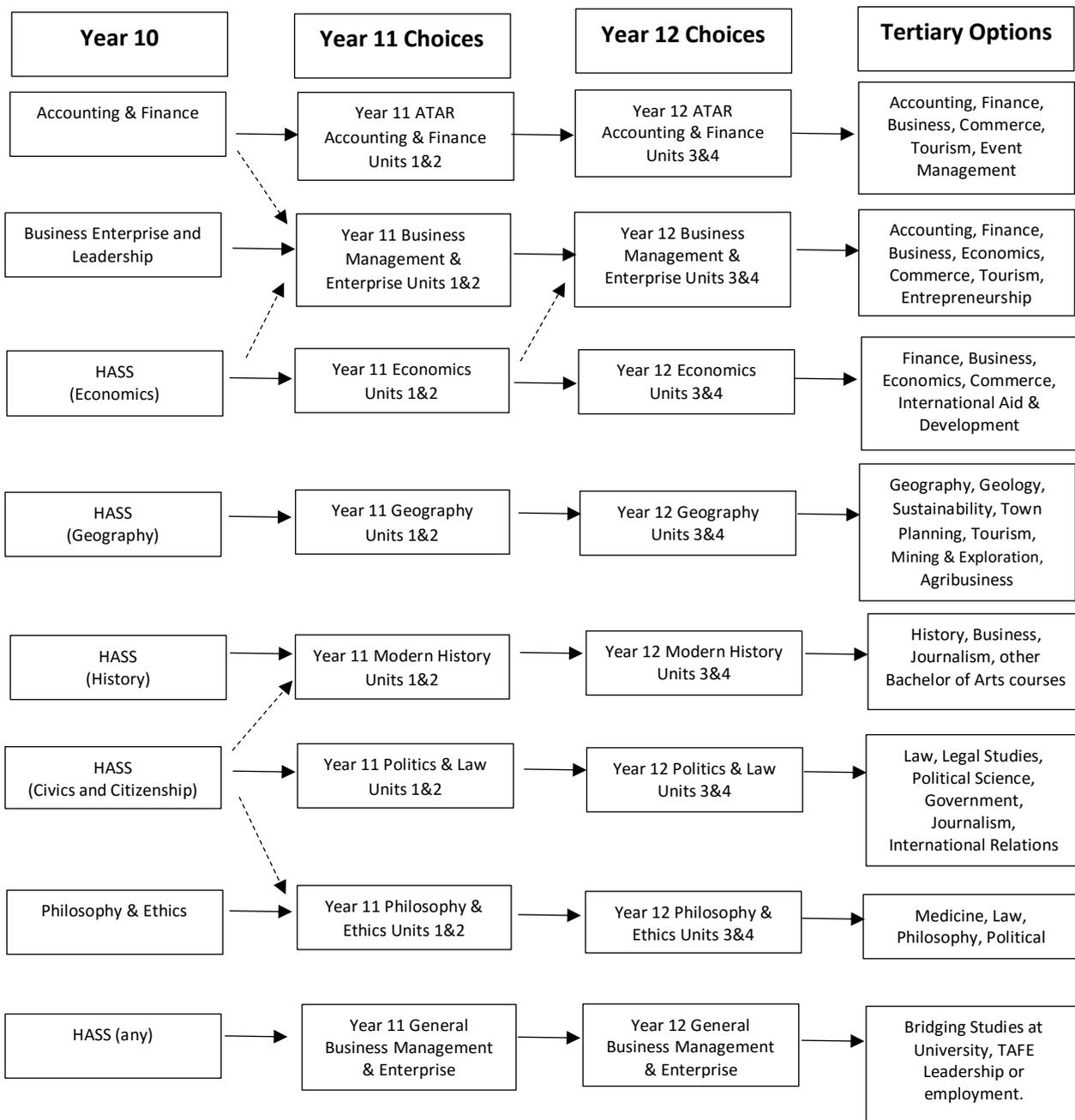
- Accounting and Finance ATAR (AEACF/ATACF)
- Business Management and Enterprise ATAR (AEBME/ATBME)
- Economics ATAR (AEECO/ATECO)
- Geography ATAR (AEGEO/AEGEO)
- Modern History ATAR (AEHIM/ATHIM)
- Philosophy and Ethics ATAR (AEPAE/ATPAE)
- Politics and Law ATAR (AEPAL/ATPAL)
- Business Management and Enterprise GENERAL (GEBME [2021]/GTBME [2022])

Why Study HASS

The subjects that fall under the umbrella of Humanities and Social Sciences at Wesley College are vast. They include Accounting and Finance, Business Management and Enterprise, Economics, Geography, History, Philosophy and Ethics, and Politics and Law. The study of one or more of these subjects leads to in-depth knowledge and understanding of the world you live in and encourages you to think critically and creatively about your impact on the future. You will learn life-long skills of interpreting information in written form as well as through images, data and diagrams and you will continuously be exposed to current events, both within and outside Australia. A study of Humanities and Social Sciences subjects is well regarded by universities and employers as it demonstrates strong communication skills, innovative thinking and active citizenship.

Pathways

The most common course selections are represented in the block diagram below.



The above flow diagram includes ----> where subjects are closely related, however, all HASS disciplines interconnect with one another and study of one subject will support the learning of another.

Who is this course for?

Anyone who:

- has a keen interest in topics such as business or commerce
- likes money
- is a logical thinker
- may be considering a career related to business, commerce or finance
- is reasonably competent with Mathematics and English.

What do you study?

In Year 11, the syllabus continues to develop student understanding and skills gained from the Year 7–10 Economics and Business curriculum. There is a focus on business in Australia's economy, types of business ownership, and the recording, processing and evaluating of financial information. It explores the way that business processes are influenced by social, environmental and ethical factors, governments and other bodies. This syllabus also continues to develop the business skills of interpretation and analysis of business data and/or information, and the application of business and financial concepts and capabilities.

In Year 12, students continue to develop a deeper understanding of the fundamentals on which accounting and financial management are based. The focus for Unit 3 is on internal management for business. The unit distinguishes between internal and external reporting requirements. Decision-making processes using cost accounting techniques and critical analysis of financial information are featured. Students explore the importance of short and long term planning for business. Whilst in Unit 4, students focus on Australian reporting entities and how they are regulated by the Corporations Act 2001. The Conceptual Framework for Financial Reporting (the Conceptual Framework) and the Accounting Standards are used in the preparation of the financial statements for a reporting entity. The financing options of larger entities are identified and evaluated, particularly in relation to conformity with basic principles, including profitability and stability. The unit addresses corporate social disclosure issues and ethical behaviour within corporations.

How are you assessed?

The assessment weightings of components for both Year 11 and 12 is as follows:

Assessment	Weight
Tests	50%
Projects	10%
Examination	40%

FAQ

Is Year 10 Accounting a prerequisite to studying Accounting and Finance in Years 11 and 12? It is not necessary but helpful.

Do you need to be strong in Mathematics? Being a logical thinker definitely helps. However, provided you can use a calculator you can do well.

Further Information

[Schoolbox Course and Unit Pages](#)

[SCSA Curriculum Documents](#)

Who is this course for?

This course is for students who intend to live and work in this world and who are good at thinking creatively to solve problems and analyse situations to create solutions. This is a course where you apply business models to scenarios. There is a reasonable writing component, hence, achieving a B grade in Year 10 English is recommended. This course brings together Politics & Law, Accounting, Economics, Ethics and Geography in real world international situations, and gives you an understanding of what is required to start up a business and gain advantage in a globalised world.

What do you study?

Year 11 covers marketing strategy, business plans, business law and human resources in an Australian context. Year 12 moves to an international business focus and covers operations, global marketing strategy, strategic planning, and basic financial analysis, which is the same as the Year 11 ACF Ratio analysis topic.

Year 11 learning modules include Business planning, Human resources and contract law, Marketing, Consumer law, Business Image, Organisational Structures, Leadership and motivation. Year 12 learning modules include Business concepts, Business in society and Innovation and operations

How are you assessed?

You are assessed on real world case studies, short responses, extended responses investigations and an examination each semester.

Year 11		Year 12	
Assessment	Weight	Assessment	Weight
Research (and validation tests)	40%	Research (and validation tests)	30%
Response (tests)	30%	Response (tests)	30%
Examination	30%	Examination	40%

FAQ

Is there much writing? YES! It is expected that students prepare extended response answers with scaffolding of questions.

Do I have to have done Business Management and Enterprise in Year 10? Absolutely not as the content in Year 11 is taught as if you have not done any prior business studies. However, your Year 10 Business studies would give you an advantage with business literacy.

Is there much crossover of content with other courses? You will gain time efficiency if you also study Accounting or Economics, and you will be able to use leadership concepts from Physical Education Studies, environmental issues from Geography, and legal and political issues from Politics and Law to analyse the external business environment as well as the contract and consumer law topics.

Further Information

[Schoolbox Course and Unit Pages](#)

[SCSA Curriculum Documents](#)

Who is the course for?

This course is for students who have an interest in the world around them. Economics is current and is always changing. We study a wide range of contexts from the environment, trade wars and the sales of concert tickets. Economics examines human behaviour, how firms and markets operate, and how the government functions. It is always relevant.

Economics teaches us how to make well-informed decisions and effective choices. A large part of the subject is decision-making and how to apply theory and concepts to the real world. Through studying Economics, you develop a financial awareness that is beneficial no matter what your career aspirations may be.

Economics students are highly valued as they display strong analytical and communication skills and use critical thinking in their approach to current events. They manipulate models and use statistics, mathematics and written information to develop their understanding of the world.

Economics helps with business and finance. It develops an interest in the economy, an understanding of how a business works and knowledge of how to analyse markets, examine Australian economic policies and understand Australia's links to the global economy.

This course is for anyone who:

- has a keen interest in topics such as taxes, exchange rates and investment
- likes reading about current events, particularly relating to Australian but also global events
- can apply theories and concepts to the real world
- may be considering a career related to commerce or finance
- is good with mathematics, statistics and diagrams.

What do you study?

The focus of the Economics course is on the Australian economy. In Year 11, the course begins by studying Microeconomics and Markets. The emphasis is on classical concepts such as demand, supply, prices, and equilibrium. In Semester Two the focus changes to Macroeconomics, where key topics such as economic growth, unemployment and inflation are studied. These concepts are directly linked to recent trends in Australia's economy.

In Year 12 the course looks at Australia in a global context and economic policies to manage the economy in areas such as monetary and fiscal policy, productivity, trade, overseas sector and the operation of the economy, economic policy and action.

How are you assessed?

All assessments are undertaken in class and may be in the form of multiple-choice, data interpretation questions and extended responses.

Year 11		Year 12	
Assessment	Weight	Assessment	Weight
Data interpretation/Short answer	50%	Data interpretation/Short answer	30%
Extended Answer	40%	Extended Answer	30%
Examination	30%	Examination	40%

Further Information

[Schoolbox Course and Unit Pages](#)

[SCSA Curriculum Documents](#)

Who is this course for?

If you enjoy learning about the planet you live upon and how humans interact with the natural environment, and vice versa, then Geography is for you. You will learn how to apply your literacy and numeracy skills in a practical way through the analysis and interpretation of maps, graphs, data and diagrams, and by learning about events via inquiry and research. Geography is a varied subject where you learn theory and new vocabulary and then put this into use in your learning of depth studies and real-world events. The examination is divided into three sections; multiple-choice, short answer and extended response, and approximately 20% of your marks will come from topographic mapping exercises. Any workplace or university course will value your study of Geography as it proves you can apply your critical thinking and communication skills to new situations. Do not be under the illusion that Geography ATAR is easy as there is a lot of subject content to learn. However, with perseverance and a diligent study approach you will find success.

What do you study?

The over-arching theme of ATAR Geography is sustainability, a concept that is fundamental to anything you approach in your future. Each unit across Years 11 and 12 is enhanced through compulsory field trips, these include a visit to the Perth Hills Discovery Centre, a day looking at a multi-national company, exploration of various environmental and urban programs being implemented in Perth and a virtual visit to New York.

Unit 1 is about the study of Natural and Ecological Hazards where you will learn about bushfires and an infectious disease, such as Ebola or Chernobyl, a nuclear disaster. You will investigate the causes and impacts of these hazards, make comparisons with developed countries and investigate the risk management strategies used by people to protect against the impacts of hazards.

Unit 2 is entitled Global Networks and Interconnections. The first study focuses on analysing a multi-national company to understand the process of globalisation and the changes in the production and consumption of their food-based goods. The second depth study allows you to choose one of the football codes, and investigate its spread and adaptation around the globe.

In Unit 3 students study Global Environmental Change and assess the impacts of land cover transformations with particular reference to climate change or biodiversity loss, and evaluate various programs designed to make improvements in how people utilise the world.

Unit 4 looks at Planning Sustainable Places and investigates the challenges faced in both rural and urban places. Metropolitan Perth and the megacity of New York are studied in detail with reference to how people respond to challenges in urban planning and how this influences future sustainability and liveability.

How are you assessed?

Year 11		Year 12	
Assessment	Weight	Assessment	Weight
Geographical inquiry	20%	Geographical inquiry	15%
Fieldwork/practical skills	20%	Fieldwork/practical skills	15%
Short and extended responses	30%	Short and extended responses	30%
Examination	30%	Examination	40%

FAQ

Is there much writing? You will write two extended responses in Year 11 and four in Year 12. An extended response in Geography will be a maximum of two sides of A4.

What subjects are compatible with Geography? All of them! Geography goes especially well with any other HASS subject or with Science.

Further Information

[Schoolbox Course and Unit Information](#)

[SCSA Curriculum Documents](#)

Who is this course for?

- Students who have a genuine interest in past events, people, and societies.
- Students who are interested in understanding how events and people have an impact on their context and shape the society in which they live.
- Students who enjoy reading and feel comfortable writing long responses.
- Students who are prepared to question their own personal opinions and understandings of the world.
- Students who are interested in the lives of others and in understanding the experiences of a range of groups and individuals in the past.

What do you study?

In Year 11 you study Unit 1: Understanding the Modern World and Unit 2: Movements for change in the 20th century. Students explore the development of capitalism during the early 20th Century, considering the reasons for its development; how eras and events were both influenced by capitalism and in turn transformed American capitalism; and how different groups in society fared under this system. Unit 2 considers the rise of Nazism in Germany as a response to contemporary social, economic, and political circumstances after the First World War. Intervention from foreign nations, social and political change are considered in terms of their causes and impact during the time. Students consider how Nazism shaped Germany, considering the historical debate around issues such as Hitler’s leadership and the causes and origins of the Holocaust.

In Year 12, Unit 3: Modern nations in the 20th century, looks at key developments that have helped to define the modern world, important ideas and their consequences. This provides a context for a study of Russia between 1914 – 1945 and the significant ideas of the period including Marxism, communism and the internal divisions such as the Civil War and rise of the Bolsheviks, as well as impacts and cultural revolutions of the time.

Unit 4 looks at the changing European world since 1945 the Arms and Space Races which lead to focus on the Cold War, the collapse of communism and the impacts of the numerous ‘races’ to the eventual development of the EU and EEC.

How are you assessed?

You are assessed by completing source analysis, essay responses, and historical inquiry involving research and a validation essay.

Year 11		Year 12	
Assessment	Weight	Assessment	Weight
Historical inquiry	20%	Historical inquiry	20%
Explanation	20-30%	Explanation	20%
Source Analysis	20-30%	Source Analysis	20%
Examination	30%	Examination	40%

FAQ

How is the examination structured? The final examination is three hours in length, with two source analysis sections and two essays.

Is there much reading? The reading expectations vary throughout the course. There is less reading required in Year 11 than in Year 12. Extra resources and readings are provided during Year 12 for students to pursue outside of class time or as homework to further extend their understanding.

Is there a lot of source analysis? Yes. Source analysis comprises 50% of the final examination, and there is a particular focus in Year 11 on building students’ proficiency in analysing sources and responding to the key source questions in preparation for Year 12.

Further Information

[Schoolbox Course and Unit Pages](#)
[SCSA Curriculum Documents](#)

Who is this course for?

Philosophy is a subject that attracts people who are deep thinkers and who are not content with simplistic answers. It is especially attractive to people who have an analytical bent of mind so people who are good at mathematics often show a great aptitude for philosophy. A strong preference for the humanities is also a good indication that you may be suited to Philosophy, as is a desire to enter such broad fields as law, politics, or education.

What do you study?

The Philosophy and Ethics course at Wesley explores such areas as:

- **reality**, for example, *How can I be certain that I am not dreaming at the moment?*
- **knowledge**, for example, *How do we know that the sky is blue,*
- **language**, for example, *What does it mean to say that A is B,*
- **logic**, for example, *Either Fred is in Barcelona or he is in Rome. He is not in Rome, however. Is he therefore in Barcelona? Or could he be somewhere else?*
- **ethics**, for example, *Should euthanasia be legalised?*

You will also learn to construct arguments and explain the basis for your beliefs.

In this course, each unit addresses each of three questions - *How do we know? What is real?* and *How should we live?*

In Year 11, Unit 1 addresses Reason and Persons, including topics such as critical reasoning (*premises, inferences and conclusions*); proof (*evidence; inductive and deductive reasoning*); personal and scientific worldview (*including concepts of ultimate reality*); and communities and governance. Unit 2, Reason and Culture, extends this learning into such areas as philosophical argumentation; hermeneutics (*the science of interpretation*); aesthetics (*What do I find attractive?*); and semiotics (*the use of signs, symbols and signification*). Further study building upon Unit 1 is undertaken under the rubrics of ultimate reality and governance.

Year 12 delves into Reason and Society, and Reason and Meaning, with students examining the mapping of arguments; humanism, religion and values; individualism and social identity; the ideals of a good society; and the ideals of politics and government before moving on to further study, enabling students to examine complex arguments; a number of higher-order systems of inquiry; ways of understanding the relationship between religion and science; and ethical issues of life and death.

How are you assessed?

You are assessed in a variety of ways but the underlying principle is that of identifying the validity of the arguments of others and stating and supporting your own beliefs. Sometimes, you will be given a topic to discuss such as, *It is wrong to eat meat because it involves killing animals*, and it will be your job to formulate arguments for or against the topic. You may be asked to identify the parts of a given argument, such as the *conclusion*, and to explain whether or not an argument, as a whole, is valid. You will be asked frequently to write essays, carefully setting out your arguments for or against a particular proposition.

The assessment weightings of components in both Year 11 and 12 is as follows:

Assessment	Weight
Critical reasoning	20%
Philosophical analysis and evaluation	30%
Construction of argument	20%
Examination	30%

FAQ

Does this subject involve a lot of reading? Yes, it does but, overall, you should find that it is no heavier than the course load for any other subject.

What type of student is likely to do well in this course? If you have a genuine interest in philosophy, are prepared to work both hard and consistently, enjoy grappling with the 'big' issues of life, and have the desire to make a positive contribution to each class then you are more than likely to succeed.

Further Information

[Schoolbox Course and Unit Pages](#)

[SCSA Curriculum Documents](#)

Who is this course for?

This course is for any student who is interested in making sense of the world we live in. In a period of fake news and the rapid spread of information the ability to understand and critically assess the political and legal structures in which we live is more important than ever.

Students who want to understand government and how the law operates in Australia would enjoy this course. It is a blend of learning and understanding structures and relating them to contemporary issues. If you like keeping up with current events, reading and discussing topical issues, this course may be for you. It requires a significant amount of reading and analysis, and students who excel often exhibit attention to detail.

This would be a good subject for those who may go on to study law, business, commerce or journalism or for those who have a genuine interest in politics and law.

What do you study?

In Year 11, the topic Democracy and the rule of law asks students to consider the type and structure of governments around the world and what it means to live in a liberal democracy. Students will learn about the various electoral systems used in Australian elections and will assess to what extent they reflect the will of the people. The role of political parties and pressure groups are also considered. In Representation and Justice, students study the legal process in Western Australia through case examples from both civil and criminal law. They are encouraged to consider the strengths and weaknesses of the legal system and to what extent it achieves just outcomes. The development of legal principles is central to the study of this section of the course. Comparisons to three other countries system of government will also be made.

In Year 12, Unit 3 looks at Political and legal power, students examine various aspects of the political and legal system established by the Commonwealth Constitution (Australia) and the power wielded within the system, including the roles and powers of the legislative, executive and judicial branches of government. Unit 4 is Accountability and Rights, where students examine the structures, processes and procedures of accountability in relation to the legislative, executive and judicial branches of government in Australia; the effectiveness of these avenues for accountability, the ways and extent to which human rights are protected, and how democratic principles can be upheld and/or undermined. Throughout Year 12 comparisons to the United States system of government and human rights are made.

How are you assessed?

As dictated by SCSA, formal assessment will take place through in-class essays, tests, source analysis and some investigations. The assessment of Politics and Law relies heavily on written assessment tasks under timed conditions.

Year 11		Year 12	
Assessment	Weight	Assessment	Weight
Investigation	10%	Investigation	10%
Short answer	20%	Short answer	15%
Essay	20%	Essay	15%
Source analysis	20%	Source analysis	20%
Examination	30%	Examination	40%

FAQ

Will this course teach me who to vote for in an election? No, it will teach you how to vote, how to analyse issues so you can make your own informed choices when you have to vote. It will also help to understand the legal system for when you serve on a jury and all people who want to be active citizens.

Is there a lot of reading, thinking and writing? Yes.

Further Information

[Schoolbox Course and Unit Pages](#)

[SCSA Curriculum Documents](#)

Who is this course for?

This course is for students who are interested in understanding and application of small business in developing their own career pursuits' skills; students will need to identify possibilities and create opportunities within a business environment, think creatively and critically to analyse situations to create solutions. This is a course where you apply business models to scenarios. There is a reasonable writing component, hence, achieving a C grade in Year 10 English is recommended. This course brings together innovation processes, small business start up models, legal requirements and ethical decision making at a national level, and gives you an understanding of what is required to start up a small business in Australia. This course focuses on the development of these skills within the business cycle, day-to-day running, continuing viability and expansion of a business.

What do you study?

Year 11 covers establishing and operating a small business in Australia; exploring 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 marketing plan. Legal aspects of running a small business, including rights and responsibilities of employer and employee, are investigated. Year 12 moves to success, growth and challenges in business at a national level. It explores what it takes to be successful beyond the initial start-up stage. Students investigate the features of successful marketing campaigns and report on how businesses succeed and prosper through methods, such as expansion in products, market share or diversification. The unit explores issues in the business environment, including the importance of intellectual property in protecting business ideas; relationship between leadership and motivation in human resource management.

How are you assessed?

You are assessed on case studies, simulations, short responses, investigations and an examination each semester. In Year 12 students are required to complete an Externally Set Task by SCSA.

Year 11		Year 12	
Assessment	Weight	Assessment	Weight
Research (and validation tests)	40%	Research (and validation tests)	40%
Response (tests) and examination	60%	Response (tests) and examination	45%
		Externally Set Task (SCSA)	15%

FAQ

Is there much writing? YES! It is expected that students prepare short response answers with scaffolding of questions; preparation of business research and reports.

Do I have to have done Business Management and Enterprise in Year 10? Absolutely not, as the content in Year 11 is taught as if you have not done any prior business studies. However, your Year 10 Business Studies would give you an advantage with business literacy.

Further Information

[Schoolbox Course and Unit Pages](#)

[SCSA Curriculum Documents](#)

LANGUAGES

Year 11 and 12 Languages Courses (and codes)

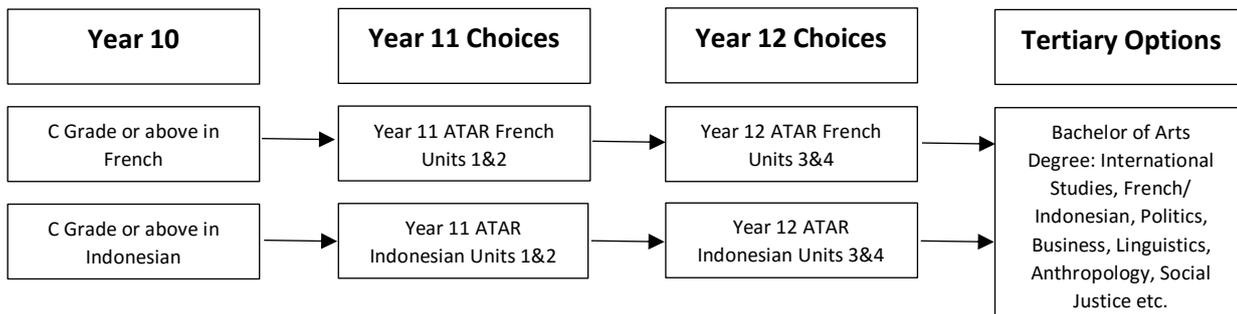
- French: Second Language ATAR (AEFSL/ATFSL)
- Indonesian: Second Language ATAR (AEIND/ATIND)

Why study a Language?

- To increase your knowledge of your own language and culture.
- To learn more about another language and culture and unlock their codes.
- To communicate with others and join another 'tribe'.
- For personal development, travel and increased employment prospects.
- To be able to work and live alongside others who have a different language and culture.
- To become a global citizen and solve significant world issues.
- To actively develop the Wesley 7cs.
- For fun!

Pathways

The most common course selections are represented in the block diagram below.



Language FAQs

How hard is it? It is a journey and your teacher will guide you and support you every step of the way. You will not believe what you will be able to do at the end of Year 12!

What opportunities are there for travel? We run a French exchange every year in October, and have a service tour to Indonesia biannually and a Chinese tour biannually. Your teacher will let you know all about them and how to register.

Is there a bonus and how does it work? UWA, Murdoch, Curtin and ECU all offer a bonus to students who study a foreign language course in Year 12. 10% of a student's final scaled WACE score in a Language is added to that student's Tertiary Entrance Aggregate (TEA). Calculation of the ATAR is based on the improved TEA. The bonus is applied regardless of whether the language is one of the student's best four subjects. There is no imperative to continue the study of the language at university level.

Are there other incentive schemes in other states? Incentive schemes are offered at the Australian National University, the University of Sydney, the University of New South Wales, the University of Queensland, Melbourne University, Monash University and the University of Adelaide.

Who is this course for?

This course is for students who have successfully completed Year 10 French at a C grade level, or higher, and who are ready to take the next step in their languages learning journey.

We need you to:

- like a challenge
- be independent, resourceful and a collaborative learner
- seek your own opportunities to connect with French and francophone cultures and other speakers of French.

What do you study?

In Year 11 there are two units called *C'est La vie* (That's life) and *Voyages!* (Travel). *C'est La Vie* is about exploring your own daily life and comparing it to that of a French teenager. *Voyages* deals with travel, the use of technology and how it has changed travel today, and how French people view Australia as a travel destination.

In Year 12, *Les Medias* focuses on The Media through three topics: Technology and me, Film and music, and in the media. Unit 4 turns to The World Around Us, *Le monde qui nous entoure*, examining the migrant experience and youth issues common throughout the world.

Students use these topics to extend and refine their communication skills in French, and gain a broader and deeper understanding of language and culture. Students develop their understanding of language as a system, and so enhance their understanding of their first language and other languages they may have. This course actively assists students to deepen their knowledge and application of the Wesley 7cs. It also, of course, encourages the enjoyment of language learning.

How are you assessed?

You will be assessed in class through your ability to communicate orally and in written form and your capacity to, read, view and listen to a variety of authentic texts.

Year 11

Type of assessment	Weighting
Oral communication	20%
Response: listening	15%
Response: viewing and reading	15%
Written communication	20%
Practical (oral) examination	10%
Written examination	20%

Year 12

Practical Component	Weighting	Weighting for combined mark
Oral communication	50%	30%
Practical (oral) examination	50%	
Written Component	Weighting	Weighting for combined mark
Response: Listening	15%	70%
Response: Viewing and reading	15%	
Written communication	20%	
Written examination	50%	

Further Information

[Schoolbox Course and Unit Pages](#)

[SCSA Curriculum Documents](#)

Who is this course for?

This course is for students who have successfully completed Year 10 Indonesian at a C grade level, or higher, and who are ready to take the next step in their language learning journey.

We need you to:

- like a challenge
- be independent, resourceful and a collaborative learner
- seek your own opportunities to connect with Indonesian cultures and other speakers of the Indonesian language.

What do you study?

Year 11 consists of *Saat ini aku di sini (Here I am now)*, which focusses on teen identity in both Australia and Indonesia and their connection to the world and *Bisa saya bantu? (Can I help you?)*, which explores opportunities for exchange between Indonesia and Australia via study, work and travel.

In Year 12 students focus on *Aneka Wacana (Exploring texts)*, exploring texts and genres, media and entertainment and globalisation and the media through the contexts of the individual, Indonesian-speaking communities and the changing world. Unit 4, *Isu hangat (Hot Topics)*, looks at youth issues, social issues and Australia/Indonesia relations.

Students develop their understanding of language as a system, and so enhance their understanding of their first language and other languages they may have. This course actively assists students to deepen their knowledge and application of the Wesley 7cs. It also, of course, encourages the enjoyment of language learning.

How are you assessed?

You will be assessed in class, through your ability to communicate orally and in written form and your capacity to, read, view and listen to a variety of authentic texts.

Year 11

Type of assessment	Weighting
Oral communication	20%
Response: listening	10%
Response: viewing and reading	20%
Written communication	20%
Practical (oral) examination	10%
Written examination.	20%

Year 12

Practical component	Weighting	To SCSA	Combined mark
Oral communication	25%	100%	40%
Response: Listening	25%		
Practical (oral) examination	50%		

Written component	Weighting	To SCSA	Combined mark
Response: Viewing and reading	20%	100%	60%
Written communication	30%		
Written examination	50%		

Further Information

[Schoolbox Course and Unit Pages](#)

[SCSA Curriculum Documents](#)

MATHEMATICS

Year 11 and 12 Mathematics Courses (and codes)

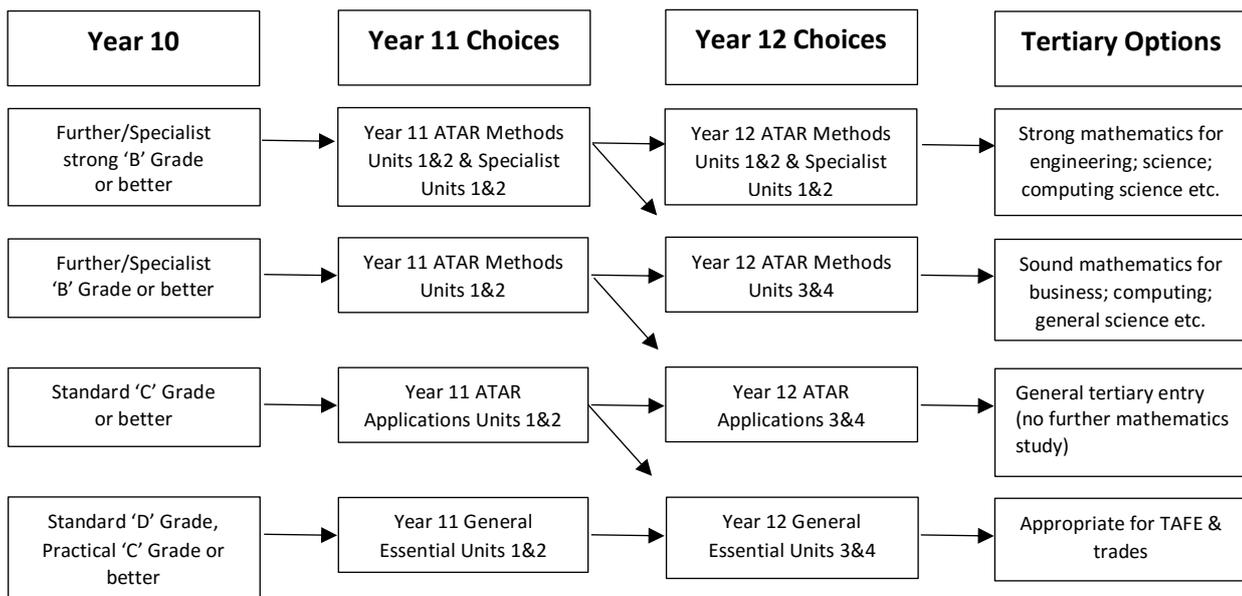
- Mathematics Essential GENERAL (GEMAE/GTMAE)
- Mathematics Applications ATAR (AEMAA/ATMAA)
- Mathematics Methods ATAR (AEMAM/ATMAM)
- Mathematics Specialist ATAR (AEMAS/ATMAS)

Why study Mathematics?

All students are capable of learning mathematics, although concepts and skills will be mastered at different rates. With an appropriate level of challenge and a willingness to learn from one's mistakes, students have the capacity to improve their level of mathematical achievement. There are four courses offered in the senior years at Wesley College that offer different levels of challenge and cater for students with different interests and goals. These courses are listed below.

Pathways

The most common course selections are represented in the block diagram below.



Your choice will depend on:

- your mathematical ability/background; i.e. your Year 10 grades;
- your ambitions – what you need or want to do after Year 12;
- how much maths you are prepared to do.

Other pathways are possible. Students are encouraged to seek advice from their mathematics teacher, Head of Learning Area or the Dean of Academic Studies 9-12 for deviations from the pathway examples above.

Mathematics Essential GENERAL

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

Who is this course for?

This course is for students who wish to develop their basic mathematical skills and knowledge for everyday life, and for post-school pathways, including TAFE and trades. A minimum of a Year 10 Mathematics Modified C grade is recommended for success in this course.

What do you study?

The Mathematics Essential General course aims to develop students' capacity, disposition and confidence to:

- understand concepts and techniques drawn from mathematics and statistics
- solve applied problems using concepts and techniques drawn from mathematics and statistics
- use reasoning and interpretive skills in mathematical and statistical contexts
- communicate in a concise and systematic manner using appropriate mathematical and statistical language
- choose and use technology appropriately.

Year 11 Topics

Unit 1

- Basic calculations, percentages and rates
- Using formulas for practical purposes
- Measurement
- Graphs

Unit 2

- Representing and comparing data
- Percentages
- Rates and ratios
- Time and motion

Year 12 Topics

Unit 3

- Measurement
- Scales, plans and models
- Graphs in practical situations
- Data collection

Unit 4

- Probability and relative frequencies
- Earth geometry and time zones
- Loans and compound interest

How will you be assessed?

Year 11		Year 12	
Assessment	Weight	Assessment	Weight
Assignments and tests	50%	Assignments and tests	40%
Practical applications	50%	Practical applications	45%
		Externally set task	15%

Further Information

[Schoolbox Course and Unit Pages](#)

[SCSA Curriculum Documents](#)

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

Who is this course for?

This course is for students who enjoy applying mathematics in areas such as finance and measurement and statistics, and who may pursue a University pathway in a field requiring little or no further mathematics study. A minimum of a Year 10 Mathematics Standard C grade is recommended for success in this course.

What do you study?

The Mathematics Applications ATAR course aims to develop students’:

- understanding of concepts and techniques drawn from the topic areas of number and algebra, geometry and trigonometry, graphs and networks, and statistics
- ability to solve applied problems using concepts and techniques drawn from the topic areas of number and algebra, geometry and trigonometry, graphs and networks, and statistics
- reasoning and interpretive skills in mathematical and statistical contexts
- capacity to communicate the results of a mathematical or statistical problem-solving activity in a concise and systematic manner using appropriate mathematical and statistical language
- capacity to choose and use technology appropriately and efficiently.

Year 11 Topics

Unit 1

- Consumer arithmetic
- Algebra and matrices
- Shape and measurement

Unit 2

- Univariate data analysis and the statistical investigation process
- Applications of trigonometry
- Linear equations and their graphs

Year 12 Topics

Unit 3

- Bivariate data analysis
- Growth and decay in sequences
- Graphs and networks

Unit 4

- Time series analysis
- Loans, investments and annuities
- Networks and decision mathematics.

How will you be assessed?

Assessment	Weight
Assignments and tests	40%
Investigations	20%
Examinations	40%

*In Year 12 the final mark is comprised of 50% external exam and 50% School assessment. The 50% School assessment comprises weightings as outlined above

Further Information

[Schoolbox Course and Unit Pages](#)

[SCSA Curriculum Documents](#)

Mathematics Methods is an ATAR course which focusses on the use of calculus and statistical analysis. The study of calculus provides a basis for understanding rates of change in the physical world, including the use of functions, their derivatives and integrals, in modelling physical processes. The study of statistics develops students' ability to describe and analyse phenomena that involve uncertainty and variation.

Who is this course for?

This course is for students who enjoy investigating and solving complex problems and who have had success with algebra in previous years. This course provides the necessary background for students who are likely to pursue a University pathway that involves some mathematics. A minimum of a Year 10 Mathematics Further/Specialist B grade is recommended for success in this course.

What do you study?

Mathematical Methods aims to develop students':

- understanding of concepts and techniques drawn from algebra, the study of functions, calculus, probability and statistics
- ability to solve applied problems using concepts and techniques drawn from algebra, functions, calculus, probability and statistics
- reasoning in mathematical and statistical contexts and interpretation of mathematical and statistical information, including ascertaining the reasonableness of solutions to problems
- capacity to communicate in a concise and systematic manner using appropriate mathematical and statistical language
- capacity to choose and use technology appropriately and efficiently.

Year 11 Topics

Unit 1

- Functions and graphs
- Trigonometric functions
- Counting and probability

Unit 2

- Exponential functions
- Arithmetic and geometric sequences and series
- Introduction to differential calculus

Year 12 Topics

Unit 3

- Further differentiation and applications
- Integrals
- Discrete random variables.

Unit 4

- The logarithmic function
- Continuous random variables and the normal distribution
- Interval estimates for proportions.

How will you be assessed?

Assessment	Weight
Assignments and tests	40%
Investigations	20%
Examinations	40%

*In Year 12 the final mark is comprised of 50% external exam and 50% School assessment. The 50% School assessment comprises weightings as outlined above

Further Information

[Schoolbox Course and Unit Pages](#)

[SCSA Curriculum Documents](#)

Mathematics Specialist ATAR

Mathematics Specialist is an ATAR course which 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. The Mathematics Specialist ATAR course contains topics in functions and calculus that build on and deepen the ideas presented in the Mathematics Methods ATAR course, as well as demonstrate their application in many areas. This course also extends understanding and knowledge of statistics and introduces the topics of vectors, complex numbers and matrices. The Mathematics Specialist ATAR course is the only ATAR mathematics course that should not be taken as a stand-alone course.

Who is this course for?

This course is for students who have a passion and capacity for mathematical thinking and reasoning and who have demonstrated the ability to solve complex problems in previous years. This course provides the necessary background for students who are likely to pursue a University pathway that involves considerable mathematics, such as Engineering. A minimum of a Year 10 Mathematics Further/Specialist strong B grade is recommended for success in this course.

What do you study?

The Mathematics Specialist ATAR course aims to develop students':

- understanding of concepts and techniques drawn from combinatorics, geometry, trigonometry, complex numbers, vectors, matrices, calculus and statistics
- ability to solve applied problems using concepts and techniques drawn from combinatorics, geometry, trigonometry, complex numbers, vectors, matrices, calculus and statistics
- capacity to choose and use technology appropriately
- reasoning in mathematical and statistical contexts and interpretation of mathematical and statistical information, including ascertaining the reasonableness of solutions to problems
- capacity to communicate in a concise and systematic manner using appropriate mathematical and statistical language and ability to construct formal proofs.

Year 11 Topics

Unit 1

- Combinatorics
- Vectors in the plane
- Geometry

Unit 2

- Trigonometry
- Matrices
- Real and complex numbers

Year 12 Topics

Unit 3

- Complex numbers
- Functions and sketching graphs
- Vectors in three dimensions

Unit 4

- Integration and applications of integration
- Rates of change and differential equations
- Statistical inference

How will you be assessed?

Assessment	Weight
Assignments and tests	40%
Investigations	20%
Examinations	40%

*In Year 12 the final mark is comprised of 50% external exam and 50% School assessment. The 50% School assessment comprises weightings as outlined above

Further Information

[Schoolbox Course and Unit Pages](#)

[SCSA Curriculum Documents](#)

SCIENCE

Year 11 and 12 Science Courses (and codes)

- Biology ATAR (AEBIO/ATBIO)
- Chemistry ATAR (AECHE/ATCHE)
- Human Biology ATAR (AEHBY/ATHBY)
- Physics ATAR (AEPHY/ATPHY)
- Marine and Maritime Science GENERAL (GEMMS/GTMMS)

Why study Science?

To enhance your critical thinking and problem-solving skills.

Science explains to us how the world, in fact the universe, works. Our knowledge is based on experimental results and observations. Theories are tested and revised, which results in new knowledge being discovered and a greater understanding of how things work.

Science is a highly collaborative discipline with a strong focus on learning through inquiry and investigation.

Science answers many of our curious questions:

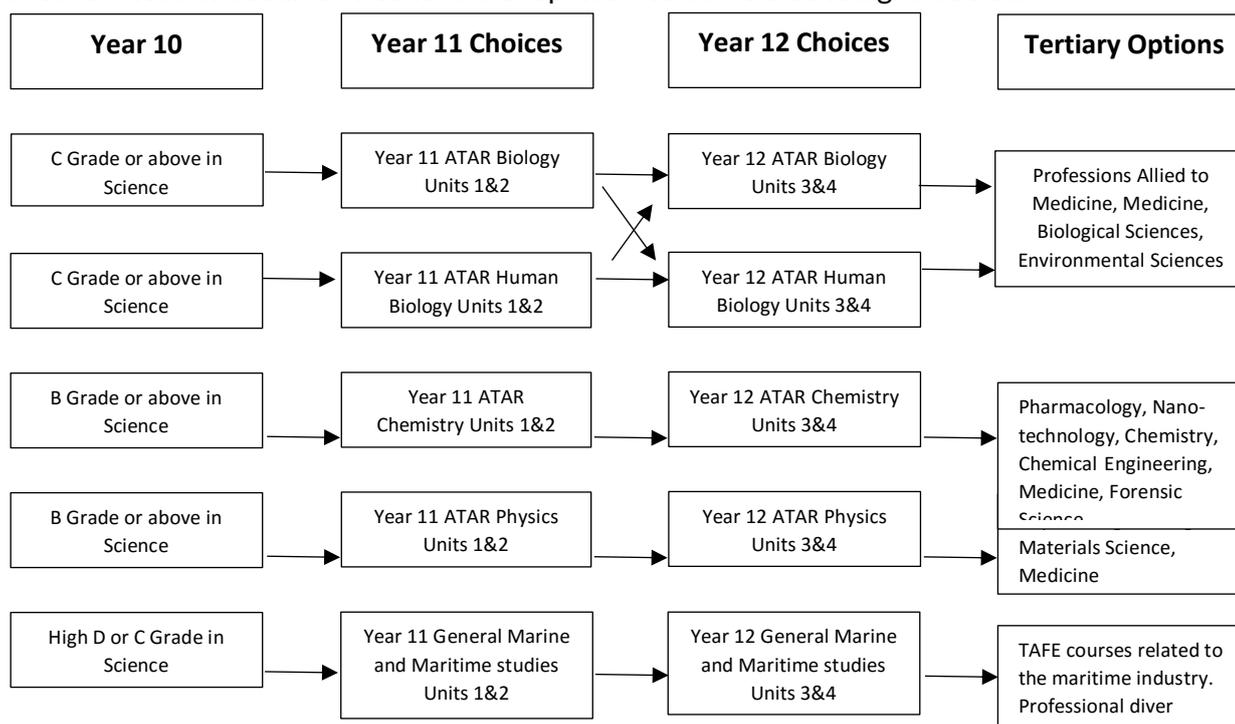
- Why is the sky blue?
- Why do magnets repel?
- Why do I look similar to my sibling but not the same?

It is science that will provide solutions to the significant problems that we face in the 21st century; climate change, energy shortage, stable storage of information, alternatives to declining traditional resources, drought-resistant crops, elimination of malaria and other diseases via CRISPR technology as we travel through the third millennium. The current search for a vaccine for COVID-19 is a classic example of the importance of scientific endeavours.

We all need to be scientifically literate citizens as we cannot be properly informed voters if we are not. Australia needs scientists to continue to lead innovation and maintain a healthy economy.

Pathways

The most common course selections are represented in the block diagram below.



Human biology covers a wide range of ideas relating to the functioning human. Students learn about themselves, relating structure to function and how integrated regulation allows individuals to survive in a changing environment. They research new discoveries that are increasing our understanding of the causes of dysfunction, which can lead to new treatments and preventative measures. Reproduction is studied to understand the sources of variation that make each of us unique individuals. Through a combination of classical genetics, and advances in molecular genetics, dynamic new biotechnological processes have resulted. Population genetics is studied to highlight the longer-term changes leading to natural selection and evolution of our species.

Who is this course for?

Biology is for you if you are interested in:

- the important role Biology plays in understanding the complex forms of life involving humans, animals and plants
- understanding the interaction between humanity and the world
- the lives of living organisms and the role humans have in preserving them
- further study in fields such as agriculture, environmental studies or ecological management.

It is also for you if you have good written skills, are able to explain concepts well and are studying an ATAR pathway, and plan to study Geography and/or Human Biology as these courses complement each other.

What do you study?

Year 11

Unit 1 - Ecosystems and Biodiversity

This unit focuses on the interactions of living and non-living things, plant and animal communities, and the impact humans have on the world's ecosystem and the role we play in preserving the environment.

Unit 2 - Reproduction and Inheritance

This unit focuses on genetics and the passing of this information onto offspring through sexual reproduction.

In addition, students will acquire overarching scientific inquiry skills and learn about Human Biology as a human endeavour, for example, how biotechnology has influenced society.

Year 12

Unit 3 - Continuity of species.

In this unit, students investigate mechanisms of heredity and the ways in which inheritance patterns can be explained, modelled and predicted; they connect these patterns to population dynamics and apply the theory of evolution by natural selection in order to examine changes in populations.

Unit 4 - Surviving in a changing environment

In this unit, students investigate system change and continuity in response to changing external conditions and pathogens; they investigate homeostasis and the transmission and impact of infectious disease; and they consider the factors that encourage or reduce the spread of infectious disease at the population level.

How are you assessed?

Year 11		Year 12	
Assessment	Weight	Assessment	Weight
Science inquiry	30%	Science inquiry	20%
Extended response	10%	Extended response	10%
Tests	20%	Tests	20%
Examinations	40%	Examinations	50%

FAQ

Can you count both Human Biology and Biology for your WACE ATAR? Yes.

Is there overlap and is it of benefit to study both Human Biology and Biology? Yes, and yes. Significant overlap of course content will mean a greater chance of academic consolidation.

How difficult is Biology? Like any ATAR subject you will need to prepare, study and work hard to do well. Students who keep regular notes of the work covered in class will not find the course too demanding. Biology is often considered different from other subjects as students are required to apply the concepts taught in class to new situations, to analyse information and make recommendations, and to evaluate information. Students who have good communication skills often do very well in this course. While many people believe it is easier than Physics or Chemistry, it requires different skills to be successful.

Do I need to be good at Mathematics? Not necessarily. However, there will be times when you are required to apply and use formulae, for example, to calculate populations. Year 9 level Mathematics will suffice for this task.

Further Information

[Schoolbox Course and Unit Pages](#)

[SCSA Curriculum Documents](#)

Chemistry is the study of materials and substances and the transformations they undergo through interactions and the transfer of energy. Chemists can use an understanding of chemical structures and processes to adapt, control and manipulate systems to meet particular economic, environmental and social needs. Chemistry develops students' understanding of the key chemical concepts and models of structure, bonding, and chemical change, including the role of chemical, electrical and thermal energy. Students learn how models of structure and bonding enable chemists to predict properties and reactions and to adapt these for particular purposes.

An understanding of chemistry is relevant to a range of careers, including those in forensic science, environmental science, engineering, medicine, dentistry, pharmacy and sports science. Additionally, chemistry knowledge is valuable in occupations that rely on an understanding of materials and their interactions, such as art, winemaking, agriculture and food technology.

A minimum of B grades or better in Mathematics and Science in Year 10 is recommended for this course.

Who is this course for?

Chemistry is for you if:

- you enjoy working with numbers
- you are interested in a science-based career like mining, medicine, environmental studies or want to use chemistry as a University entrance course
- you want to make informed decisions, for example, find out if a product will work as advertised or whether it is a scam
- you want to understand how chemistry works in order to be able to separate reasonable expectations from pure fiction
- you like to ask questions and critically think about problems, using logic and practical exploration.

Though not a prerequisite for most courses you may wish to study at university, the chemistry background gained in Year 11 is more often than not beneficial in most science-based career pathways.

What do you study?

Year 11

Unit 1 - Chemical Fundamentals: Structure, Properties and Reactions

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

Unit 2 - Molecular Interactions and Reactions

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

Year 12

Unit 3 - Equilibrium, acids and bases, and redox reactions

In this unit, students investigate the concept of reversibility of reactions and the dynamic nature of equilibrium in chemical systems; contemporary models of acid-base behaviour that explain their properties and uses; and the principles of oxidation and reduction reactions, including the generation of electricity from electrochemical cells.

Unit 4 - Organic chemistry and chemical synthesis

In this unit, students develop their understanding of the relationship between the structure, properties and chemical reactions of different organic functional groups. Students also investigate the process of chemical synthesis to form useful substances and products and the need to consider a range of factors in the design of these processes.

How are you assessed?

Year 11		Year 12	
Assessment	Weight	Assessment	Weight
Science inquiry	30%	Science inquiry	20%
Extended response	10%	Extended response	10%
Tests	20%	Tests	20%
Examinations	40%	Examinations	50%

Further Information

[Schoolbox Course and Unit Pages](#)

[SCSA Curriculum Documents](#)

Human biology covers a wide range of ideas relating to the functioning human. Students learn about themselves, relating structure to function and how integrated regulation allows individuals to survive in a changing environment. They research new discoveries that are increasing our understanding of the causes of dysfunction, which can lead to new treatments and preventative measures. Reproduction is studied to understand the sources of variation that make each of us unique individuals. Through a combination of classical genetics, and advances in molecular genetics, dynamic new biotechnological processes have resulted. Population genetics is studied to highlight the longer-term changes leading to natural selection and evolution of our species.

Who is this course for?

Human Biology is for you if:

- you are interested in Science
- you are interested in how the body works, how we reproduce and pass characteristics onto our children
- you are interested in further study in fields such as sport and social work, and medical and paramedical fields such as medicine, physiotherapy, occupational therapy, dietetics, radiography and nursing
- you plan to study Physical Education and/or Biology as these courses complement each other
- you want to be academically challenged and stimulated at the same time.

Why studying Human Biology is useful:

- Understanding how the human body works, how we reproduce and pass on information to the next generation are useful life skills.
- Being an ATAR subject, it leads onto Year 12 Human Biology and then onto university entrance into many science-related fields of study.
- It can be 'piggy-backed' with ATAR Biology and Physical Education Studies, where common content allows a greater chance of understanding.
- It has proven very advantageous to the study of medical-based courses.
- It offers sound preparation in scientific study, organisation and analytical skills.

What do you study?

Year 11

Unit 1 - The Functioning Human Body

This unit focuses on cells, metabolism and how many important body systems, for example, the digestive, circulatory, respiratory and excretory systems, function.

Unit 2 - Reproduction and Inheritance

This unit focuses on genetics and the passing of this information onto offspring through sexual reproduction. In addition, students acquire overarching scientific inquiry skills and learn about Human Biology as a human endeavour, for example, how biotechnology has influenced society.

Year 12

Unit 3 - Homeostasis and disease

This unit explores the nervous and endocrine systems and the mechanisms that help maintain the systems of the body to function within normal range, and the body's immune responses to invading pathogens.

Unit 4 - Human variation and evolution

This unit explores the variations in humans, their changing environment and evolutionary trends in hominids.

How are you assessed?

Assessments will be in the form of four topic tests, inquiry tasks and extended response items. Coupled with this will be first and second semester exams.

Year 11		Year 12	
Assessment	Weight	Assessment	Weight
Science inquiry	20%	Science inquiry	10%
Extended response	15%	Extended response	15%
Tests	25%	Tests	25%
Examinations	40%	Examinations	50%

FAQ

Can you count both Human Biology and Biology for your WACE ATAR? Yes.

Is there overlap and is it of benefit to study both Human Biology and Biology? Yes, and yes. Significant overlap of course content will mean a greater chance of academic consolidation.

Is Human Biology hard? Like any ATAR subject, you will need to prepare, study and work hard to do well. Many believe that it is somewhat easier than Physics or Chemistry.

Do I need to be good at Mathematics? No.

Further Information

[Schoolbox Course and Unit Pages](#)

[SCSA Curriculum Documents](#)

Who is this course for?

Physics is the perfect course for the curious mind, for people who ask why and how. It suits logical and analytical thinkers, and students who have good spatial awareness also have success in Physics.

Students who have enjoyed the Physics component of Year 9 and Year 10 Science will enjoy Physics in Year 11 and 12. Often students who enjoy Mathematics find Physics easier but there is no Year 11 prerequisite Mathematics course for ATAR Physics.

Physics is a prerequisite course for some university engineering courses and is recommended for others.

It is strongly recommended that students who want to study Physics in Year 11 and 12 should have achieved a minimum of a **B** grade in **Year 10 Semester One Science**. An across the year grade of **B**, or better, in Year 10 Mathematics and a **B** grade in **Year 10 Physics** are also strongly recommended.

What do you study?

In Year 11 the Physics course is divided into five topics. Below are some of the questions you will be able to answer when you have finished each part of the course.

- Thermal Physics - Why does the gravy in a meat pie burn my mouth more than the pastry? Why does a carpet tile feel warmer than a ceramic tile at the same temperature? How can I calculate the exact amount of cold water needed to cool a BBQ hot plate?
- Nuclear Physics - What does radioactive mean? How can I calculate my radiation dose? Do I need to worry about radiation? How can we use radioactivity to date archaeological artefacts?
- Electrical Physics - Why does total resistance go down when we build a parallel circuit? Why do balloons stick to walls after they have been rubbed on clothing? What really is the difference between current, voltage and power?
- Linear Motion - How do airbags reduce injuries? Why does it take a car four times longer to stop if its speed doubles? What does 'weightless' really mean? How can I predict the speed a snooker ball will move off when it is hit?
- Waves - Why can I hear around corners but not see around them? Why are there quiet spots in a room with two speakers in it? How can a musician change the pitch and volume of their instrument? How does an opera singer smash a wineglass with their voice?

In Year 12 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. The course has two units; Gravity and Electromagnetism and Revolutions in Modern Physics.

- In **Gravity and Electromagnetism**, students develop a deeper understanding of motion and its causes by using Newton's Laws of Motion and the gravitational field model to analyse motion on inclined planes, the motion of projectiles, and satellite motion. They investigate electromagnetic interactions and apply this knowledge to understand the operation of direct current motors, direct current (DC) and alternating current (AC) generators, transformers, and AC power distribution systems. Students also investigate the production of electromagnetic waves.
- The development of quantum theory and the theory of relativity fundamentally changed our understanding of how nature operates and led to the development of a wide range of new technologies, including technologies that revolutionised the storage, processing and communication of information. In **Revolutions in Modern Physics**, students examine observations of relative motion, light and matter that could not be explained by existing theories, and investigate how the shortcomings of existing theories led to the development of the special theory of relativity and the quantum theory of light and matter. Students evaluate the contribution of the quantum theory of light

to the development of the quantum theory of the atom, and examine the Standard Model of particle physics and the Big Bang theory.

How are you assessed?

Year 11		Year 12	
Assessment	Weight	Assessment	Weight
Science inquiry	30%	Science inquiry	20%
Tests	30%	Tests	30%
Examinations	40%	Examinations	50%

FAQ

Do I have to study Year 11 Physics to study it in Year 12? Yes, the content in the Year 12 course builds on Year 11 knowledge.

Do I have to be doing Mathematical Methods to do Year 11 Physics? No, students studying Mathematical Applications can do Year 11 Physics.

Further Information

[Schoolbox Course and Unit Pages](#)

[SCSA Curriculum Documents](#)

Marine and Maritime Science GENERAL

Who is this course for?

Marine and Maritime Science is the perfect course for students with a passion for our oceans. The course combines study of oceans, design of ocean-going craft, and time in or on the water. This course will be a good choice for students following an ATAR pathway who would like to choose five ATAR courses and supplement them with a General course.

Students study the ocean, including tides and waves, in the context of the West Australian environment. They learn about the design process behind the building of small craft; selection of materials and the effect of the marine environment on them, and buoyancy and stability. The course also includes the opportunity to learn either snorkelling and scuba skills or sailing.

This is the ideal course for practical and environmentally aware students who enjoy spending time in the ocean!

What do you study?

Students study 2 units in Year 11, and 2 units in Year 12. Each unit in this course has three components: Marine, Maritime and Concepts and Skills.

- **Marine**
Study the oceans as a system, learn how to describe the behaviour of the oceans and factors affecting it. Study marine life, food chains in the ecosystem and how we manage and sustain our oceans.
- **Maritime**
Learn about the design and construction of small craft and the features of marine equipment, for example, fishing lures and boat hulls.
- **Concepts and Skills**
Students will either learn to snorkel and scuba dive or to sail in Year 11, whilst Year 12 looks at power boating operation, maintenance and management .

How are you assessed?

To reflect the practical focus of the course the assessments in both Year 11 and 12 are:

Assessment	Weight
Science inquiry and investigation	25%
Practical	50%
Extended response	5%
Test	20%

Further Information

[Schoolbox Course and Unit Pages](#)

[SCSA Curriculum Documents](#)

TECHNOLOGIES

Year 11 and 12 Technologies Courses (and codes)

- Computer Science ATAR (AECSC/ATCSC)
- Engineering Studies ATAR (AEEST/ATEST)
- Design – Technical Graphics GENERAL (GEDEST/GTDEST)
- Materials Design Technology - Metals GENERAL (GEMDTM/GTMDTM)
- Materials Design Technology - Woodwork GENERAL (GEMDTW/GTMDTW)
- Certificate II in Information, Digital Media and Technology (ICT20115)
- Certificate II in Visual Arts (Design and Drafting) (CUA20715)
- Certificate III in Business (BSB30115)

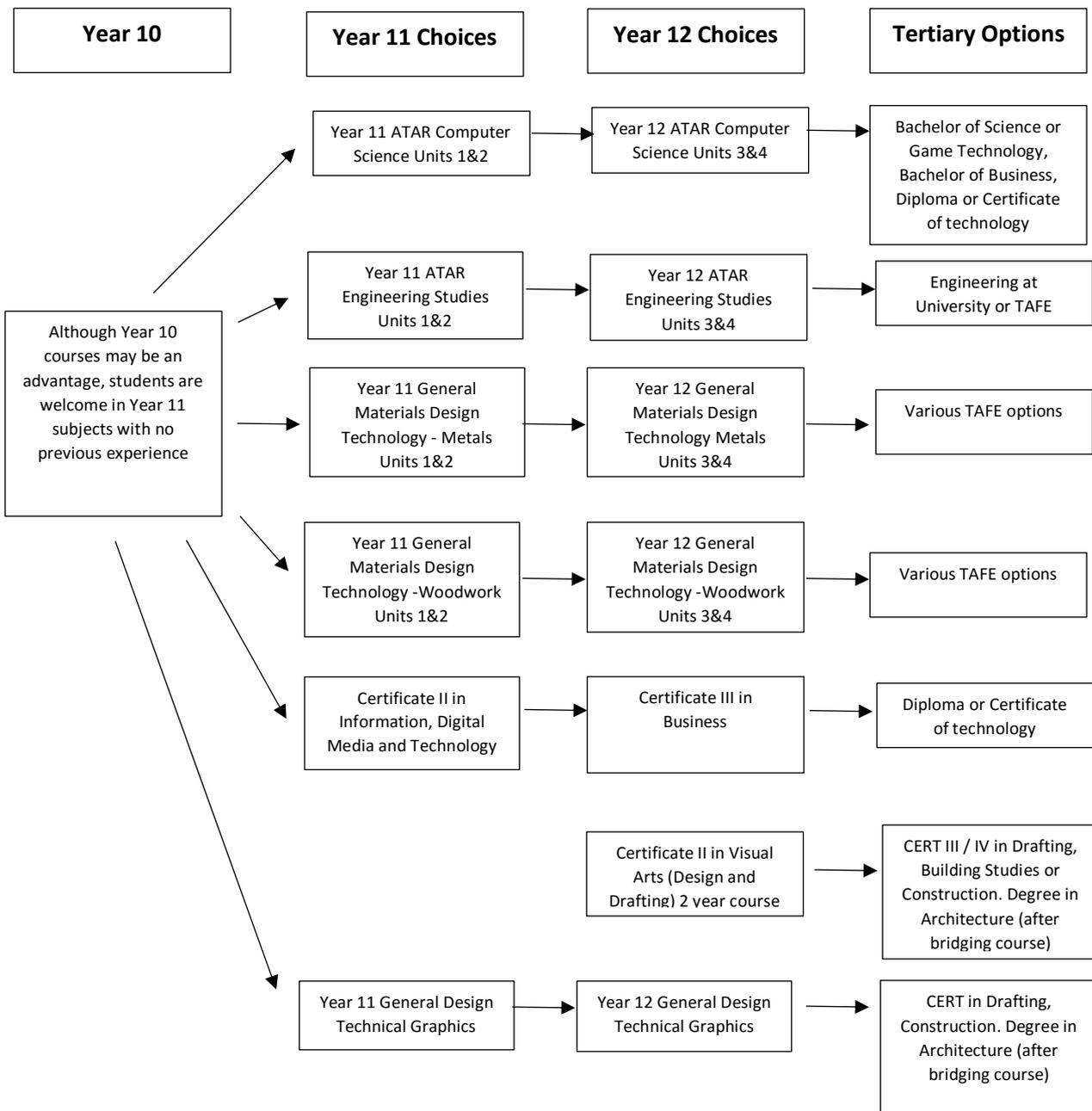
Why study Technologies?

A technologies course involves the application of knowledge, resources, materials, tools, and information in the design of products and processes to develop and extend skills to control and modify natural and manmade environments. At Wesley, this involves the application of the latest industry-based tools and equipment to solve problems in creative ways.

The world in which we live is complex and ever-changing. The study of technologies subjects equips students with skills and dispositions to participate in society as informed citizens. Within each of the technology subjects, students explore a range of authentic real-world situations that assist students become technology literate, and it is through this technology literacy that students are able to be active contributors to society.

Pathways

The most common course selections are represented in the block diagram below.



Who is this course for?

This course is for students who are interested in computer science.

In particular, this course is for students who like:

- solving problems
- developing software solutions
- working with others
- tinkering with computer systems.

This course is for students who are good at:

- critical analysis - interpreting and evaluating information systems (critical thinking)
- communicating effectively (communication)
- planning and communicating ideas (creative thinking)
- using digital technologies (creative thinking)
- working independently and collaboratively (collaboration).

For students who want to go on to:

- study Computer Science at university
- work in Information Technology industries
- work in every field of study.

What do you study?

Computer Science is a dynamic learning area that provides students with skills, understandings and processes that support future ambitions. To this extent, the Computer Science ATAR course focuses on the fundamental principles, concepts and skills within the field of computer system design and development, and provides students with opportunities to develop flexibility and adaptability in the application of these in the roles of developers and users. The underpinning knowledge and skills in computer science are practically applied to the development of computer systems and software, and the connectivity between computers, peripheral devices, networks and software used in the home, workplace and in education is examined. Students develop problem-solving abilities and technical skills as they learn how to diagnose and solve problems in the course of understanding the building blocks of computing.

There are four main areas of study in the Computer Science course: systems analysis and design, systems development, hardware and software and communications. Students undertake both theoretical knowledge and practical application in each of the areas. For the practical component, students develop solutions to authentic problems, applying coding skills, database development or spreadsheet skills. Students also undertake a theoretical understanding of how a computer-based system is developed, applying a range of modelling techniques to solve problems and develop a deep understanding of how each of the components of computer inter-relate.

In Year 12, students extend to the design and development of computer-based systems, database solutions, communications systems and software solutions. They consider the complex interactions between users, developers, the law, ethics and society when computer systems are used and developed. They will use algorithms and structured programming to design and implement software solutions for a range of problems using the Software Development Cycle. Students examine attitudes and values that lead to the creation and use of computer-based systems and their effect on society. Students consider networks, communication systems, including security and protocols.

How are you assessed?

The Computer Science course has four components: projects, theory tests, practical tests and examinations. The weightings are outlined below:

Year 11		Year 12	
Assessment	Weight	Assessment	Weight
Project	40%	Project	30%
Theory test	20%	Theory test	20%
Practical test	10%	Performance test	10%
Examination	30%	Examination	40%

Future Pathways

Students who study Computer Science often choose one of the following options:

- University – Bachelor of Information Technology
- University - Bachelor of Business (Information Systems)
- University - Bachelor of Computer Science
- TAFE – Certificate and Diploma Information Technology

Further Information

[Schoolbox Course and Unit Pages](#)

[SCSA Curriculum Documents](#)

Engineers are involved in the design, manufacture and maintenance of a diverse range of products and infrastructure integral to the functioning of society, business and industry. They rely strongly on their creativity and problem-solving to turn ideas into reality by applying lateral thinking and mathematical and scientific principles to develop solutions to problems, needs and opportunities. An engineer also needs to be socially aware and involved in broader community issues, such as impacts on the environment, sustainable energy, health and safety, and the consultation processes required to understand social attitudes and opinion.

Who is this course for?

This course is for students who are interested in engineering, particularly students who like;

- solving problems, developing products and processes
- working with others
- building an electric vehicle.

This course is for students who are good at:

- critical analysis - interpreting and evaluating working drawings (critical thinking)
- communicating effectively (communication)
- planning and communicating ideas (creative thinking)
- using digital technologies (creative thinking)
- working independently and collaboratively (collaboration).

For students who want to go on to:

- study Engineering at University and work in the engineering industry
- solve real world problems.

What do you study?

The Engineering Studies course provides opportunities for students to investigate, research and present information, design and make products, and undertake project development. These opportunities allow students to apply engineering processes, understand underpinning scientific and mathematical principles, develop engineering technology skills, and explore the interrelationships between engineering and society.

In the development of an engineering project (electric vehicle), students study mechanical engineering theory and core general engineering theory. They develop an understanding of different forms of energy and their uses, and sources of energy.

In the development of the electric vehicle, students apply their knowledge of the engineering design process and theory to develop and respond to a design brief. This requires them to investigate existing products, construction materials and components. Design ideas are developed through annotated sketches and concept drawings. Students then select and analyse the most suitable concept for production as a prototype or working model.

Students finalise their chosen design by documenting its specifications in the form of appropriate orthographic drawings, specialist diagram and lists of materials and components. They calculate the cost of the prototype or model. They follow a given timeline to undertake tasks required to produce, test and evaluate the product.

In Year 12, students extend to continue to refine their understanding and skills of the engineering design process, undertaking tasks to produce, test and evaluate the product. Core and specialist area theory continues to be studied to forge greater understanding of the scientific, mathematical and technical concepts that explain how engineered products function.

How are you assessed?

The Engineering Studies course is broken down into three components: design, production and examinations. The weightings for both Year 11 and 12 are outlined below:

Assessment	Year 11 Weight	Year 12 Weight
Design	30%	30%
Production	40%	30%
Examination	30%	40%

Future Pathways

Students who study Engineering often choose one of the options below:

- University - Bachelor of Engineering (Various specialisations)
- TAFE – Certificate and Diploma Engineering

Further Information

[Schoolbox Course and Unit Pages](#)

[SCSA Curriculum Documents](#)

Who is this course for?

This course is for students who are interested in working with CAD (Computer Aided Drawing) and with new and emerging technologies such as CNC (Computer Numeric Controlled) laser cutters and 3D printers.

This course is suitable for anyone who is interested in or would like to learn how to design, draw, use design software and build models.

You will build your design skills and knowledge while undertaking hands-on projects that require you to take your ideas all the way from concept to prototype. Some of these projects could include laser-cut lamps, clocks, fishing lures, toys, plastic mazes, architectural buildings, bachelor pad designs, jewellery boxes, basic furniture or customised bicycles and skateboard deck designs. You will also gain an insight into the specialist methods, skills and technologies used in the 3D design industry and turn your ideas into prototypes for individual or mass-produced consumer products.

In particular, this course is for students who like:

- solving problems
- developing products and processes
- working with others
- building products using timber board, acrylic, cardboard, and other materials.

This course is for students who are good at:

- critical analysis - interpreting and evaluating working drawings (critical thinking)
- communicating effectively (communication)
- planning and communicating ideas (creative thinking)
- using digital technologies (creative thinking)
- working independently and collaboratively (collaboration).
- solve real world problems (problem solving).

For students who want to go on to:

- start a career working with CNC driven cutting and engraving machines; and 3D printers (Industry, Dental and Medical)
- upskill in various TAFE short courses (CNC machining)
- TAFE courses such as: Certificate III Engineering – Technical; Certificate IV – Design (Product Design); Certificate IV Product Design; Certificate IV Engineering - CNC control; Diploma Engineering – Technical (Mechanical); Diploma Visual Arts – (Product Design)

What do you study?

The goals of the Design General course are to facilitate a deeper understanding of how design works; and how ideas, beliefs, values, attitudes, messages and information are effectively communicated to specific audiences with specific intentions or purposes via visual media forms. This course aims to achieve these goals by exposing students to a variety of communication forms and a thorough exploration of design.

Design projects allow students to demonstrate their skills, techniques and application of design principles and processes; to analyse problems and possibilities; and to devise innovative strategies within design contexts. There is potential for students to develop transferable skills and vocational competencies while devising innovative designs.

In this course, students develop a competitive edge for current and future industry and employment markets. This course also emphasises the scope of design in professional and trade-based industries allowing students to maximise vocational and/or university pathways.

Content in the Technical Graphics context of this course may use conventions of technical drawing and computer-aided design to create designs that deal with mainly three dimensional subjects, usually of an industrial nature.

Assessment

The Design – Technical Graphics (General) course has two components: production and response. The weightings are outlined below:

Year 11 (2021)		Year 12 (2022)	
Assessment	Weight	Assessment	Weight
Production	70%	Production (Practical)	65%
Response	30%	Response (Written work)	20%
		Externally Set Task*	15%

*A written task or item or set of items of one-hour duration developed by the School Curriculum and Standards Authority and administered by the school.

Future Pathways

Students who study Design – Technical Graphics (General) course often choose one of the options below:

- Careers in various industries via an apprenticeship training (CNC Machinist; Fabrication)
- TAFE – Certificate and Diploma Courses
- TAFE – Certificate II, III and IV in Drafting, Diploma in Drafting (Civil and Structural).

Further Information

[Schoolbox Course and Unit Pages](#)

[SCSA Curriculum Documents](#)

Who is this course for?

This course is for students who are interested in working with metals.

In particular, this course is for students who like:

- solving problems
- developing products and processes
- working with others
- building products using metals and other materials.

This course is for students who are good at:

- critical analysis - interpreting and evaluating working drawings (critical thinking)
- communicating effectively (communication)
- planning and communicating ideas (creative thinking)
- using digital technologies (creative thinking)
- working independently and collaboratively (collaboration).

For students who want to go on to:

- start a career working with metals
- gain an apprenticeship in a range of industries
- solve real world problems.

What do you study?

Working with materials (metals), students develop a range of manipulation, processing, manufacturing and organisational skills. When designing with materials, they develop cognitive skills, such as solving problems, generating ideas, creative design strategies and communicating what they do. This makes them more technologically literate and, as consumers, enables them to make more informed decisions about the use and misuse of technology.

Materials – Metal is a practical course in which the students learn about shaping and forming metals into projects following the Design Process approach. The course will focus on the application of current technology in the metal industry. Students are given the opportunity to work with many materials, hand tools and machines, learning skills in welding, lathe work, sheet metalwork, CNC (computer numerical control) systems and general construction work. Students will become adept in using computer software to document all their research, plans and designs as well as in the construction of products.

Creativity and individuality are strongly encouraged in all work, and a high standard of presentation and finishing of work will be encouraged.

Students interact with a variety of tools and different metals that have been specifically designed to meet needs and criteria. Students use the design process to develop solutions that meet the needs of an audience. They learn to communicate various aspects of the design process by constructing what they design. 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. They learn to conceptualise and communicate their ideas and various aspects of the design process within the context of constructing what they design.

In Year 12, students extend to a major task, which is a group mass production task with a community service focus. Students will have opportunities to develop skills through the completion of set skilled based projects, execute their own thoughts and ideas through personal design tasks and work in an industry style environment through personal and group-based production tasks.

How are you assessed?

The Materials Design Technology – Metals GENERAL course has three components: design, production and response. The weightings are outlined below:

Year 11		Year 12	
Assessment	Weight	Assessment	Weight
Design	25%	Design (Folio work)	25%
Production	60%	Production (Practical)	50%
Response	15%	Response (Written work)	10%
		Externally Set Task*	15%

*A written task or item or set of items of one-hour duration developed by the School Curriculum and Standards Authority and administered by the school.

Future Pathways

Year 12 Materials Design Technology – students who study Materials, Design Technology – Metals GENERAL often choose one of the options below:

- Careers in various industries via an apprenticeship training
- TAFE – Certificate and Diploma Courses

Further Information

[Schoolbox Course and Unit Pages](#)

[SCSA Curriculum Documents](#)

Who is this course for?

This course is for students who are interested in working with wood.

In particular, this course is for students who like:

- solving problems
- developing products and processes
- working with others
- building products using timbers and other materials.

This course is for students who are good at:

- critical analysis - interpreting and evaluating working drawings (critical thinking)
- communicating effectively (communication)
- planning and communicating ideas (creative thinking)
- using digital technologies (creative thinking)
- working independently and collaboratively (collaboration).

For students who want to go on to:

- start a career working with timber
- gain an apprenticeship in a range of industries
- solve real world problems.

What do you study?

Working with materials (timber), students develop a range of manipulation, processing, manufacturing and organisational skills. When designing with materials, they develop cognitive skills, such as solving problems, generating ideas, creative design strategies and communicating what they do. This makes them more technologically literate and, as consumers, enables them to make informed decisions about the use and misuse of technology.

Materials – Woodwork is a practical course in which the students learn about shaping and forming timber into projects following the Design Process approach. The course will focus on the application of current technology in the woodwork industry. Students are given the opportunity to work with many materials, hand tools and machines, learning skills in joinery, lathe work, CNC (computer numerical control) systems and general construction work. Students will become adept in using computer software to document all their research, plans and designs as well as in the construction of products.

Creativity and individuality are strongly encouraged in all work, and a high standard of presentation and finishing of work will be encouraged.

Students interact with a variety of tools and timbers, using the design process to develop solutions that meet the needs of an audience. They learn to communicate various aspects of the design process by constructing what they design. 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.

In Year 12, students develop a deeper understanding of the elements and fundamentals of design and consider human factors involved in the design, production and use of their projects with a wood focus, and learn about the nature of designing for a client, target audience or market. The major task in the final unit is a free choice major project which they will take home.

Assessment

The Materials Design Technology – Woodwork (General) course has three components: design, production and response. The weightings are outlined below:

Year 11		Year 12	
Assessment	Weight	Assessment	Weight
Design	25%	Design (Folio work)	25%
Production	60%	Production (Practical)	50%
Response	15%	Response (Written work)	10%
		Externally Set Task*	15%

*A written task or item or set of items of one-hour duration developed by the School Curriculum and Standards Authority and administered by the school.

Future Pathways

Year 12 Materials Design Technology – students who study Materials, Design Technology – Woodwork (General) often choose one of the options below:

- Careers in various industries via an apprenticeship training
- TAFE – Certificate and Diploma Courses

Further Information

[Schoolbox Course and Unit Pages](#)

[SCSA Curriculum Documents](#)

Course Description

This entry level qualification provides the foundation skills and knowledge to use Information and Communications Technology (ICT) in any industry. The course is designed to significantly enhance the learner's prospects of gaining employment by providing a solid grounding in the basic computer skills required in today's environment. The course has a number of benefits, including enhancing job prospects and providing a solid foundation upon which to base further studies in Information Technology

To obtain the ICT20115 Certificate II in Information, Digital Media and Technology qualification you must complete 14 units: 7 core units and 7 elective units. Throughout the course you will have multiple opportunities to demonstrate competence. Each unit area comprises resources and assessment activities.

Course Units

Core units

- BSBWHS201 Contribute to health and safety of self and others
- BSBSUS201 Participate in environmentally sustainable work practices
- ICTICT201 Use computer operating systems and hardware
- ICTICT202 Work and communicate effectively in an IT environment
- ICTICT203 Operate application software packages
- ICTICT204 Operate a digital media technology package
- ICTWEB201 Use social media tools for collaboration and engagement

Electives

- ICTICT207 Integrate commercial computing packages
- CUADIG201 Maintain interactive content
- CUADIG303 Produce and prepare photo images
- CUAPOS201 Perform basic vision and sound editing
- ICPDMT321 Capture a digital image
- ICTICT205 Design basic organisational documents
- ICTICT210 Operate a database application

Assessment

Achievement is demonstrated through successful completion of assessments, both practical and/or written, against each of the units of competency listed above. Students are assessed as either being competent or not meeting the requirements. Students will need to demonstrate competence in each unit of competency to achieve this qualification.

Future Pathways

Students will be able to select to undertake BSB30115 Certificate III in Business in Year 12 on successful completion of ICT20115 Certificate II in Information Digital Media and Technology (IDMT).

TAFE – Certificate and Diploma in Multimedia, Information Technology

TAFE – Certificate and Diploma in Computing

TAFE – Certificate and Diploma in Business

ICT20115 Certificate II in Information, Digital Media and Technology (IDMT)

This qualification is delivered and assessed at school in partnership with Skills Strategies International, RTO code 2401. Students who have been assessed as meeting the requirements of the training package will be issued with an AQF Certification.



CUA20715 Certificate II in Visual Arts (Design and Drafting) Year 12 only existing students

(Please note: This course is delivered over two years)

Course Description

The CUA20715 Certificate II in Visual Arts (Design and Drafting) is an entry-level qualification, delivered over two years. It is aimed at individuals who wish to develop hands-on technical graphic skills that underpin visual arts and craft practice in the contexts listed below:

- Architectural and industrial design
- Drafting
- Product design and manufacture
- Digital art and animation
- Metal Art Sculpture
- 3D prototyping and model-making
- Stop motion animation and miniature set construction
- Gaming design
- CAD/CAM processing in CNC machining

To obtain this qualification, students must complete 9 units: 4 core units and 6 elective units. Throughout the course, there will be multiple opportunities for students to demonstrate competence. Each unit area comprises resources and assessment activities.

Course Units

Core

BSBWHS201

CUAACD101

CUAPRP201

CUARES202

Electives

BSBDES201

CUAPPR302

CUAPRP201

CUADRA201

CUAACD302

CUAACD303

Description

Contribute to health and safety of self and others

Use basic drawing techniques

Make simple creative work

Source and use information relevant to own arts practice

Description

Follow a design process

Document the creative work progress

Make simple creative work

Develop drawing skills

Produce computer-aided drawings

Produce technical drawings

Assessment

Achievement is demonstrated through successful completion of assessments, both practical and/or written, against each of the units of competency listed above. Students are assessed as either being competent or not meeting the requirements. Students will need to demonstrate competence in each unit of competency to achieve this qualification. Students will sit a Language, Literacy and Numeracy (LLN) assessment to determine their suitability for the course and whether extra learning support is required.

Future Pathways

TAFE – Certificate III and IV in Drafting, Diploma in Drafting (Civil and Structural).

There are no additional charges for participation in this certificate

CUA20715 Certificate II in Visual Arts (Design and Drafting)

This qualification is delivered and assessed at school in partnership with Australian Institute of Education and Training (AIET), RTO code 121314. Students who have been assessed as meeting the requirements of the training package will be issued with an AQF Certification.



Course Description

This qualification reflects the role of individuals who apply a broad range of competencies in a varied work context using some discretion, judgment and relevant theoretical knowledge. They may provide technical advice and support to a team.

Successful completion of this qualification, Job roles and titles vary across different industry sectors. Possible job titles relevant to this qualification include: customer service adviser, data entry operator, general clerk, payroll officer, typist, word processing operator.

Preferred pathways for candidates considering this qualification is having already achieved ICT20115 Certificate II in Information, Digital Media and Technology.

Course Units

Core units

BSBWHS302 Apply knowledge of WHS legislation in the workplace

Specialised Electives Units (IT use)

BSBITU311 Use simple relational databases

BSBITU312 Create electronic presentations

BSBITU313 Design and produce digital text documents

BSBITU314 Design and Produce spreadsheets

BSBITU306 Design and produce business documents

BSBITU309 Produce desktop published documents

BSBWRT301 Write simple documents

Electives

BSBWOR301 Organise personal work priorities and development

CUADIG303 Produce and prepare photo images (from Cert II IDMT)

ICPDMT321 Capture a digital image (from Cert II IDMT)

BSBINM302 Utilise a knowledge management system

Assessment

Achievement is demonstrated through successful completion of assessments, both practical and/or written, against each of the units of competency listed above. Students are assessed as either being component or not meeting the requirements. Students will need to demonstrate competence in each Unit of competency to achieve this qualification.

Future Pathways

TAFE

Certificate and Diploma in Multimedia, Information Technology

Certificate and Diploma in Computing

Certificate and Diploma in Business

BSB30115 Certificate III in Business

This qualification is delivered and assessed at school in partnership with Skills Strategies International, RTO code 2401. Students who have been assessed as meeting the requirements of the training package will be issued with an AQF Certification.



VOCATIONAL EDUCATION AND TRAINING

Vocational Education and Training (VET) enables students to select the most appropriate pathway to suit their interests and post-school pathways. Vocational programs aim to give students opportunities to develop essential core skills for work, and gain industry knowledge and valuable practical experiences.

Wesley offers a range of vocational certificates delivered in timetabled classes, with auspicing partners.

Overview of VET Certificates delivered at Wesley in 2021 - 2022

Year	Health and Physical Education	Information Digital Media Technology (IDMT)	Visual Arts	
11	SIS20319 Certificate II in Sport Coaching	ICT20115 Certificate II in IDMT**		CUA20715 Certificate II in Visual Arts
12	SIS20319 Certificate II in Sport Coaching**	BSB30115 Certificate III in Business	CUA20715 Certificate II in Visual Arts* (Design and Drafting)	(Art and Photography)
	<i>For students interested in coaching and group fitness within a sport and recreation environment.</i>	<i>For students interested in the IT industry and business skills.</i>	<i>For students interested in graphic design, drafting and architecture.</i>	<i>For students interested in creating works of art by applying a creative design process</i>

*For Year 12s completing the course that commenced in 2020 only.

** Course can be commenced in either Year 11 or Year 12.

For further information please see the Course Descriptions under the relevant Learning Area:

- SIS20319 Certificate II in Sport Coaching – *Health and Physical Education*
- ICT20115 Certificate II in Information Digital Media Technology – *Technologies*
- CUA20715 Certificate II in Visual Arts (Design and Drafting) – *Technologies (Year 12 only)*
- CUA20715 Certificate II in Visual Arts (Art and Photography) – *Arts*
- BSB30115 Certificate III in Business – *Technologies*

Students may access a range of other VET opportunities by attending training organisations on a one-day per week basis across a broad range of industry areas, in consultation with the Deputy Head, mentors, parents and Ms Duncan. A competitive application process may apply. Students completing ATAR subjects would need to consider the impact that being out of the college for one day per week would have on their achievement.

Who is this course for?

Workplace Learning is a School Curriculum and Standards Authority-developed endorsed program. Students may complete four placements across Years 11 and 12 in different industry areas or workplaces. This program is for students who are hands-on learners wishing to extend their work experience opportunities. Participating in different industry areas will help students who may be undecided about career pathways to determine their most suitable pathway. Students must be responsible self-starters who will work independently and have the organisational ability to keep up with classwork and Log Book completion.

Wesley College is a member of the INSTEP West cluster. INSTEP West staff manage the program for cluster schools by interviewing students, placing them in appropriate industry workplaces and conducting monitoring workplace visits. Interested students will need to complete an INSTEP West application package, prepare a personal portfolio and attend an interview with INSTEP West staff. The requirement to attend a workplace for twelve Wednesdays in each placement generally necessitates that Workplace Learning students are engaged in the General Pathway. Work placements may also be organised in school holiday blocks.

How do I apply?

Ms Duncan (based in the Senior Studies Centre) coordinates applications for entry into the INSTEP program and oversees the progress of the boys. Information about the INSTEP program is on the Careers Schoolbox page [at this link](#). Completed Application packages are due to Ms Duncan in the Senior Studies Centre by 6 November so ensure you have registered your interest with Ms Duncan early. Interviews will be at Wesley in mid-November.

Students will attend a compulsory INSTEP West Induction Day in February 2021. Further details will be sent directly to successful applicants.

How are you assessed?

For each 55 hours completed in the workplace, students receive a C grade unit equivalent, to a maximum of four units. Unit equivalents are allocated to either Year 11 or Year 12 in the manner that best advantages the student.

- Less than 55 hours = 0 unit equivalents
- 55 – 109 hours = 1 unit equivalent
- 110 – 164 hours = 2 unit equivalents
- 165 – 219 hours = 3 unit equivalents
- 220 + hours = 4 unit equivalents

Students must provide evidence of their knowledge and understanding of workplace skills by completing the Workplace Learning Log Book. This includes:

- an attendance record completed progressively by the student
- task schedule completed progressively by the student
- Workplace Learning Skills Journal after each 55 hours completed in the workplace
- Workplace supervisor's evaluation of student performance completed by workplace supervisor after 55 hours and at the end of the placement.

Future pathways

Work experience is highly valued by employers and TAFE Colleges. Workplace learning students may be offered pre-apprenticeships, apprenticeships or paid work on completion of successful placements.

Other VET Opportunities

Some students may be interested in the challenge of completing a VET qualification outside the College. Vocational options require that students attend one day per week in the workplace. Students must demonstrate commitment to maintaining their school subject grades if they are to be out of the College for one day each week.

Please make an appointment to meet with Ms Duncan if any of the following opportunities interest you.

School Based Traineeships (SBTs)

School Based Traineeships (SBTs) provide a pathway for students to successfully transition from school to work or further training. SBTs aim to provide students with the opportunity for extended participation in the workplace, leading to increased career choices and possibly full-time apprenticeships, employment or further education and training.

Assessment

Students will gain a Certificate II by demonstrating knowledge and skills in their chosen industry area. Workplace assessors will visit students in the workplace and evaluate their ability against industry standards. Students completing the identified competencies will receive the full certification.

Industry areas

School Based Traineeships are available in a wide range of industries, for example, building and construction, sport and recreation, horticulture, hospitality, retail and business.

Construction Training Fund (CTF) Scholarship Fund

After the COVID-19 disruptions, the Federal Government has pledged \$24.5 million to assist the building and construction industry, to maintain a skilled workforce during and after the crisis. CTF is offering a Scholarship Program for 2021. Successful Scholarship recipients can complete a Certificate II Program in Building and Construction (Trades or Business pathway) or Plumbing. There are also Pre-Apprentice awards of \$250. You can find more information here <https://ctf.wa.gov.au/school/students-and-parents/school-based-programs/>

VET in Schools Profile Funded VET Certificates at TAFE Colleges

Enrolment in VET courses at South Metropolitan TAFE and North Metropolitan TAFE are subject to a competitive application process. Schools will receive information about the certificate and pre-apprenticeship opportunities available for 2021, in Term Three.

Certificates II and III in Music Industry (Sound Production), Certificate II in Creative Industries (Game Design and Animation).

For more information about these certificates (and many others) delivered at Mount Pleasant College, please see <https://mpc.wa.edu.au/>

Certificate II in Electrotechnology Pre-Apprenticeship Program

College of Electrical Training - <https://www.cet.asn.au/> - is planning to offer this opportunity again in 2021. To be considered, all candidates must set up an account and register for the Readiness Assessment at www.energyspace.com.au The scheduled Readiness Assessment (RA) sessions for both the Joondalup and Jandakot Campus will be run in August. However, alternative dates can be negotiated if required. As this is a critical factor in the selection process, please ensure that any students who apply discuss the contents of the Readiness Assessment with their Mathematics teacher, particularly if they have not yet covered Trigonometry.

Certificate II in Plumbing (Plumbing Pre-Apprenticeship)

MPA Skills offers a Pre-Apprenticeship for those still attending school and want to participate in the program during Year 11 and Year 12. The Certificate II qualification counts towards a student's final results at school including the work experience component. These two programs are full funded by the Department of Training and Workforce Development so there is no Course Fee.

Entry Requirements: There are now minimum entrance requirements to enter into a School Based Pre-Apprenticeship program. Students must be going into Year 11 or 12 with a C Grade average to be eligible for the program. Entry involves an enrolment form and an interview. First round interviews will be conducted between 20th – 24th July 2020 for students who have enrolled **before** the 16th July 2020. Second round of interviews will be conducted between 14th – 18th September 2020 for students who have enrolled **after** 16th July 2020.

Please visit <https://plumbing.mpaskills.com.au/school-programs/> for more information.

Year 12 Students Only - Certificate IV in Business and Certificate IV in Community Services

Students may wish to complete a Certificate IV (one day per week) at the Fremantle Education Centre.

In Year 12, successful completion of a Certificate IV (along with English ATAR) will meet the requirements of a number of Western Australian universities for direct entry into Bachelor Degrees. For more details and application forms, please see <https://fec.org.au/vet-in-schools-programs/>

Quick Guide to General Pathways available

A General Pathway is for students who are considering entering work, TAFE or an apprenticeship after Year 12. However, there are options for attending university via alternative routes, either by portfolio entry, after completing certain TAFE courses or later as a mature student.

If you are pursuing a General Pathway, the College offers numerous courses. Depending on student uptake, some of these courses may not run. Please be aware that if you select one of these courses, and it does not run, you may be placed in one of the other courses in that group.

Groupings:

Physical Pursuits	<ul style="list-style-type: none"> Physical Education Studies General Outdoor Education General Certificate II in Sport Coaching
Enterprise and Endeavour	<ul style="list-style-type: none"> Business Management and Enterprise General Workplace Learning (INSTEP) Certificate II in Information, Digital Media and Technology Certificate III in Business
Performing and Creative Arts	<ul style="list-style-type: none"> Music General Drama General Certificate II in Visual Art (Art and Photography)
Materials, Production and Design	<ul style="list-style-type: none"> Design – Technical Graphics General Woodwork General Metalwork General Certificate II in Visual Art (Design and Drafting)
Specific interest	<ul style="list-style-type: none"> Science: Marine and Maritime Studies General Mathematics Essentials General

All certificates are completed over two years, apart from:

Certificate II in Sports Coaching is a one-year course.

Certificate II in Information Digital Media and Technology is a one-year course and may be followed by Certificate III in Business.

For graduation you must complete 20 units in Year 11 and 12 and achieve 14 Cs with at least 6 of these during Year 12.

General courses run over two years with 1 unit or C grade possible per semester.

Certificates provide the following equivalent C Grades and units for graduation, up to a maximum of 8.

Completed qualification	Total equivalents	Year 11 credit allocation (unit equivalents)	Year 12 credit allocation (unit equivalents)
Certificate II	4 units	2	2
Certificate III	6 units	2	4

In addition, all students must complete an English course. If you received a final score of over 60% in Year 10 English you may wish to consider **English ATAR**. If you scored below 60% **English General** is recommended. We also offer **English as an Additional Language or Dialect ATAR** course, for students for whom English is not a first language and either:

- Your first language is not English, **and** you have not resided in Australia or another predominantly English speaking country for a total period of more than seven years prior to 1 January of the year you will be in Year 12, **and** you have been enrolled at schools where English has not been the main language of communication and/or course delivery for more than seven years immediately prior to 1 January of the year you will be in Year 12.

OR

- You are Aboriginal or Torres Strait Islander, or from Cocos Island or Christmas Island, and SAE is an additional language/dialect for you, **and** SAE has been the language of instruction at your school but your exposure to it was primarily within this school context.

Further Information

[SCSA Eligibility Guide](#)