



Year 11 2025 Pathways and Course Selection

LA SALLE COLLEGE

2024 / 2025



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Overview

At La Salle College, our vision is to develop life-long learners who are Christ-centred, resilient and innovative contributors to our ever-changing world.

Part of our commitment to this vision is to provide every student with a viable pathway upon completion of their studies. We are committed to ensuring we offer a dynamic senior secondary curriculum that allows students to be challenged and engaged in their learning and subjects that help them meet their needs and aspirations for the future.

This document sets out to provide information to Year 10 students and their parents and is one of several support resources offered by the College to assist students to plan for their future.

La Salle College provides extensive choice and opportunities for young people in subjects leading to achievement of the Western Australian Certificate of Education (WACE), TAFE entrance, university entrance or securing employment. Regulations governing the pursuit of these goals, together with subject descriptions, prerequisites and general advice are outlined within this document.

Decisions made by parents and students concerning the last two years of secondary education are not easy. The regulations and procedures are complex, and the varied subjects introduce terminology and concepts that may be new to many. This document is just one resource intended to help you become more familiar with the choices available. Further support in making critical decisions, is offered in the form of individual student interviews with key staff.

The Big Picture

Achieving WACE

WACE

A consideration for many families is the achievement of a Western Australian Certificate of Education (WACE). Further details of the requirements to achieve a WACE are outlined on the following page. The appropriate selection of courses is crucial to ensure success.

To leave school without a WACE means that fewer education or training opportunities exist post-Year 12. All students in Year 11 study six courses. To achieve a WACE, students are required to achieve 14 C grades in Year 11 and 12 units, with at least six of these C grades being achieved in Year 12.

All students must choose one Religious Education course, at least one English course and at least one Science/Maths/Technologies Course.

Students will receive recommendations from their teachers regarding the subjects they should select, based on their grades achieved at the end of Semester 1.

Prerequisites

Course prerequisites exist to support students to make appropriate course selections. These prerequisites come from the extensive experience of our teams in knowing how students perform. There is a temptation for students to “have a go” with a view to changing their minds during Year 11, and we certainly want our students to challenge themselves to push their own boundaries.

There are, however, implications for taking on a challenging course and later wanting to change courses. The most significant of these is that we cannot guarantee a place in a course that a student wants to change to because our classes and staffing are determined based on the timetable that has been created around student selections. Additionally, the course that a student would like to change into might not fit their timetable.

More information about prerequisites can be found on page INSERT.

Questions and Advice?

If you have any queries about our courses, please contact the relevant person listed in the handbook. If you would like a careers interview with your son or daughter before the course selection meeting, please contact our Careers Counsellor, Ms Belinda Sewell. If you have any questions about the course selection process, please contact Deputy Principal, Ms Shannon Smith.

WACE Graduation Requirements

1

General requirements

You must:

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

2

Literacy and numeracy standard

For the WACE literacy and numeracy standard you may:

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

3

Breadth and depth

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

- a minimum of ten Year 12 units, or the equivalent
- four units from an English course, post-Year 10, including at least one pair of Year 12 units from an English learning area course
- one pair of Year 12 units from each of List A (arts/languages/social sciences) and List B (mathematics/science/technology) subjects.

4

Achievement standard

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

5

Unit equivalents

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

Course Selection

The Process

Prior to choosing subjects, students and parents should:

- Read all the material in this document
- Be aware of Year 10 pre-requisites for each subject. Selections will rely upon Semester 1 results, and the course recommendations made by teachers
- Be aware of subject choices needed for particular careers and/or post-secondary courses
- Talk to respective subject teachers and Leaders of Learning if there are questions

Please note: In some cases, a subject that is offered may not be timetabled if there is insufficient demand, and a reserve subject will need to be chosen.

A number of factors should be taken into consideration when planning a programme of study. They include the student's ability, interests, and intentions for the future.

At the Course selection interviews, subject choices will be based on a number of factors, not the least of which, will be a student's progress in Year 10 and their career aspirations. It is best to make a selection that will satisfy the student's interest and abilities, while taking into account possible future career pathways. The choice should be made after reviewing the students' progress and results, which should be carefully considered before coming to a final choice.

Subjects are delivered at four levels: ASDAN, Foundation, General and ATAR.

Please note Foundation courses are for students who have not met the requirements for OLNA.

Course Selection Timeline

Date	Event Name	Summary of Event
Term 1, Week 4 Monday 19 February	Year 10 Parent Information Evening	Parents will be given an introduction to the importance of Year 10 and its impact on pathway and course selection.
Term 2, Week 7 - 8	Year 10 Student Examinations	All Year 10 students will attend either their examinations or Work Experience.
Term 2, Week 8 Thursday 6 & Friday 7 June	Year 10 Pathways Student Seminar	Students will be given detailed information regarding the Term 2/3 process for Year 11 Course Selection, and specific information about each course.
Term 2, Week 11 Monday 24 June	Year 10 Course Information Expo	Compulsory for Year 10 students and their parents. At least one parent and their Year 10 son or daughter to attend.
Term 2, Week 11 Tuesday 25 June	Course Selection Interview Booking Opens	The EDVAL Course Selection interview booking window is open to parents to book appointments. Correspondence will be sent via email.
Term 2, Week 11 Friday 28 June	Semester One Academic Report	All parents will receive the College Report electronically through SEQTA.
July Holidays Monday 8 July	Course Selection Interview Booking Closes	The Edval Subject Selection interview booking window is closed to parents to book appointments. Students who have not made an appointment will be allocated an available time.
Term 3, Week 1 16 - 19 July	Course Selection Interviews	A parent and their child will meet with a member of College staff to select the subjects to be studied in Year 11.
Term 4, Week 7 - 8	Semester Two Review Interviews	For students who either request or require a second Course Selection Interview

Academic Pathways

An Overview

University *Pathways*

Students study 4, 5 or 6 ATAR courses with the aim of University entrance.

Courses are content based. Students sit examinations to generate an ATAR score.

Students apply directly to University via TISC using their ATAR score.

Students study Murdoch FlexiTrack in Year 12 in combination with general subjects.

Successful completion of Murdoch FlexiTrack gives students an equivalent ATAR of 70.

Students apply directly to University using their equivalent ATAR score,

Vocational *Pathway*

Students study General courses in combination with Certificate courses, TAFE or Workplace Learning

Courses are practical and theory based. Students gain experience to lead them into their desired industry.

Students are aiming for TAFE, industry, or possible alternate entry to university.

Diversity *Pathway*

Students study General and Vocational Courses in combination with Work experience.

Courses are practical and theory based. Students gain experience to lead them into their desired industry.

Students are aiming for TAFE, industry, or workplace opportunities.

Academic Pathways

University Pathways

Direct ATAR Entrance Pathway

The most direct entrance into university is through the ATAR pathway. Upon completion of Year 12, students are given a calculated score based on their Year 12 results and WACE exams, which is then used for university entrance.

For some university courses, students who choose the direct ATAR pathway are offered priority positions in courses of study ahead of those who seek entrance on alternate pathways.

Is anything compulsory?

- Four or five ATAR subjects must be selected (six in total)
- ATAR English or ATAR Literature counts as one of the six
- ATAR or General Religion and Life course counts as one of the six

Are there any recommendations?

- ATAR Religion and Life

What are the expectations of me as a student?

Students who are wishing to go into a highly competitive university course should be following the direct ATAR pathway.

Students who are achieving at or above the prerequisites for subjects in Year 10 that align to chosen ATAR subjects are suited to this option.

Please note, students on a direct ATAR pathway will need to sit examinations multiple times per year. For students who find this challenging, the Murdoch Flexi-Track may be a better option.

Murdoch Flexi-Track Pathway

A student who has the academic capacity to succeed at university but needs some extra support.

This pathway is offered in partnership with Murdoch University and enables students to complete this university-endorsed course as part of their Year 12 studies as one of their six subjects.

Students who successfully complete this course will be given direct entry to most Murdoch University course indicative of an ATAR score of 70.

Is anything compulsory?

- ATAR or General English
- General Religion and Life

Are there any recommendations?

Students are advised to continue studying rigorous non-ATAR courses in Year 11 to ensure they are able to cope with the demand of the university-endorsed course in Year 12.

Is there a cost involved?

Yes, \$1200 paid directly to MU

What are the expectations of me as a Murdoch Flexi-Track student?

- This requires a time commitment of at least 10 hours a week
- Students need to be self-motivated and possess good time management skills
- Students who attain an A or B in Year 11 General English OR a C or higher in Year 11 ATAR English will meet minimum entry requirements.

Alternate Entrance Pathway

A student who has the academic capacity to succeed at university but needs extra support can follow the alternate entrance pathway.

This pathway provides the opportunity for students to apply to courses from a range of universities following the completion of Year 12.

Students who choose to follow this pathway would typically be required to enrol in an enabling course upon entering their first semester of study at their chosen university.

Is anything compulsory?

- ATAR or General English
- General Religion and Life
- A Certificate Course is highly recommended

What are the expectations of me as a student?

Students who are achieving at or above some of the prerequisites in Year 10 subjects, but struggle with some aspects of academic studies should be able to cope with this pathway.

Academic Pathways

Vocational Pathways

Vocational Studies Pathway

One of the most effective pathways for a student to follow is one which gives them nationally recognised qualifications. Through the Vocational Education and Training (VET) program in schools, students can leave La Salle College with experience and qualifications that might enable them to enter the workforce upon completion of their studies.

Is anything compulsory?

- General or Foundation English
- General Religion and Life
- General Career and Enterprise
- Completion of one day per week off-site at TAFE or work placement. This may be completed during school holidays

Is there a cost involved?

Yes, a resource fee applies, which varies depending on the course.

Expectations

A student on this pathway must meet all deadlines for school and vocational studies.

Regular attendance at school and where required at other institutions is expected. Students are required to balance their normal studies along with a commitment to their vocational education courses.

Students must demonstrate exemplary behaviour and adhere to safety protocols at all times both at school and whilst in attendance at other institutions.

Workplace Learning Pathway

Many students have a desire to enter the workforce upon graduation, however, as with any industry, there is competition for positions. Students at La Salle College have the opportunity to participate in the Onsite workplace learning program, giving them a taste of workforce experience and also provides them with exposure to a network of potential employers.

Is anything compulsory?

- Entry is dependent upon an Onsite interview
- General or Foundation English
- General Religion and Life
- General Career and Enterprise
- Completion of work placement one day per week, during term time (and possibly during holidays where necessary)

Is there a cost involved?

Yes, there is an associated cost for students to participate in the Onsite program.

Expectations

A student on this pathway must meet all deadlines for school and their workplace

Regular attendance at school and where required at other institutions is expected. Students are required to balance their normal studies along with a commitment to their vocational education courses.

Students must demonstrate exemplary behaviour and adhere to safety protocols at all times both at school and whilst in attendance at other institutions.

General Studies Pathway

Whilst this pathway is available as an option, it is not recommended due to students struggling to compete against those who have chosen one of the other two vocational pathways.

A student who follows this pathway in Year 11, may choose to transition into workplace learning or vocational education in Year 12 – or the Murdoch University Flexi-Track pathway if their academic results meet the prerequisites.

Is anything compulsory?

- General or Foundation English
- General Religion and Life
- A Certificate Course is highly recommended

Expectations

A student on this pathway must meet all deadlines and submit all assessment tasks.

For more information, please contact Miss Belinda Sewell (Careers Counsellor Coordinator) to make an appointment and see if this is the right pathway for you.

Academic Pathways

Diverse Learning Pathways

English as an Additional Language/Dialect Transition Pathway

Students who qualify as an English as an Additional Language/Dialect student and participate in the College's Transition Program have a set EALD Pathway. This pathway provides students with the opportunity to gain recognised qualifications through a range of alternative study options as well as participating in courses such as English, Mathematics and Religion. The combination of these courses will provide students with the opportunity to obtain WACE graduation and/or enter further training post school.

Is anything compulsory?

- General or Foundation English
- General Religion and Life
- Certificate II Active Volunteering
- Foundation Mathematics
- ASDAN Careers and Experiencing Work

Is there a cost involved?

No, there is no cost.

Expectations

A student on this pathway must meet all deadlines and submit all assessment tasks.

Careers & Experiencing Work Pathway Partially aligned with Education Support

Available to students who attend the Education Support Centre for one or more subjects. They have the opportunity to participate in the workplace learning program with the assistance of a support staff member, giving them a taste of being part of the workforce. Students on this pathway can choose subjects that are Certificates or subjects from the General pathway.

Is anything compulsory?

- General or ASDAN Volunteering (Religion and Life)
- General or ASDAN English
- ASDAN Maths
- ASDAN Careers & Experiencing Work
- Completion of work placement one day per week, during term time (and possibly during holidays where necessary)

*Pathways for students aligned with Education Support are developed on an individual basis.

Is there a cost involved?

No, there is no cost.

Expectations

A student on this pathway must demonstrate proficiency in Year 10 subjects and receive teacher recommendation.

A student on this pathway must demonstrate a commitment to the employer and meet the expectations outlined by the Leader of Education Support.

Careers & Experiencing Work Pathway Fully aligned with Education Support

Available to students who attend the Education Support Centre for all or the majority of their subjects. have the opportunity to participate in the workplace learning program with the assistance of a support staff member, giving them a taste of being part of the workforce.

Is anything compulsory?

- ASDAN Volunteering (Religion and Life)
- ASDAN English
- ASDAN Maths
- ASDAN Careers & Experiencing Work
- Completion of work placement one day per week, during term time (and possibly during holidays where necessary)

*Pathways for students aligned with Education Support are developed on an individual basis.

Is there a cost involved?

No, there is no cost.

Expectations

A student on this pathway must demonstrate a commitment to the employer and meet the expectations outlined by the Leader of Education Support.

2025 Year 11 Subject Offerings

Below are the subjects to be offered in Year 11 2025, followed by subject pre-requisites, and an outline of each course. Course information can also be accessed via the SCSA website.

Please note, following our subject selection process, it is a possibility that due to insufficient demand, a subject may no longer be offered.

Learning Area	Year 11 Subject
Religious Education	Religion and Life ATAR Religion and Life General Religion and Life Foundation
Languages	English ATAR Literature ATAR English General English Foundation
Mathematics	Mathematics Specialist ATAR Mathematics Methods ATAR Mathematics Applications ATAR Mathematics Essentials General Mathematics Foundation Certificate II Financial Services
Science	Chemistry ATAR Earth and Environmental Science ATAR Human Biology ATAR Physics ATAR Human Biology General Science in Practice General
HASS	Economics ATAR Modern History ATAR Politics and Law ATAR HASS in Action General Certificate III Business (2-Year course) Business, Management & Enterprise General

2025 Year 11 Subject Offerings

Learning Area	Year 11 Subject
Health and Physical Education	<u>Physical Education Studies ATAR</u> <u>Physical Education Studies General</u> <u>Certificate II Outdoor Recreation</u>
Arts	<u>Drama ATAR</u> <u>Drama General</u> <u>Media Production and Analysis General</u> <u>Certificate II Music</u> <u>Certificate II Dance</u> <u>Visual Art ATAR</u> <u>Visual Art General</u>
Technologies	<u>Computer Science General</u> <u>Children, Family and Community General</u> <u>Food Science and Technology General</u> <u>Materials, Design and Technology: Wood</u> <u>Materials, Design and Technology: Textiles</u> <u>Design: Technical Graphics General</u> <u>Certificate II Engineering (Metals)</u>
Vocational Education & Training	<u>Career and Enterprise General</u>
Education Support	<u>ASDAN Hospitality Vocational Taster (links to Café)</u> <u>ASDAN Careers and Experiencing Work Short Course (links to Work Based Learning)</u> <u>ASDAN Expressive Arts Short Course</u> <u>ASDAN Sports and Fitness Short Course</u> <u>ASDAN Animal Care Short Course</u> <u>ASDAN Volunteering Short Course (Touching Hearts)</u> <u>ASDAN English Short Course (Non- Accredited)</u> <u>ASDAN Mathematics Short Course (Non- Accredited)</u> <u>ASDAN Living Independently Short Course</u>
Aboriginal Education	<u>English as Additional Dialect General</u> <u>English as Additional Dialect Foundation</u> <u>ASDAN Accreditation Courses</u>

2025 Year 11 Subject Prerequisites

When considering course selection for Year 11, please consider the following:

- All students are required to study a Religious Education Course each year.
- All students are required to study an English Course each year.
- Students must choose four other subjects and must give consideration to their academic ability and potential achievements in these subjects (total of six subjects).
- Students will also be required to select two reserve subjects in addition to their first six preferences. This is to allow for timetable clashes (where two subjects are scheduled at the same time), or the event where a subject is not timetabled due to insufficient demand.

The list on the next page gives an indication of the prerequisites that should be achieved in Year 10 for a student to be able to successfully tackle the academic rigour of senior studies in Year 11.

Please note, students who do not meet the pre-requisite at the time of course selection interviews, will not be eligible for a place in their chosen subject/s. However, a student can elect to be re-interviewed at the end of the year. Should they meet the pre-requisite at the end of the year, they will be eligible for a place subject to availability.



2025 Year 11 Subject Prerequisites

Learning Area	Year 11 Subject
Religious Education	Religion and Life ATAR 65 or higher in Year 10 Religious Education and Year 10 General English (or a 50 or higher in Year 10 Extension English)
Arts	Visual Arts ATAR 65 or higher in Year 10 Visual Art Drama ATAR 65 or higher in Year 10 Drama Certificate II Music Must have studied music at La Salle College or an equivalent external to the College
English	English ATAR 65 or higher in Year 10 General English Literature ATAR 65 or higher in Year 10 General English Foundation English Eligibility for this subject is limited to students who are yet to achieve the minimum standard for OLNA
Health & Physical Education	Physical Education Studies ATAR 65 or higher in Year 10 Physical Education and 60 or higher in Year 10 Science Certificate II Outdoor Recreation A record of safe and respectful behaviour at the College
Humanities and Social Sciences	Economics ATAR 65 or higher in Year 10 Humanities and Social Science Modern History ATAR 65 or higher in Year 10 Humanities and Social Science Politics & Law ATAR 65 or higher in Year 10 Humanities and Social Science Certificate III Business 65 or higher in Year 10 Humanities and Social Science and Year 10 General English
Mathematics	Mathematics Applications ATAR 50 or higher in Year 10 Extension Maths or 65 or higher in Year 10 General Maths Mathematics Methods ATAR 65 or higher in Year 10 Extension Maths Mathematics Specialist ATAR 65 or higher in Year 10 Extension Maths Foundation Mathematics Eligibility for this subject is limited to students who are yet to achieve the minimum standard for OLNA.
Science	Chemistry ATAR 65 or higher in Year 10 Science and Year 10 Maths Physics ATAR 65 or higher in Year 10 Science and 75 or higher in General Maths (or 65 or higher in Extension Maths) Human Biology ATAR 60 or higher in Year 10 Science Earth and Environmental Science ATAR 55 or higher in Year 10 Science
Technologies	All Courses A record of safe and respectful behaviour at the College

ATAR Courses



Chemistry ATAR

Course Outline

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. This includes addressing the global challenges of climate change and security of water, food and energy supplies and designing processes to maximise the efficient use of Earth's finite resources. 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.

Studying Chemistry provides students with a suite of skills and understandings that are valuable to a wide range of further study pathways and careers. 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.

Prerequisites

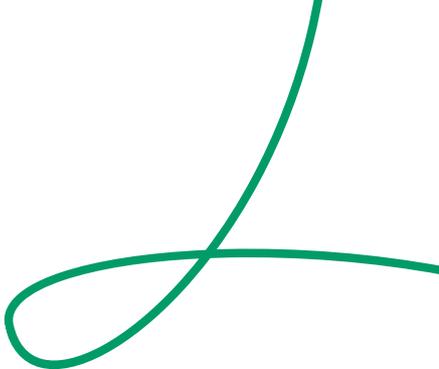
- 65 or higher in Year 10 Science
- 65 or higher Year 10 Maths

Contact

Mrs Yvette Cobley

Leader of Learning - Science
yvette.cobley@cewa.edu.au

Drama ATAR



Course Outline

This is the pathway for Year 11 students who are interested in Drama and are suited for an academic WACE course. This is an examinable course and is a prerequisite for the Year 12 ATAR Drama course. While some students intend to make a career in drama and related fields, many also participate in drama for enjoyment and satisfaction and to enhance communication skills for all real world experiences.

The Drama ATAR course focuses on aesthetic understanding and drama in practice as students integrate their knowledge and skills. They use the elements and conventions of drama to develop and present ideas and explore personal and cultural issues. They engage in drama processes such as improvisation, play building, text interpretation and playwriting which allow them to create original drama and interpret a range of texts written or devised by others. Their work in this course includes production and design aspects involving sets, costumes, makeup, props, promotional materials and sound and lighting. In this course, students engage in both Australian and world drama practice, understanding the experience of other times, places and cultures in an accessible, meaningful and enjoyable way. The Drama course covers the following roles: actor, dramaturge, costume designer, lighting designer, set designer and sound designer:

Prerequisites

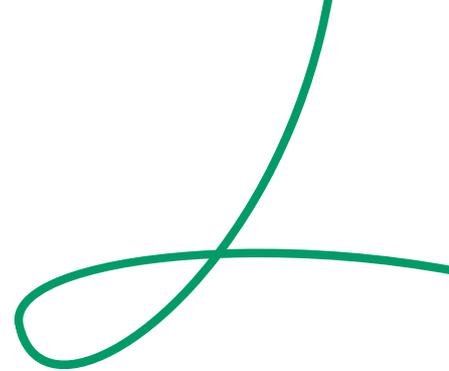
- 65 or higher in Year 10 Drama

Contact

Mrs Shellie Rodriguez

Leader of Learning - The Arts
shellie.rodriguez@cewa.edu.au

Earth & Environmental Science ATAR



Course Outline

Earth and environmental science is a multifaceted field of inquiry that focuses on interactions between the Earth's geosphere, hydrosphere, atmosphere and biosphere, and on dynamic, interdependent relationships that have developed between these components. Earth and environmental scientists consider how these relationships produce environmental change over a variety of timescales. To do this, they integrate knowledge, concepts, models and methods drawn from geology, biology, physics and chemistry in the study of Earth's ancient and modern environments. Earth and environmental scientists strive to understand past and present processes so that reliable and scientifically-defensible predictions can be made about the future.

The Earth and Environmental Science ATAR course builds on the content in all science sub-strands of the Year 7-10 Science curriculum. In particular, the course provides students with opportunities to explore the theories and evidence that frame our understanding of Earth's origins and history; the dynamic and interdependent nature of Earth's processes, environments and resources; and the ways in which these processes, environments and resources respond to change across a range of temporal and spatial scales.

In this course, the term 'environment' encompasses terrestrial, marine and atmospheric settings and includes Earth's interior. Environments are described and characterised with a focus on systems thinking and an integrated approach, rather than with a particular ecological, biological, physical or chemical focus.

In the Earth and Environmental Science ATAR course, students develop their investigative, analytical and communication skills. They can apply these to their understanding of science issues in order to engage in public debate, solve problems and make evidence-based decisions about contemporary issues.

Prerequisites

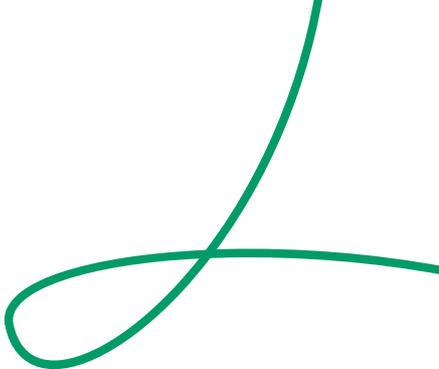
- 55 or higher in Year 10 Science

Contact

Mrs Yvette Cobley

Leader of Learning - Science
yvette.cobley@cewa.edu.au

Economics ATAR



Course Outline

Economics investigates the choices which all people, groups and societies face as they confront the ongoing problem of satisfying their unlimited wants with limited resources. Economics aims to understand and analyse the allocation, utilisation and distribution of scarce resources that determine our wealth and wellbeing. Economics develops the knowledge, reasoning and interpretation skills that form an important component of understanding individual, business and government behaviour at the local, national and global levels.

The Economics ATAR course encompasses the key features which characterise an economist's approach to a contemporary economic event or issue: the ability to simplify the essence of a problem; to collect economic information and data to assist analysis and reasoning; to think critically about the limits of analysis in a social context; and to draw inferences which assist decision-making. Students develop reasoning, logical thinking and interpretation skills demanded by the world of work, business and government. These skills relate to a variety of qualifications in vocational, technical and university education contexts.

The learning experiences available through studying this course explore the knowledge, values and options which surround the complex range of economic events and issues facing our community, such as unemployment, income distribution, business strategy and international relations. Economics literacy developed through this course enables students to actively participate in economic and financial decision making which promotes individual and societal wealth and wellbeing.

Prerequisites

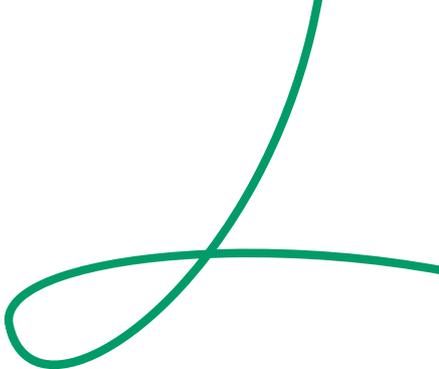
- 65 or higher in Year 10 Humanities and Social Science

Contact

Miss Marie Ierace

Leader of Learning - HASS
marie.ierace@cewa.edu.au

English ATAR



Course Outline

English ATAR is a broader course than Literature and includes study of both visual and print text types. Some of these include novels; short stories; expository texts and articles; written speeches; documentary and feature films; and visual images.

Students consider texts in their context as well as how their own context shapes their response. They consider the language and generic conventions of texts and how texts can be analysed through this framework. Students also consider themes, attitudes, values and perspectives in texts. An important part of this course is the creation of students' own texts. They use their knowledge of generic features of texts to consciously shape their own texts for particular audiences, purposes and contexts.

Note: students may study both English ATAR and Literature ATAR.

Prerequisites

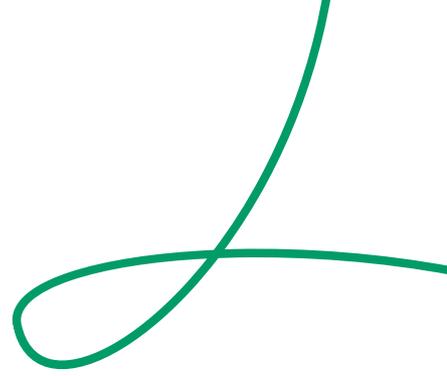
- 65 or higher in Year 10 General English

Contact

Mrs Amy Boughton

Leader of Learning - English
amy.boughton@cewa.edu.au

Human Biology ATAR



Course Outline

Human Biology covers a wide range of ideas relating to how the human body works. Students learn about themselves, relating structure to function and how individuals are able to survive in a changing environment. They research new discoveries that are increasing our understanding of the causes of disease, which can lead to new treatments and preventative measures.

An understanding of human biology is valuable for a variety of career paths. The course content deals directly and indirectly with many different occupations in fields such as medicine, physiotherapy, nursing, sport science, food and hospitality, science education and social work.

As a science, the subject matter of this course is founded on knowledge and understanding that has been gained through scientific research. However, this knowledge is far from complete and is being modified and expanded as new discoveries and advancements are made. Students develop their understanding of the evolving nature of scientific knowledge and the ways in which such knowledge is obtained through scientific investigations. They learn to think critically, to evaluate evidence, to solve problems and to communicate understandings in scientific ways.

Prerequisites

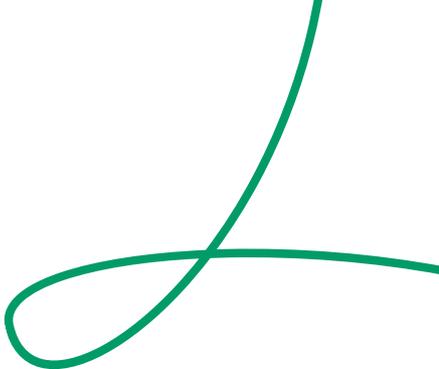
- 60 or higher in Year 10 Science

Contact

Mrs Yvette Coble

Leader of Learning - Science
yvette.coble@cewa.edu.au

Literature ATAR



Course Outline

Literature ATAR focuses on readings or interpretations of poetry, prose, fiction and drama. It should be noted that Literature ATAR excludes an emphasis on the analysis of film and non-fiction.

Students look at the relationship between text, author, reader and context. They consider the cultural and historical context of texts as well as their generic features. Students focus on how language is used as a tool to construct individuals and groups. Reading practices are also an important focus in the course and students reflect on and undertake readings of texts according to various modes of literary criticism.

Note: *students may study both English ATAR and Literature ATAR.*

Prerequisites

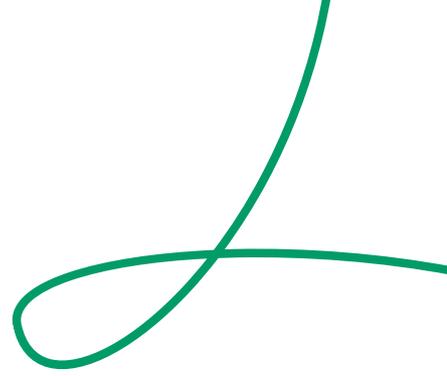
- 65 or higher in Year 10 General English

Contact

Mrs Amy Boughton

Leader of Learning - English
amy.boughton@cewa.edu.au

Mathematics Applications ATAR



Course Outline

Mathematics Applications is an ATAR course which focuses on the use of mathematics to solve problems in contexts that involve financial modelling, geometric and trigonometric analysis, graphical and network analysis, 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.

Note: *students may study both Mathematics Applications ATAR and Mathematics Essentials General.*

Note: *students may study both Mathematics Applications ATAR and Mathematics Methods ATAR.*

Prerequisites

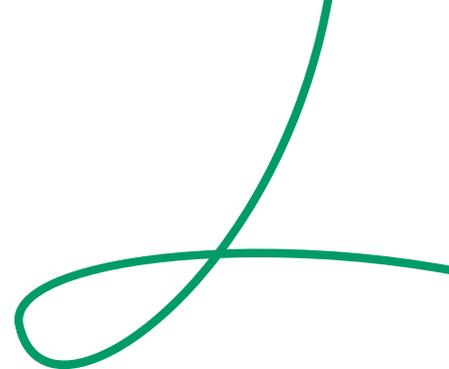
- 50 or higher in Year 10 Extension Maths or 65 or higher in Year 10 General Maths

Contact

Mr Steven Nicholas

Leader of Learning - Mathematics
steven.nicholas@cewa.edu.au

Mathematics Methods ATAR



Course Outline

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

Note: *students may study both Mathematics Methods ATAR and Mathematics Applications ATAR.*

Note: *students may study both Mathematics Methods ATAR and Mathematics Specialist ATAR.*

Prerequisites

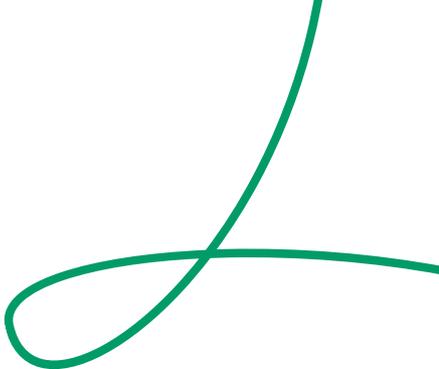
- 65 or higher in Year 10 Extension Maths

Contact

Mr Steven Nicholas

Leader of Learning - Mathematics
steven.nicholas@cewa.edu.au

Mathematics Specialist ATAR



Course Outline

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 course is the only ATAR Mathematics course that cannot be taken as a stand-alone course - it must be accompanied by Mathematics Methods ATAR.

Note: students must study Mathematics Methods ATAR if they are studying Mathematics Specialist ATAR.

Prerequisites

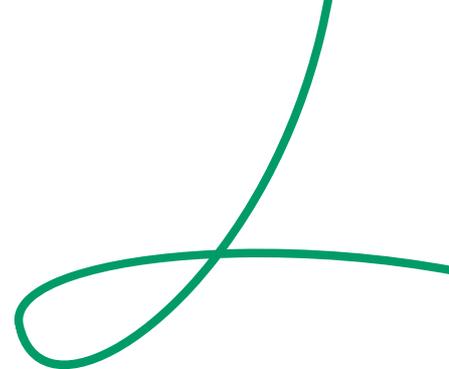
- 65 or higher in Year 10 Extension Maths

Contact

Mr Steven Nicholas

Leader of Learning - Mathematics
steven.nicholas@cewa.edu.au

Modern History ATAR



Course Outline

The Modern History ATAR course enables students to study the forces that have shaped today's world and provides them with a broader and deeper comprehension of the world in which they live. While the focus is on the 20th century, the course refers back to formative changes from the late 18th century onwards and encourages students to make connections with the changing world of the 21st century.

Modern History enhances students' curiosity and imagination and their appreciation of larger themes, individuals, movements, events and ideas that have shaped the contemporary world. The themes that run through the units include: local, national and global conflicts and their resolution, the rise of nationalism and its consequences; the decline of imperialism and the process of decolonisation, the continuing struggle for the recognition of human rights and the transformation of social and economic life.

Students are introduced to the complexities associated with the changing nature of evidence, its expanding quantity, range and form, the distinctive characteristics of modern historical representation, and the skills that are required to investigate controversial issues that have a powerful contemporary resonance. Students develop increasingly sophisticated historiographical skills and historical understanding in their analysis of significant events and close study of the nature of modern societies.

Prerequisites

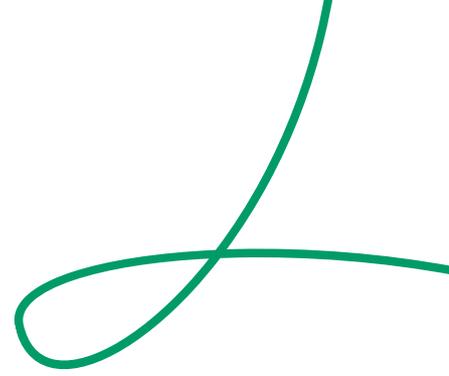
- 65 or higher in Year 10 Humanities and Social Science

Contact

Miss Marie Ierace

Leader of Learning - HASS
marie.ierace@cewa.edu.au

Physical Education Studies ATAR



Course Outline

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

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

Prerequisites

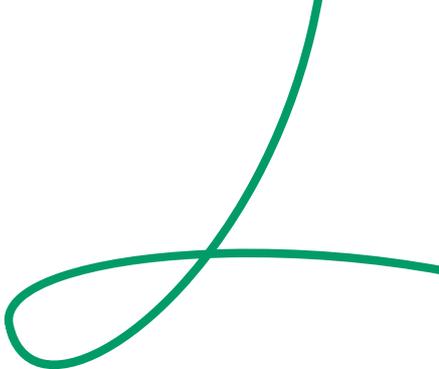
- 65 or higher in Year 10 Physical Education
- 60 or higher in Year 10 Science

Contact

Mr Liam Merigan

Leader of Learning - HPE
liam.merigan@cewa.edu.au

Physics ATAR



Course Outline

Physics is a fundamental science that endeavours to explain all the natural phenomena that occur in the universe. Its power lies in the use of a comparatively small number of assumptions, models, laws and theories to explain a wide range of phenomena, from the incredibly small to the incredibly large. Physics has helped to unlock the mysteries of the universe and provides the foundation of understanding upon which modern technologies and all other sciences are based.

Studying physics will enable students to become citizens who are better informed about the world around them and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues. The Physics ATAR course will also provide a foundation in physics knowledge, understanding and skills for those students who wish to pursue tertiary study in science, engineering, medicine and technology.

Prerequisites

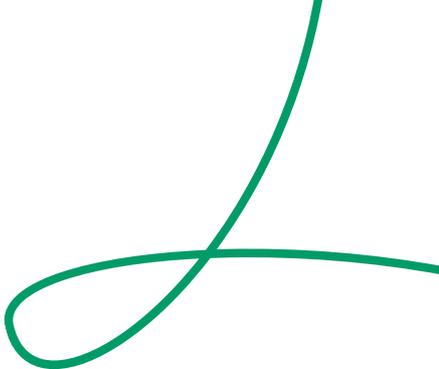
- 65 or higher in Year 10 Science
- 75 or higher in General Maths (or 65 or higher in Extension Maths)

Contact

Mrs Yvette Cobley

Leader of Learning - Science
yvette.cobley@cewa.edu.au

Politics and Law ATAR



Course Outline

Politics and Law involves a critical study of the processes of decision making concerning society's collective future. The study of politics examines the structures and processes through which individuals and groups with different interests, beliefs and goals, deliberate and negotiate in order to make choices, respond to changing circumstances and enact laws. The study of law examines the system of laws governing the conduct of the people of a community, society or nation, in response to the need for justice based upon collective human experience.

A close relationship exists between politics and law. They relate through the judicial, executive and legislative arms of government; together they constitute how societies are governed. Laws generally embody social and political values that usually have a philosophical foundation.

The Politics and Law ATAR course aims to develop knowledge and understanding of the principles, structures, institutions, processes, and practices of political and legal systems, primarily in Australia and where appropriate, other systems and/or countries. The course challenges students to critically examine the effectiveness of political and legal systems using criteria, such as openness, responsiveness and accountability of those systems.

The course provides for both a chronological and contemporary understanding of society's political and legal issues. The skills and values developed in the Politics and Law ATAR course aim to allow students to become informed, active and effective participants in the political and legal decisions that affect their lives within society. The study of the Politics and Law ATAR course contributes to students' intellectual, social and ethical development. The course aims to support all students in developing a sense of identity, and a sense of political, legal, cultural and social awareness.

The study of the Politics and Law ATAR course can be a valuable background to careers in law, political advocacy, public administration, international relations, foreign affairs, community development, teaching, journalism, human resource management, government and commerce.

Prerequisites

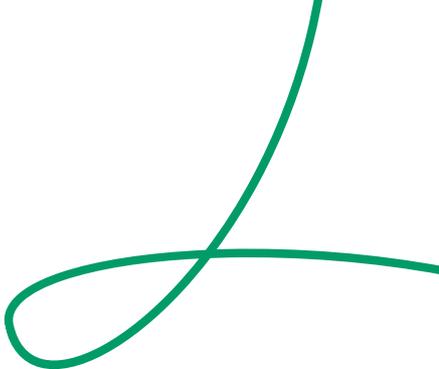
- 65 or higher in Year 10 Humanities and Social Science

Contact

Miss Marie Ierace

Leader of Learning - HASS
marie.ierace@cewa.edu.au

Religion and Life ATAR



Course Outline

The Religion and Life ATAR course provides students with opportunities to learn about religion and the interplay that occurs between religion, societies and people. Students develop an informed and critical understanding of this interplay by drawing from a detailed knowledge of one or more religions.

Every religion offers a system of beliefs and practices. In the Religion and Life ATAR course, students explore one or more religions and investigate the characteristics of religion, their origins, foundations, social influence and development over time. They analyse the role religion has played in society and understand the challenges and opportunities religions face.

The connections between religion and life occur in many areas of human activity. Religion motivates and influences how people interact with each other and the world around them. Students employ research and learning skills that enable them to use a range of primary and secondary sources to investigate the interplay between religion and life.

Prerequisites

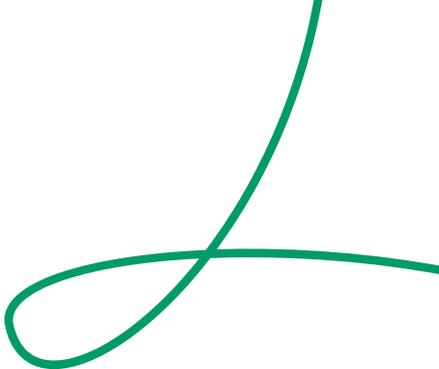
- 65 or higher in Year 10 Religious Education
- 65 or higher in Year 10 General English (or a 50 or higher in Year 10 Extension English)

Contact

Mr John Wilgress

Leader of Learning - Religious Education
john.wilgress@cewa.edu.au

Visual Art ATAR



Course Outline

The Visual Arts ATAR course encompasses the practice and theory of the broad areas of art, craft and design. Students have opportunities to express their imagination, develop personal imagery, develop skills and engage in the making and presentation of artwork. They develop aesthetic understanding and a critical awareness that assists them to appreciate and make informed evaluations of art.

The course places value on divergence, uniqueness and individuality. It assists students to value and develop confidence in their own creative abilities and to develop a greater understanding of their environment, community and culture. The Visual Arts ATAR course engages students in a process that helps them develop motivation, self-esteem, discipline, collaborative practice and resilience, all of which are essential life skills. Enterprise and initiative are recognised and encouraged.

Prerequisites

- 65 or higher in Year 10 Visual Art

Contact

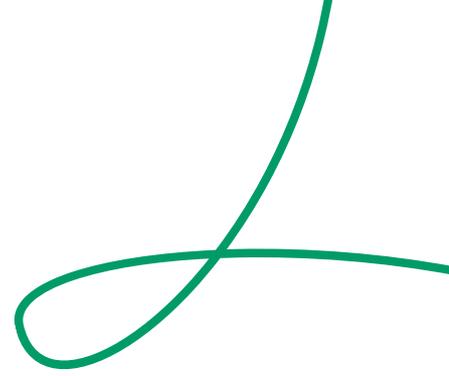
Mrs Shellie Rodriguez

Leader of Learning - The Arts
shellie.rodriquez@cewa.edu.au

General and Foundation Courses



Business, Management and Enterprise General



Course Outline

The Business Management and Enterprise General course gives students the opportunity to understand how vital business is to individuals and society, and how it impacts on many aspects of our lives. Business has a complex and dynamic organisational structure that requires a combination of skills, aptitude, creativity, initiative and enterprise to operate effectively. In a constantly changing world, individuals, businesses and nations must adapt their position in an increasingly global economy and generate the wealth to sustain economic growth.

To do this, business requires people with strategic vision who are enterprising, innovative and creative. This course focuses on the development of these skills within the business cycle, day-to-day running, continuing viability and expansion of a business. Exposure to a wide range of business activities, management strategies and an understanding of enterprise, helps students to appreciate the significance of their role as both participants and consumers in the business world.

Note: this course Leads to Cert II Business in Year 12

This course aims to prepare all students for a future where they will need to identify possibilities and create opportunities within a business environment. This course provides students with the ability to make sound and ethical business decisions based on critical thinking, in line with their own and societal values. The course equips students to proactively participate in the dynamic world of business, behave responsibly and demonstrate integrity in business activities.

Prerequisites

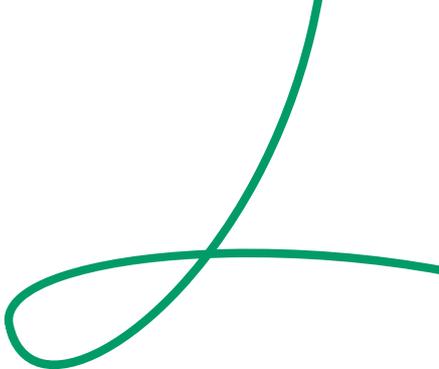
None.

Contact

Miss Marie Ierace

Leader of Learning - HASS
marie.ierace@cewa.edu.au

Career and Enterprise General



Course Outline

The Career and Enterprise General course engages students in learning about developing their career in a constantly changing digital and globalised world. Careers are now considered to be about work, learning and life. Individuals need to be proactive, enterprising career managers who engage in lifelong learning.

The Career and Enterprise General course aims to provide students with the knowledge, skills and understanding to enable them to be enterprising and to proactively manage their own careers.

The course reflects the importance of career development knowledge, understanding and skills in securing, creating and sustaining work. Work, including unpaid voluntary work, is fundamentally important in defining the way we live, relate to others and in determining the opportunities we have throughout life. The world of work is complex and constantly changing. The course recognises that work both reflects and shapes the culture and values of our society.

Note: Students who are aligned with ONSITE or a Vocational Pathway will be required to study Career and Enterprise General.

Note: This course leads to Cert II Vocational Pathways and/or Cert II Active Volunteering in Year 12.

Prerequisites

None.

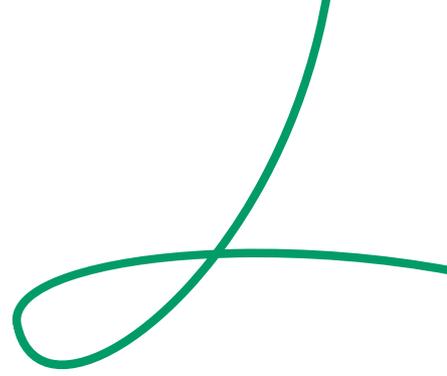
Contact

Mr Alfonso DiPino

Vocational Education & Training
Coordinator

alfonso.dipino@cewa.edu.au

Children, Family & Community General



Course Outline

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

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

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

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

Prerequisites

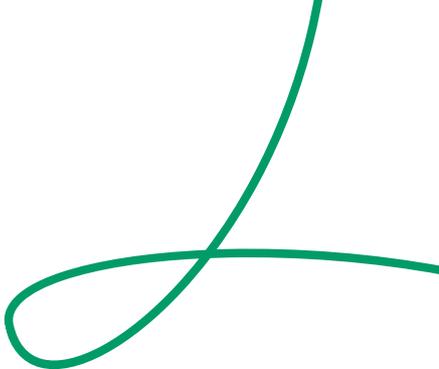
None.

Contact

Mrs Kristy Meyers

Leader of Learning - Technologies
kristy.meyers@cewa.edu.au

Computer Science General



Course Outline

The Computer Science General course focuses on the fundamental principles, concepts and skills within the field, 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, while the connectivity between computers, peripheral devices and software used in the home, workplace and in education are 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.

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

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

Prerequisites

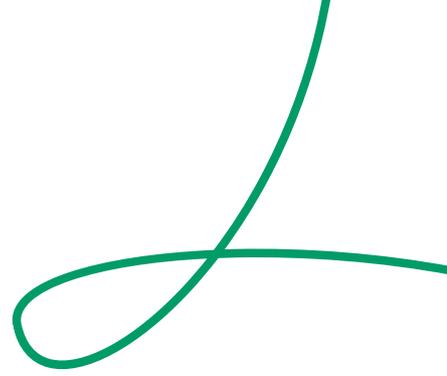
None.

Contact

Mrs Kristy Meyers

Leader of Learning - Technologies
kristy.meyers@cewa.edu.au

Design: Technical Graphics General



Course Outline

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.

Technical Graphics uses conventions of technical drawing and computer-aided design to create designs that deal with mainly three dimensional subjects, usually of an industrial nature.

Prerequisites

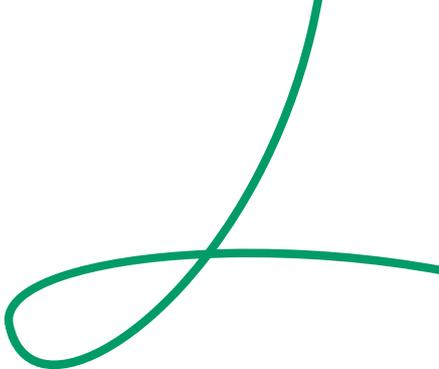
- A record of safe and respectful behaviour at the College.

Contact

Mrs Kristy Meyers

Leader of Learning - Technologies
kristy.meyers@cewa.edu.au

Drama General



Course Outline

The Drama General course focuses on aesthetic understanding and drama in practice as students integrate their knowledge and skills. They use the elements and conventions of drama to develop and present ideas and explore personal and cultural issues. They engage in drama processes, such as improvisation, play building, text interpretation, playwriting and dramaturgy which allow them to create original drama and interpret a range of texts written or devised by others. Their work in this course includes production and design aspects involving sets, costumes, makeup, props, promotional materials, stage management, front- of-house activities and sound and lighting. Increasingly, students use technologies, such as digital sound and multimedia.

They present drama to a range of audiences and work in different performance settings. Through the Drama General course, they can understand the experience of other times, places and cultures in an accessible, meaningful and enjoyable way. Students are required to engage with the role of actor and designer – costume, lighting, sound and scenographer

Prerequisites

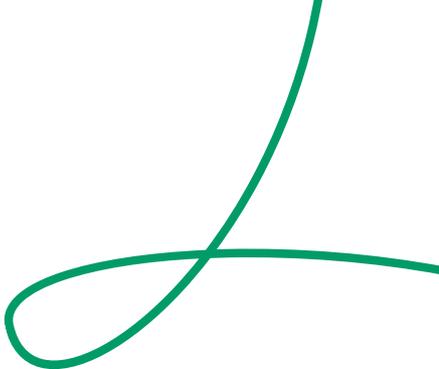
None.

Contact

Mrs Shellie Rodriguez

Leader of Learning - The Arts
shellie.rodriquez@cewa.edu.au

English Foundation



Course Outline

The English Foundation course aims to develop students' skills in reading, writing, viewing, speaking and listening in work, learning, community and everyday personal contexts. Such development involves an improvement in English literacy where literacy is defined broadly to include reading ability, verbal or spoken literacy, the literacy involved in writing, and visual literacy. Students undertaking this course will develop skills in the use of functional language conventions, including spelling, punctuation and grammar. Sound literacy skills are required for comprehending and producing texts; for communicating effectively in a learning or working environment, within a community or for self-reflection; and for establishing one's sense of individual worth.

The English Foundation course evolves from an emphasis on the five modes mentioned above, which are grouped into three outcomes: Reading, Producing, and Speaking and listening.

The English Foundation course enables students to continue learning, prepares students for entry into further study or employment, and develops in students a sense of community and self-worth. It develops in students an increasing confidence in interpreting texts in their lives and articulating their ideas about the lives, societies and cultures they desire.

Prerequisites

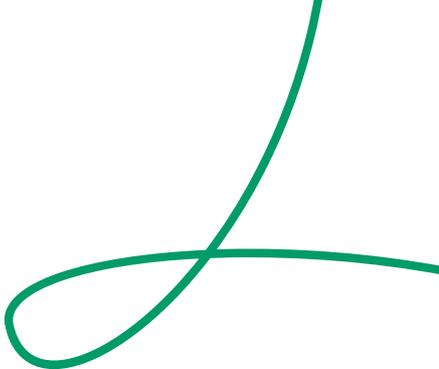
- Students who are yet to achieve a level 3 in the OLNA test or successful completion of the Literacy Requirement in the Year 9 NAPLAN test are recommended for this course.

Contact

Mrs Amy Boughton

Leader of Learning - English
amy.boughton@cewa.edu.au

English General



Course Outline

This course is designed to meet the needs of students who wish to enter the workforce or study at TAFE. Students will work in improving their functional and critical literacy in a number of ways as they encounter a range of visual and print texts.

The English General course involves a focus on comprehension strategies as well as language and textual analysis. Students need to use information to create texts and practise communicating and interacting with others. There is less focus on producing and responding to texts under timed in class pressure and students will have more opportunity to draft, edit and reflect on their work than those students completing ATAR courses.

Prerequisites

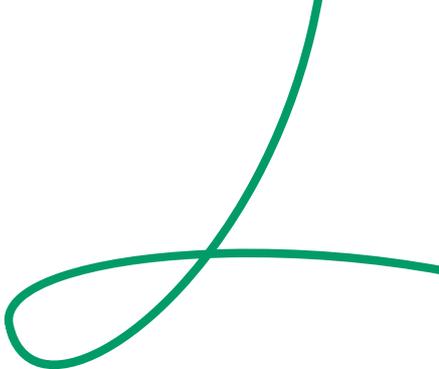
- A level 3 in the OLNA test or successful completion of the Literacy Requirement in the Year 9 NAPLAN test is suggested.

Contact

Mrs Amy Boughton

Leader of Learning - English
amy.boughton@cewa.edu.au

Food Science and Technology General



Course Outline

In the Food Science and Technology General course, students develop their interests and skills through the design, production and management of food-related tasks. They develop knowledge of the sensory, physical, chemical and functional properties of food and apply these in practical situations. Students explore innovations in science and technology and changing consumer demands. New and emerging foods encourage the design, development and marketing of a range of products, services and systems.

Food and allied health sectors represent a robust and expanding area of the Australian and global employment markets. The Food Science and Technology General course enables students to connect with further education, training and employment pathways and enhances employability and career opportunities in areas that include nutrition, health, food and beverage manufacturing, food processing, community services, hospitality, and retail.

Prerequisites

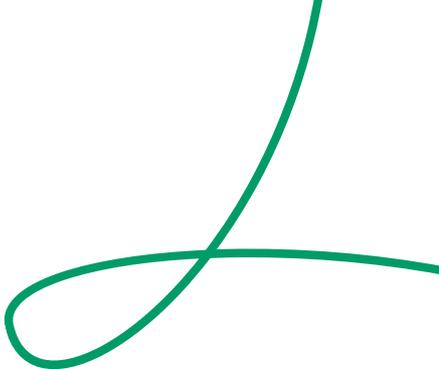
- A record of safe and respectful behaviour at the College.

Contact

Mrs Kristy Meyers

Leader of Learning - Technologies
kristy.meyers@cewa.edu.au

HASS in Action General



Course Outline

HASS in Action General is a newly written course being offered in 2025.

Information will be provided once available from the School Curriculum and Standards Authority (SCSA).

For more information, please contact Miss Marie Ierace.

Prerequisites

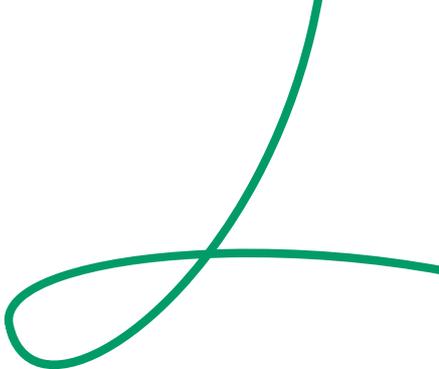
None.

Contact

Miss Marie Ierace

Leader of Learning - HASS
marie.ierace@cewa.edu.au

Human Biology General



Course Outline

As a science, the subject matter of the Human Biology General course is founded on systematic inquiry. Knowledge and understanding of human biology have been gained by scientific research. However, this knowledge is far from complete and is being modified and expanded as new discoveries and advancements are made. Students develop their understanding of the cumulative and evolving nature of scientific knowledge and the ways in which such knowledge is obtained through scientific investigations. They learn to think critically, to evaluate evidence, to solve problems, and to communicate understandings in scientific ways.

Responsible citizens need to be able to evaluate risks, ethical concerns and benefits to make informed decisions about matters relating to lifestyle and health. With an understanding of human biology, students are more able to make better life decisions, and to be more effective contributors to the discussions related to health issues in the community.

An understanding of human biology is valuable for a variety of career paths. The course content deals directly and indirectly with many different occupations in areas such as social work, medical and paramedical fields, food and hospitality, childcare, sport, science, and health education. Appreciation of the range and scope of such professions broadens students' horizons and enables them to make informed choices. This helps to prepare all students, regardless of their background or career aspirations, to take their place as responsible citizens in society.

Prerequisites

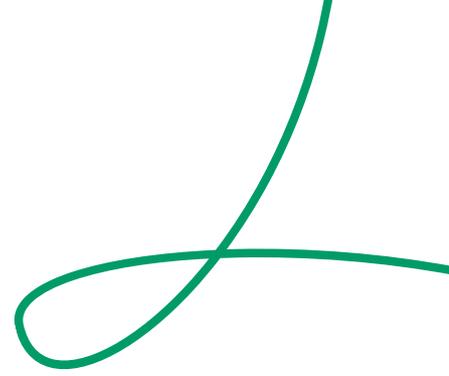
None.

Contact

Mrs Yvette Cobley

Leader of Learning - Science
yvette.cobley@cewa.edu.au

Materials, Design & Technology: Wood General



Course Outline

This course is a practical course. Students work with wood and with the design and manufacture of products as the major focus. They have the opportunity to develop and practise skills that contribute to creating a physical product, while acquiring an appreciation of the application of a design process; and an understanding of the need for materials sustainability.

Students will learn and practise manufacturing processes and technologies, including principles of design, planning and management. Students will also learn how to communicate their ideas effectively using hand sketching techniques, Solidworks CAD program and CNC prototyping.

Prerequisites

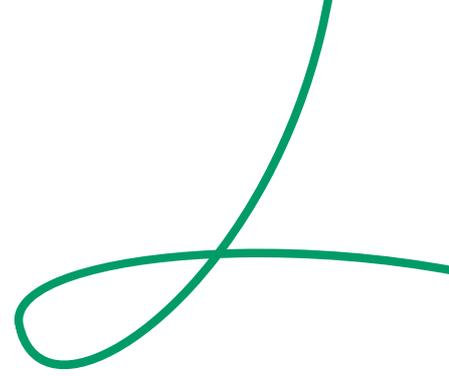
- A record of safe and respectful behaviour at the College.

Contact

Mrs Kristy Meyers

Leader of Learning - Technologies
kristy.meyers@cewa.edu.au

Materials, Design & Technology: Textiles General



Course Outline

The Materials Design and Technology Course is a practical course with a textiles focus. The Technology Process will be integrated into student's tasks, where they will design, manufacture and evaluate products, specially designed for a specific target market. Students are introduced to the fundamentals of design and learn to communicate various aspects of the technology process by constructing what they design.

Throughout the process, students learn about the origins, classifications, properties and suitability for purpose of the materials. Students develop materials manipulation skills and production management strategies, and are given the opportunity to realise their design ideas through the production of their design project.

Students, in consultation with teachers, select projects of interest and then design and make products suitable for a specific market. Some examples of the tasks that students will complete include a hoodie, production of an item of clothing for themselves such as a skirt, trousers, a top or dress and manufacture of other items for example a make-up case.

Prerequisites

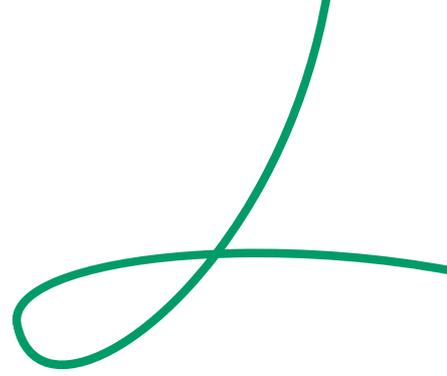
- A record of safe and respectful behaviour at the College.

Contact

Mrs Kristy Meyers

Leader of Learning - Technologies
kristy.meyers@cewa.edu.au

Mathematics Foundation



Course Outline

Mathematics Foundation is a course which focuses on building the capacity, confidence and disposition to use mathematics to meet the numeracy standard for the WACE. It provides students with the knowledge, skills and understanding to solve problems across a range of contexts, including personal, community and workplace/employment. This course provides the opportunity for students to prepare for post-school options of employment and further training.

Prerequisites

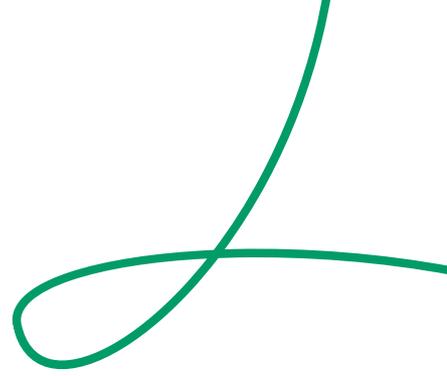
- Students who are yet to achieve a level 3 in the OLNA test or successful completion of the Numeracy Requirement in the Year 9 NAPLAN test are recommended for this course.

Contact

Mr Steven Nicholas

Leader of Learning - Mathematics
steven.nicholas@cewa.edu.au

Mathematics Essentials General



Course Outline

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

Prerequisites

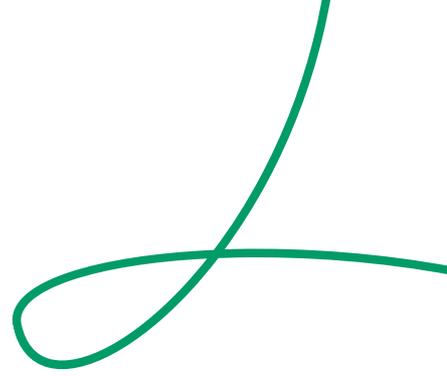
- A level 3 in the OLNA test or successful completion of the Numeracy Requirement in the Year 9 NAPLAN test is suggested.

Contact

Mr Steven Nicholas

Leader of Learning - Mathematics
steven.nicholas@cewa.edu.au

Media Production and Analysis General



Course Outline

The Media Production and Analysis General course aims to prepare all students for a future in a digital and interconnected world by providing the skills, knowledge and understandings to tell their own stories and interpret others' stories.

Students learn the languages of media communication and how a story is constructed using representations. Students are encouraged to explore, experiment and interpret their world, reflecting and analysing contemporary life while understanding that this is done under social, cultural and institutional constraints. Students as users and creators of media products, consider the important role of audiences and their context.

Prerequisites

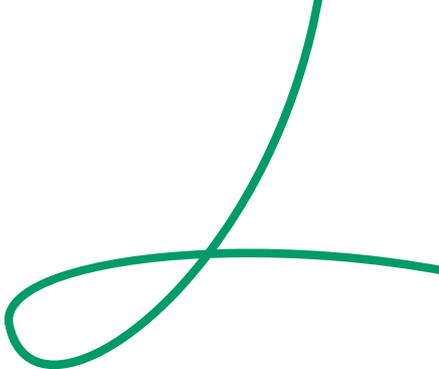
None.

Contact

Mrs Shellie Rodriguez

Leader of Learning - The Arts
shellie.rodriguez@cewa.edu.au

Physical Education Studies General



Course Outline

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

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

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

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

Prerequisites

None.

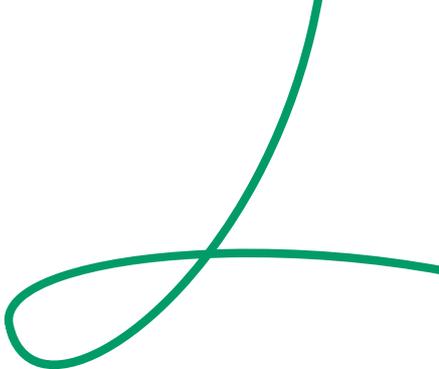
Contact

Mr Liam Merigan

Leader of Learning - HPE

liam.merigan@cewa.edu.au

Religion and Life Foundation



Course Outline

The Religion and Life Foundation course provides students with opportunities to learn about one or more religions and to recognise the role of religion in the lives of individuals and society. In Australia, religion has a major role in society, both in the past and in the present and, for many people, religion contributes to how they understand the world around them. Students investigate the influence of religion in communities, local or global, and identify how religious understandings find expression in individual and communal decision making and action.

Through a variety of practical and explicit teaching and learning activities, this course focuses on the development of literacy and numeracy skills within a religion and life context. There is an emphasis on developing student capacity, disposition and confidence to use functional literacy and numeracy in their personal life and the community in which they live. Using a range of approaches, students are given opportunities to develop the skills, knowledge, attributes and behaviours necessary to make decisions about their learning as a means to effectively comprehend, develop and express their understanding using various technologies. This course enables students to engage with information, ideas and issues associated with religion in the lives of individuals and society, and to communicate their understanding.

Prerequisites

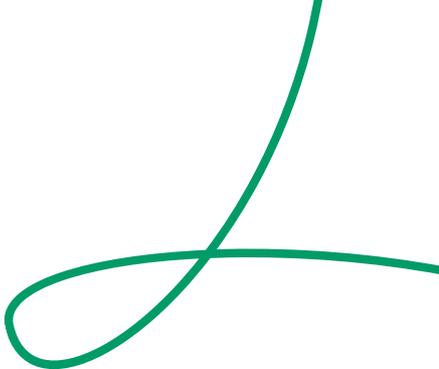
- Students who are yet to achieve a level 3 in the OLNA test or successful completion of the Literacy and Numeracy Requirement in the Year 9 NAPLAN test are recommended for this course.

Contact

Mr John Wilgress

Leader of Learning - Religious Education
john.wilgress@cewa.edu.au

Religion and Life General



Course Outline

The Religion and Life General course provides students with opportunities to learn about religion and explores the relationships between religion, society and individuals. It examines the nature of religion and how it offers individuals and their communities an understanding of the world around them.

Students develop an understanding of ways in which people discover, understand and express their religious beliefs. They explore one or more religions and investigate the characteristics of religion, origins, foundations, cultural influences and development over time. They analyse the role religion has played in human affairs and explore issues of concern to religion.

Through the Religion and Life General course, students learn skills that will enable them to understand the role religion plays in society and in the lives of people. They use a range of primary and secondary sources and employ a variety of methods to investigate information. These methods include research, observation, analysis, and discussion.

Prerequisites

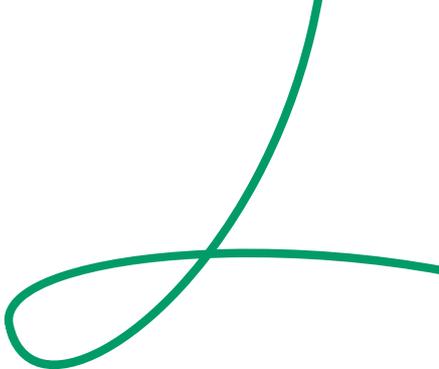
- A level 3 in the OLNA test or successful completion of the Literacy and Numeracy Requirement in the Year 9 NAPLAN test is suggested.

Contact

Mr John Wilgress

Leader of Learning - Religious Education
john.wilgress@cewa.edu.au

Science in Practice General



Course Outline

The Science in Practice is a course grounded in the belief that science is, in essence, a practical activity. From this stems the view that conceptual understandings in science derive from a need to find solutions to real problems in the first instance. The inquiring scientist may then take these understandings and apply them in a new context, often quite removed from their original field. This course seeks to reflect this creative element of science as inquiry. It should involve students in research that develops a variety of skills, including the use of appropriate technology and an array of diverse methods of investigation.

This course enables them to investigate science issues in the context of the world around them, and encourages student collaboration and cooperation with community members employed in scientific pursuits. It requires students to be creative, intellectually honest, to evaluate arguments with scepticism, and to conduct their investigations in ways that are safe, ethical, fair and respectful of others.

The Science in Practice General course is inclusive and aims to appeal to students with a wide variety of backgrounds, interests and career aspirations.

Prerequisites

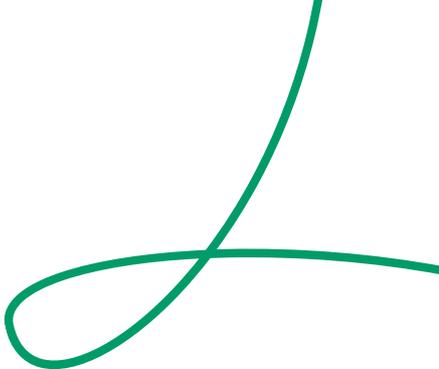
None.

Contact

Mrs Yvette Cobley

Leader of Learning - Science
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Visual Art General



Course Outline

The Visual Arts General course encompasses the practice and theory of the broad areas of art, craft and design. Students have opportunities to express their imagination and develop personal imagery, skills and engage in the making and presentation of artworks. They develop aesthetic understandings and a critical awareness that assists them to appreciate and make informed evaluations of art.

The Visual Arts General course encourages students to develop problem-solving skills together with creative and analytical ways of thinking. Innovation is encouraged through a process of inquiry, exploration and experimentation. Students transform and shape ideas to develop resolved artworks. They engage in art making processes in traditional and new media areas which involve exploring, selecting and manipulating materials, techniques, processes, emerging technologies and responses to life.

This course allows them to engage in traditional, modern and contemporary art forms and conventions, such as sculpture, painting, drawing, graphic design, printmaking, collage, ceramics, earth art, video art, installations, textiles, performance, photography, montage, multimedia, and time-based works and environments.

Prerequisites

None.

Contact

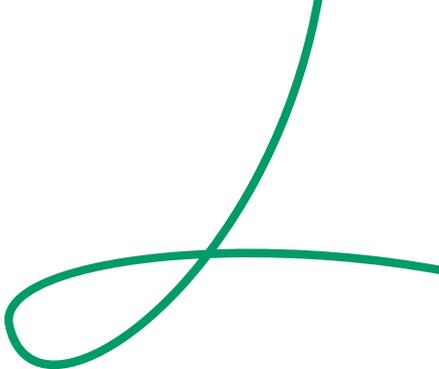
Mrs Shellie Rodriguez

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Vocational Education Courses



Certificate III Business



Course Outline

This course will give students the essential skills needed to work in an office environment and exposure to general business practices including trading with other businesses, customer service, creating business and text documents using business software.

While studying, students will learn how to work in teams, empower their creative and critical thinking and learn to use sustainable work practices. Students will also explore the importance of workplace wellness and safety, learn and deliver excellent customer service and the creation of a variety of business and digital documents.

Note: this is a two-year course.

Prerequisites

- 65 or higher in Year 10 Humanities and Social Science
- 65 or higher in Year 10 General English

Contact

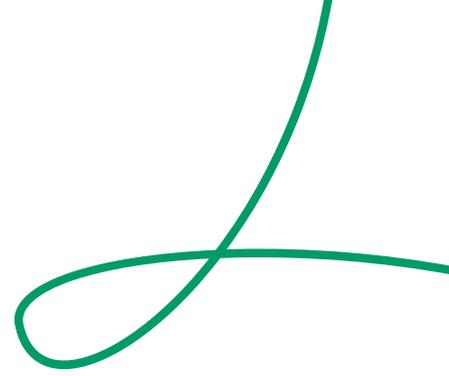
Miss Marie Ierace

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Mr Alfonso DiPino

Vocational Education & Training
Coordinator
alfonso.dipino@cewa.edu.au

Certificate II Dance



Course Outline

The Certificate II in Dance provides students with a foundation of skills and knowledge across all aspects related to the Dance industry. This includes developing dance technique in a variety of styles, exploring artistic expression and choreography skills, preparing for performance and events, designing and coordinating production elements, and conditioning the body whilst also gaining knowledge of safe dance, anatomy and nutrition.

Students are given many opportunities throughout the course to develop their creative thinking skills, project coordination, and working with others safely and professionally. Completion of the Certificate II in Dance aims to enhance future employment prospects and higher study opportunities for students within the dance industry and with the wider community of creative industries.

Note: this is a two-year course.

Prerequisites

- Must have studied dance at La Salle College or an equivalent external to the College.

Contact

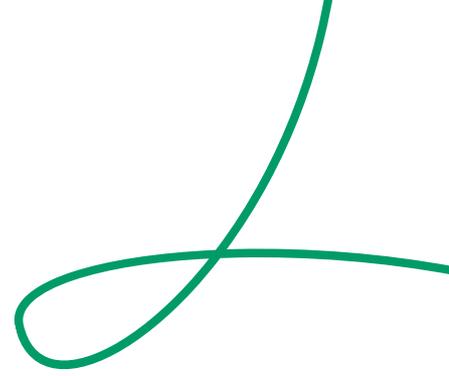
Mrs Shellie Rodriguez

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Mr Alfonso DiPino

Vocational Education & Training
Coordinator
alfonso.dipino@cewa.edu.au

Certificate II Engineering (Metals)



Course Outline

The qualification is intended for people interested in exposure to an engineering or related working environment with a view to entering into employment in that area. This qualification will equip students with knowledge and skills which will enhance their prospects of employment in an engineering or related working environment.

The learning program will develop trade-like skills but not attempt to develop trade-level skills. As an example, the outcome level of welding skills from this qualification is not about learning trade-level welding theory and practice; it is about being introduced to welding, how it can be used to join metal and having the opportunity to weld some metal together. Similarly with machining, the outcome should be something produced on a lathe etc., not the theory and practice of machining.

This qualification delivers broad-based underpinning skills and knowledge in a range of engineering and manufacturing tasks which will enhance the students entry-level employment prospects for apprenticeships, traineeships or general employment in an engineering-related workplace.

Note: this is a two-year course.

Prerequisites

- A record of safe and respectful behaviour at the College.
- Previously studying metal work at La Salle College is desirable.

Contact

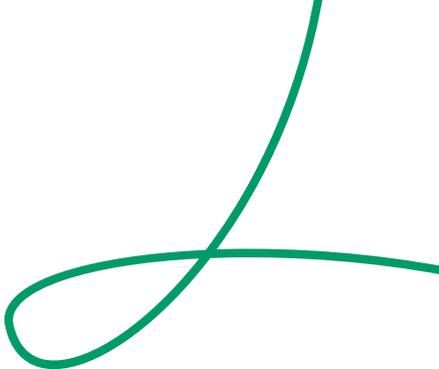
Mrs Kristy Meyers

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Mr Alfonso DiPino

Vocational Education & Training
Coordinator
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Certificate II Financial Services



Course Outline

This qualification will provide students with the practical skills and knowledge for entry into the financial industry.

This qualification is intended to address the need for increased financial literacy and basic financial skills of entrants wishing to build potential pathways into the industry.

Note: this is a two-year course.

Prerequisites

- Must have achieved level 3 in the OLNA test or successful completion of the Numeracy Requirement in the Year 9 NAPLAN test is suggested.

Contact

Mr Steven Nicholas

Leader of Learning - Mathematics
steven.nicholas@cewa.edu.au

Mr Alfonso DiPino

Vocational Education & Training
Coordinator
alfonso.dipino@cewa.edu.au

Certificate II Music

Course Outline

This qualification is delivered across two years and is aimed at Year 11 and 12 students. This qualification provides the skills and knowledge for an individual to be competent in performing core skills in outdoor recreation environments and assisting with the conduct of a range of outdoor activities.

This qualification reflects the role of individuals who perform a range of routine tasks in the music industry, work under direct supervision, and use limited practical skills and fundamental operational knowledge in a defined context. They may work in environments that require foundational skills in music performance, music making or composition, sound production, or music business.

The job roles that relate to this qualification may include studio assistant, music retail assistant, entry level performer, entry level producer, stagehand and road crew.

Note: this course is completed in Year 11 and leads to a Certificate III Music in Year 12.

Prerequisites

- Must have studied music at La Salle College or an equivalent external to the College.

Contact

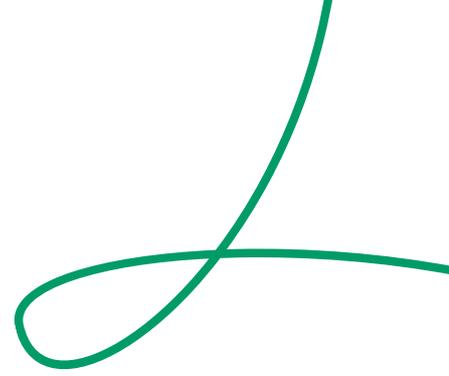
Mrs Shellie Rodriguez

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Mr Alfonso DiPino

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Certificate II Outdoor Recreation



Course Outline

This qualification reflects the role of individuals who assist with operational logistics and the delivery of recreational activities. They work under direct supervision and with guidance from those responsible for planning, finalising and delivering activities, including program managers and leaders.

Assistants use a range of fundamental activity techniques during activities and can work in indoor and outdoor recreation environments, adventure learning centres or camps. The combined skills and knowledge provided by this qualification do not provide for a job outcome as a leader and further training would be required before moving into those roles.

This qualification provides a pathway to work for any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

Note: this is a two year course.

Prerequisites

- A record of safe and respectful behaviour at the College.
- Previously studying Outdoor Education at La Salle College is desirable.

Contact

Mr Liam Merigan

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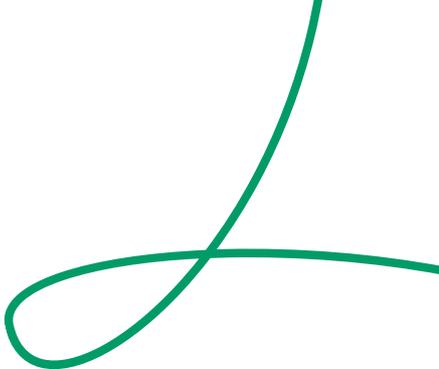
Mr Alfonso DiPino

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ASDAN Courses



ASDAN Courses



Course Outline

ASDAN's programmes and qualifications for secondary schools range from helping learners make a successful start in secondary education to boosting engagement and motivation, developing core skills, and enhancing academic performance.

ASDAN Short Courses are flexible, portfolio-based programmes designed to accredit up to 60 hours of activity and skills development across a range of topics and curriculum areas.

Courses

- Animal Care
- Careers and Experiencing Work
- English
- Expressive Arts
- Hospitality Vocational Taster
- Living Independently
- Mathematics
- Sports and Fitness
- Volunteering

Prerequisites

- Students who are aligned with the La Salle College St Joseph Centre are recommended to study ASDAN courses.

Contact

Mrs Kelly Dols

Leader of Learning - Education Support
kelly.dols@cewa.edu.au

Mrs Angela Johnson

Director of Diverse Learning
angela,johnson@cewa.edu.au

Further Information

Role	Email
Leader of Wellbeing - Year 10	Ms Amy Webb
Deputy Principal Years 10 - 12	Ms Shannon Smith
Director of Diverse Learning & Excellence	Ms Angela Johnson
Careers Counsellor	Ms Belinda Sewell
VET/ONSITE Coordinator	Mr Alf Dipino
Leader of Learning - Religious Education	Mr John Wilgress
Leader of Learning - English	Mrs Amy Boughton
Leader of Learning - Mathematics	Mr Steven Nicholas
Leader of Learning - Science	Mrs Yvette Cobley
Leader of Learning - HASS	Ms Marie Ierace
Leader of Learning - Health & PE	Mr Liam Merigan
Leader of Learning - Arts	Mrs Shellie Rodriguez
Leader of Learning - Technologies	Mrs Kristy Meyers
Leader of Learning - Learning Support	Ms Chloe Congdon & Mrs Donna Alder
Leader of Learning - Education Support	Mrs Kelly Dols

Glossary of Terminology

Australian Tertiary Admission Rank (ATAR)

The Australian Tertiary Admission Rank (ATAR) expresses the student's overall performance for university entrance in rank order on a percentile ranking from 0 to 99.95. This rank compares all students in the state. The higher the ATAR, the better the student's performance.

Competence in English - University Entrance

For university entry, the English competency level required is higher than that for WACE graduation. Normally the student will need to achieve a scaled score of 50 in an ATAR English or Literature course.

Students who do not meet this standard are required to sit an English Competency Exam set by the universities.

Courses

Courses consist of units, each with its own syllabus. Students start with units appropriate to their Year level and stage of development. Each unit is generally designed to take one semester to complete. E.g. Religion and Life General/ATAR Unit 1 & 2 (Year 11) Religion and Life General/ATAR Unit 3 & 4 (Year 12)

Endorsed Programs

Special programs that are a part of the school program, however, are not assessed as other courses. Endorsed Programs contribute to WACE graduation.

Grade

At the end of Year 11 and 12, a student receives for each course studied, a letter grade of A, B, C, D or E based on the year's school assessment, including exams. Endorsed Programs and Vocational Education and Training (VET) certificates do not receive a grade.

List A and List B

All subjects are divided into List A (Arts/Languages/Social Sciences) or List B (Maths/Sciences/Technologies). All students must complete at least one subject from each list for graduation purposes. VET Certificates are not considered as a List A or List B.

Online Literacy and Numeracy Assessment (OLNA)

To achieve a WACE, students will need to demonstrate a minimum standard of literacy and numeracy, either through prequalifying by achieving Band 8 or higher in reading, writing and numeracy in their Year 9 NAPLAN or through the Online Literacy and Numeracy Assessment (OLNA) in Year 10, 11 or 12.

Pre-requisites

Many tertiary courses require prospective students to have taken a particular subject whilst in Year 12 and a satisfactory result has been obtained. Other tertiary areas of study may refer to highly recommended subjects. It is most important to thoroughly check the requirements for tertiary courses in which you are interested.

School Assessment

In addition to the grade each student receives from the school, they also receive a mark out of 100 for each subject. This mark is made up of the results achieved for the assessments completed in that subject and is submitted to the School Curriculum and Standards Authority (SCSA).

School Curriculum and Standards Authority (SCSA)

The School Curriculum and Standards Authority (SCSA) oversees the K-12 curriculum in all Western Australian schools. They are responsible for the distribution of the Statement of Results and Western Australian Certificate of Education.

Tertiary Entrance Aggregate (TEA)

This number is calculated using the best four, scaled scores from ATAR courses examined at the end of Year 12. The TEA is converted to an ATAR

Tertiary Institutions Service Centre (TISC)

The Tertiary Institutions Service Centre (TISC) coordinates the application of students to the four public universities in Western Australia.

TAFE

Technical and Further Education (TAFE) courses are now recognised as tertiary training. TAFE offers an enormous range of courses, some very practically oriented, some equivalent to the early stages of university courses. Many courses now require Year 12 results for entry, and all give credit for Year 12 courses completed.

University Entrance

Public university entrance requires:

- a) The Australian Tertiary Admission Rank (ATAR)
- b) Competence in English
- c) WACE Graduation
- d) Students have met any prerequisite required

Vocational Education and Training (VET)

Education and training that focuses on providing occupational or work-related knowledge and skills. VET studies provide credit towards a nationally recognised VET qualification.

Western Australian Certificate of Education (WACE)

A state-wide certificate awarded to Year 12 students who achieve graduation.

WACE Examinations

WACE Examinations are external examinations set and marked under the control of the School Curriculum and Standards Authority. They cover the syllabus of Year 12 ATAR subjects. All students studying ATAR subjects whilst in Year 12, will be required to sit these examinations for graduation purposes, unless they qualify for an exemption.

WACE Graduation

Students who meet the criteria for WACE graduation will receive the Western Australian Certificate of Education (WACE).