

# Year 11&12

## 2019 Course Guide



**Mundaring**  
CHRISTIAN COLLEGE

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# Introduction to Senior Secondary School

Year 11 and Year 12 present students with new challenges and exciting experiences that prepare them for the appropriate pathways after they graduate. We want to ensure that our students get the most out of their senior years at Mundaring Christian College. Therefore, it is vital that parents and students set some time aside to go through this handbook together, so that they can make careful and informed decisions about subject selection and future pathways opportunities.

Making these choices can sometimes be daunting as students find a balance between choosing courses that interest them, and choosing courses which challenge them to achieve their potential. We are here to help guide students through this process so they make the best decision for their post school futures. This handbook outlines the courses offered in Year 11 at Mundaring Christian College as well as explaining how students can successfully receive their WACE (Western Australian Certificate of Education) at the completion of Year 12. Read this handbook thoroughly and refer back to it often to clarify terminology, expectations and requirements.

As students make the crucial transition from Year 10 to Year 11 it is important for them to understand the importance of their Year 11 and 12 education. Year 11 and 12 students at Mundaring Christian College are granted many privileges and in return are expected to be responsible and respectable role models to younger students at our college by showing maturity and leadership.

We hope that the next two years will be an enjoyable learning experience for our students as they grow into young adults, and that when they leave Mundaring Christian College they will be prepared to take on the challenges of the wider world and carry out God's work in the community and wider society.

# Useful Terminology

**WACE** The *Western Australian Certificate of Education* is a certificate that demonstrates significant educational achievement over Year 11 and 12. It is generally required for entry into further study and employment.

<b>Course</b>	Most courses are at either General or ATAR level and comprise 4 units. Units 1 and 2 are studied in Year 11 and Units 3 and 4 are studied in Year 12.
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**Unit** A semester long section of a course. Four units throughout Year 11 and 12 make up one course.

<b>ATAR Course</b>	A two year <i>Australian Tertiary Admissions Rank (ATAR)</i> course consisting of 4 Semester units covered in Years 11 and 12 with an external examination at the end of Year 12. Students wanting to attend university must enrol in at least four ATAR courses, one of which must be English or English Literature.
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**General Course** A two-year course consisting of 4 units covered in Year 11 and 12 which counts towards the WACE but not towards generating an ATAR.

<b>English Language Competence</b>	Is attained upon: <ul style="list-style-type: none"><li>• successful completion of at least 4 English course units in Year 11 and 12, <i>and</i></li><li>• passing OLNA, <i>or</i></li><li>• attaining Band 8 in Year 9 Naplan for Reading and Writing</li></ul>
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**OLNA** The *Online Literacy and Numeracy Assessment* enables students to demonstrate that they meet the minimum standard of literacy and numeracy that is required to receive their WACE.

**VET** *Vocational and Educational Training* is designed to deliver workplace skills and knowledge over a wide range of careers. This includes trade work, office work, retail, hospitality and technology.

**TISC** The *Tertiary Institutions Service Centre* processes applications for admission into university undergraduate courses. For more info refer to: <http://www.tisc.edu.au>.

**TEA** The *Tertiary Entrance Aggregate* is the total of a student's best four ATAR subjects at the end of Year 12 which is used to calculate their final ATAR.

**WASSA** The *Western Australian Statement of Student Achievement* is issued to all Year 12 students who complete any study that contributes towards a WACE. It lists all courses and programs students have completed in Year 11 and 12.

**ATAR** The *Australian Tertiary Administration Rank* is a number between 0.00 and 99.95 which is based on a student's overall academic achievement. It shows their position relative to all other students in their year of study. For example, if a student receives an ATAR of 88.50 they know that they are in the top 11.5% of students in their year of study in WA. ATAR is used for tertiary entrance.

**SCSA** The *School Curriculum and Standards Authority* is responsible for Kindergarten to Year 12 curriculum, assessment, standards and reporting for all Western Australian Schools.

**TAFE Colleges** *Technical and Further Education* colleges or institutions provide a wide range of vocational tertiary education courses.

**Tertiary Institutions** In WA these include The University of Western Australia, Murdoch University, Curtin University, Edith Cowan University, and The University of Notre Dame. Students may also enrol in interstate tertiary institutions.

# Choosing Your Courses

1. **LOOK AT THE REQUIREMENTS** to achieve a WACE and ensure your subject selection meets them. An outline of these requirements can be found on page 8 of this handbook.
2. **CONSIDER YOUR INTERESTS:** Choose courses which you are passionate about and will be motivated to study for the next two years.
3. **CONSIDER YOUR FUTURE GOALS:** Spend some time looking at which pathway you would like to take after graduating from Mundaring Christian College, whether this will be tertiary education, training or employment. As you do this, think about your career aspirations, which will guide your subject selection process.
4. **CONSIDER YOUR ABILITIES:** When choosing the type or level of course, ensure you challenge yourself while setting realistic goals. Consider your current achievements in particular subject areas as this will indicate your potential to achieve in Year 11 and 12 courses.
5. **ENSURE THAT YOU MEET THE REQUIREMENTS:** Ensure you meet the requirements for entry into a university or TAFE, as entry into their courses is often very competitive. They each have very specific and differing requirements. Also, find out about any course-specific prerequisites.
6. **ASK:** If you need advice, don't be afraid to ask teachers or contact the university or TAFE to find out more detail on course entry requirements. Contact Mr Martin Thyer, Manager of Academic Administration, or Mr David Elsing, Director of Teaching and Learning.



## Students with Special Needs

Appropriate opportunities will be provided for students with special needs to allow them to demonstrate their achievement of course objectives, however, all students will be assessed according to their ability to meet course criteria. It is vital that the college is made aware of any special needs that students have so that we can ensure that each student is able to reach their academic potential.

Special consideration will be given to students who have a long-term illness or prolonged absences due to illness or disability. According to each circumstance, special arrangements in regards to assessments can be made with subject teachers.

When it is appropriate, extra time or the use of computers during internal assessments may be granted to students who have medical or psychometric needs. Testing must indicate that they fit the criteria of the SCSA for special consideration in external exams.





# WACE Requirements

To achieve a WACE you will be required to meet:

## A) Literacy and Numeracy Requirements

- Demonstrate a minimum standard of literacy and a minimum standard of numeracy (demonstrated through Band 8 NAPLAN achievement in Year 9 or successful completion of OLNA).

## B) Breadth and Depth Requirements

- Complete a minimum of 20 units (ATAR and/or General Courses) or equivalent during Year 11 and Year 12, as described below (each unit is a semester's work).
- A minimum of 10, Year 12 units or the equivalent (five year-long courses in Year 12).
- Two completed Year 11 English units (one year-long course) and one pair of completed Year 12 English units (one year-long course).
- One pair of Year 12 course units from each of List A (arts / languages / social sciences) and List B (mathematics / science / technology).

## C) Achievement Standard Requirements

- Students will be required to achieve 14 'C' grades or better (or equivalent, see below) in Year 11 and Year 12 units, including at least six 'C' grades or better in Year 12 units (or equivalent).

## D) Complete Required Courses

- Complete four or more Year 12 ATAR courses or complete a single Certificate II or higher in VET.



## Achieving a WACE through VET

The maximum **unit equivalence** available is **eight** units; four Year 11 units and four Year 12 units. The amount of unit equivalence allocated to VET is as follows:

Certificate I - equivalent to two Year 11 units (2 'C's),

Certificate II - equivalent to two Year 11 and two Year 12 units (4 'C's),

Certificate III - equivalent to two Year 11 and four Year 12 units (6 'C's).

Progress towards completion of a VET certificate is reported as 'limited' or 'satisfactory'; there is no unit equivalence for these courses towards WACE for semester work unless the VET course is successfully completed at the end of Year 12. If you do not complete the course requirements to achieve an ATAR you will need to achieve a minimum of a Cert II qualification (as well as meeting the equivalent unit requirements through your other courses) to receive your WACE. For more visit [www.scsa.wa.edu.au](http://www.scsa.wa.edu.au).

# Types of Courses

There are four types of courses offered at Mundaring Christian College:

1. **ATAR course units** for students who are aiming to enrol in a university course directly from school. These courses will be examined by the Authority and contribute to the achievement of an Australian Tertiary Admission Rank (ATAR). Most ATAR courses will require a minimum of three hours of home study each week.
2. **General course units** for students who are aiming to enter further training or the workforce directly from school. These courses will not be examined by the Authority. However, they do require completion of an Externally Set Task (EST), set by the authority and completed by all students studying that course in the state.
3. **Foundation course units** for those who need additional help in demonstrating the minimum standard of literacy and numeracy.
4. **Vocational Education and Training (VET)** courses for students participating in nationally recognised training, to meet standards as set by the Australian Authority, through a Registered Training Organisation. These are programs for students aiming to enter the workforce directly from school. We offer some courses through a partnership with the Swan Trade Training Centre (STTC). All VET programs require students to complete a work experience component.

# ATAR Requirements

A student's ATAR is derived from the TEA, which is the sum of the best 4 final scores in ATAR courses. The final score in an ATAR course is a 50:50 combination of the Yr 12 school mark and the ATAR exam. To arrive at the final combined mark for a course several statistical processes (moderation, standardisation, scaling) are applied.

To read more about how your ATAR and TEA will be calculated visit: <http://www.tisc.edu.au/static-fixed/statistics/ter-frequency/atar-technical-specification.pdf> .

More information about the ATAR is available at <http://www.tisc.edu.au/static/guide/atar-about.tisc?cid=12862>.

Students must be enrolled in at least **four** ATAR courses to be eligible to receive an ATAR. The rank is used by universities as a selection mechanism and directly reports a student's position relative to other students. It allows students to be accurately compared year by year and also allows WA students to be directly compared with results of students in other states.

# What Is Your Pathway?

## University

Students who choose the university pathway typically study ATAR units over their senior secondary years with a minimum of four ATAR level unit pairs in Year 12.

Requirements for Tertiary Entrance are:

- An Australian Tertiary Admission Rank (ATAR) that is sufficiently high to gain a place in the particular institution, faculty or course. The rank required varies from year to year and depends on places available in the selected course at a university and the standard of the applicants.
- Competence in English as designated by the university concerned – a scaled mark of at least 50 in ATAR English, English Literature, or English as an Additional Language.
- The Western Australian Certificate of Education.
- The prerequisites designated for a particular university course (which will be outlined on the TISC website) – expected to be a scaled mark of at least 50 in the specified ATAR course.

The Tertiary Institutions Service Centre (TISC) provides a website with all these details, and this should be available at the end of Term 2. Their definitive statement on university admission can also be downloaded from their website <http://www.tisc.edu.au>.

## Visit the University Websites to See Tertiary Course Prerequisites

[Curtin University of Technology](#)

[Edith Cowan University](#)

[Murdoch University](#)

[Sheridan College](#)

[University of Notre Dame Australia](#)

[University of Western Australia](#)

[Other States & Institutions](#)

### State Training Provider

Students who wish to undertake further education and training through a state training provider or entrance into the workforce after graduating, typically study General units or a combination of General and ATAR courses in Years 11 and 12.

# Alternative Entry Pathways

There are a number of ways to gain entry into a university without an ATAR score. If you would like to consider these options be sure to access the information on the university websites. This information was correct at time of publication but is subject to change.

## Alternative Entry Pathways

### Edith Cowan University

- Portfolio entry to gain direct entry to a university course
- Completion of a Cert IV or above at a TAFE, or equivalent at a business college
- A University Preparation Course (UPC) is a very common way for non ATAR students to bridge the gap between school and university. On completion of the UPC students are eligible to be considered for entry to most undergraduate courses.

## Murdoch University

- Students can apply for advanced standing if they have recently completed a TAFE Cert IV, Advanced Certificate, Diploma or Advanced Diploma with good grades
- Entry Awards- guaranteed entry for selected students
- Portfolio Entry
- On Track Sprint - a free 4 week course for students with an ATAR between 60.00 and 69.95
- On Track- a free 12 week program for students who have had major disruptions to their studies

## The University of Notre Dame Australia

- Foundation Year Program- students whose academic ability is not shown by their current results or have experienced an educational disadvantage are selected for a one year preparation program
- Tertiary Enabling Program- students who did not meet current administration criteria are selected to do a one semester preparation program

## Curtin University

- Portfolio entry is available for selected courses
- TAFE qualifications that satisfy Curtin's general matriculation requirements
- UniReady Enabling Programs- one semester program that is taken online
- The Faculties of Engineering and Science offer a one year enabling course for applicants who have limited educational opportunities
- For qualifying schools StepUp to Curtin Entry Pathway - for students who have an ATAR between 60.00 and 69.95

## The University of Western Australia

- Broadway - eligible students from identified schools receive an automatic ATAR 'boost'. For example, students with an ATAR between 75 and 79.95 receive an adjusted selection rank of 80 to meet minimum entry requirements.



# LIST A

## Year 11 2019

The following pages provide a brief outline of the content covered in each of the courses offered by Mundaring Christian College. Students are required to complete at least one pair of Year 12 course units from List A (arts/languages/social sciences) to achieve a WACE.

# English Courses

ALL STUDENTS ARE REQUIRED TO COMPLETE AN ENGLISH COURSE  
ALL STUDENTS PLANNING ON GOING TO A UNIVERSITY MUST STUDY THE ATAR ENGLISH COURSE.

## English ATAR

**Pre-requisites: a 'B' or better in Year 10 English is recommended**

The English ATAR course focuses on developing students' analytical, creative, and critical thinking and communication skills in all language modes. It encourages students to critically engage with texts from their contemporary world, texts from the past, texts from Australian culture and texts from other cultures. Through engagement with texts from a wide range of contexts, students will develop a sense of themselves, their world and their place within it.

Through close study and wide reading, viewing and listening, students develop the ability to analyse and evaluate the purpose, stylistic qualities and conventions of texts and enjoy creating their own imaginative, interpretive, persuasive and analytical responses. The English ATAR course is designed to develop students' facility with all types of texts and language modes and to foster an appreciation of the value of English for lifelong learning.

Students refine their skills across all language modes by engaging critically and creatively with texts. They learn to speak and write fluently in a range of contexts and to create a range of text forms. They hone their oral communication skills through discussion, debate and argument, in a range of formal and informal situations.



## English General

The English General course focuses on consolidating and refining the skills and knowledge needed by students to become competent, confident and engaged users of English in everyday, community, social, further education, training, and workplace contexts. The English General course is designed to provide students with the skills that will empower them to succeed in a wide range of post-secondary pathways. Students develop their language, literacy and literary skills to enable them to communicate successfully both orally and in writing. The course aims to help students discover a sense of enjoyment and value of using language for both imaginative and practical purposes.

Students comprehend, analyse, interpret and evaluate the content, structure and style of a wide variety of oral, written, multimodal, digital, and media texts. Students learn how the interaction of structure, language, audience and context helps to shape the ways in which the audience makes meaning. Both independently and collaboratively, students then apply their knowledge to create analytical, imaginative, interpretive and persuasive texts in different modes and media.

## English Foundations

This course provides a focus on functional literacy skills, practical work related experience and the opportunity to build personal skills that are important for life and work.

Students are only eligible to study English Foundations if they have not yet met the minimum standard of literacy through the Online Literacy and Numeracy Assessment (OLNA).

# Humanities Courses

## Modern History

**Pre-requisite: A minimum of a 'B' grade in Year 10 HASS is recommended**

Students will study the forces that have shaped today's world and develop 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, imagination and their appreciation of larger themes, individuals, movements, events and ideas that have shaped the contemporary world.

The Modern History ATAR course begins with a study of key developments that have helped to define the modern world, with special attention given to important ideas and their consequences. 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; the transformation of social and economic life; the regional shifts in power and the rise of Asia; and the changing nature and influence of ideologies.



## Geography

**Pre-requisite: A minimum of a 'B' grade in Year 10 HASS is recommended**

The study of the eography ATAR course enables students to appreciate the complexity of our world and the diversity of its environments, economies and cultures, and use this knowledge to promote a more sustainable way of life and awareness of social and spatial inequalities.

In the senior secondary years, the Geography ATAR course provides a structured, disciplinary framework to investigate and analyse a range of challenges and associated opportunities facing Australia and the global community. These challenges include rapid change in biophysical environments, the sustainability of places, dealing with environmental risks, and the consequences of international integration. This course draws on students' curiosity about the diversity of the world's places and their peoples, cultures and environments.

# Arts Courses

## **Visual Arts ATAR**

**Pre-requisite: A minimum of a 'B' grade in Year 10 English is recommended**

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 understandings and a critical awareness that assists them to appreciate and make informed evaluations of art.

Assessment: 50% Theory, 50% Practical with Written and Practical Exam.

## **Visual Arts General**

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, develop personal imagery, develop skills and engage in the making and presentation of artwork. They develop aesthetic understandings and a critical awareness that assists them to appreciate and make informed evaluations of art.

Assessment: 70% Practical, 30% Written, No Exam, Externally Set Task.



## **Media Production and Analysis (Film) ATAR**

Pre-requisite: A minimum of a 'B' grade in Year 10 English is recommended

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

Assessment: 50% Theory, 50% Practical with Exams.

## **Media Production and Analysis (Film) General**

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

Assessment: 70% Practical, 30% Written, No Exam, Externally Set Task.

# LIST B

## Year 11 2019

Students are required to complete at least one pair of Year 12 course units from List B (mathematics/science/technology) to achieve a WACE.



# Mathematics Courses

## Mathematics Specialist

**Prerequisite:** a 'B' or better in Year 10 or 10A mathematics is recommended

*Note: Students enrolled in Mathematics Specialist must also enrol in Mathematics Methods.*

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

## Mathematics Methods

**Prerequisite:** a 'B' or better in Year 10 or 10A mathematics is recommended

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, and their derivatives and integrals, in modelling physical processes. The study of statistics develops students' ability to describe and analyse phenomena that involve uncertainty and variation.



## **Mathematics Applications**

**Pre-requisite: a 'B' or better in Year 10 mathematics is recommended**

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, and growth and decay in sequences. It also provides opportunities for students to develop systematic strategies based on the statistical investigation process for answering questions that involve analysing univariate and bivariate data, including time series data.

## **Mathematics Essentials**

Mathematics Essentials is a General course focusing 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.

## **Mathematics Foundations**

In the Mathematics Foundation course, the main emphasis is on developing students' capacity, disposition and confidence to use functional numeracy in their personal life and workplace. The Mathematics Foundation course uses a practical approach and provides students with a variety of opportunities to apply mathematical concepts across a range of everyday situations.

Students are only eligible to study Mathematics Foundations if they have not yet met the minimum standard of numeracy through the Online Literacy and Numeracy Assessment (OLNA).

# Science Courses

## Physics

**Prerequisite: a 'B' or better in Year 10 Science and in Year 10 Mathematics is recommended**

Physics is an ATAR course and 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. Models, laws and theories are developed from, and their predictions are tested by, making observations and quantitative measurements.

The Physics ATAR course uses qualitative and quantitative models and theories based on physical laws to visualise, explain and predict physical phenomena. Students gather, analyse and interpret primary and secondary data to investigate a range of phenomena and technologies using some of the most important models, laws and theories of physics, including the kinetic particle model, the atomic model, electromagnetic theory, and the laws of classical mechanics.

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.

## **Chemistry**

**Prerequisite: a 'B' or better in Year 10 Science and in Year 10 Mathematics is recommended**

The Chemistry ATAR course 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. 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. Some students will use this course as a foundation to pursue further studies in chemistry, and all students will become more informed citizens, able to use chemical knowledge to inform evidence-based decision making and engage critically with contemporary scientific issues.

## **Human Biology**

**Pre-requisite: A minimum of a 'C' grade in Year 10 Science**

The Human Biology ATAR course leads to a greater understanding and appreciation of humans as unique creations of God. Students learn about the structure and function of the human body; reproduction, inheritance, variation, the theory of evolution and new biotechnological processes. Completion of the course should help equip students to become responsible citizens, able to make informed decisions about matters relating to lifestyle and health. An understanding of human biology could be valuable to future career paths in fields such as science education, medical and para-medical fields, food and hospitality, childcare, sport and social work.

# Physical Education Studies (General)

The Physical Education Studies General course contributes to the development of the whole person and 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. 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. Students are also equipped to take on volunteer and leadership roles in community activities.

# Materials Design and Technology (General)

The Materials Design and Technology General course is a practical course. The course gives teachers the choice to explore and use three materials: metal, textiles and wood, with the design and manufacture of products being the major focus. This course will focus on wood and use the Wood Technology workshop and facilities. There is also the flexibility to incorporate additional materials from outside the designated contexts. This will enhance and complement the knowledge and skills developed within the course, as many modern-day products are manufactured using a range of different material types. Students examine social and cultural values and the short-term and long-term impacts of the use and misuse of materials and associated technologies. Through this inquiry, experimentation and research, students develop their creativity and understanding of the society in which they live.

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

The course outcomes are relevant to a number of learning areas such as Technology and Enterprise, Society and Environment, The Arts, Science and Mathematics. This course also connects to the world of work, further vocational education and training and university pathways. Students may achieve vocational education and training (VET) competencies as they complete their design projects, simultaneously developing cognitive skills fundamental to designing in a practical context. This process may lead to further training and employment opportunities in areas that include textiles and clothing, manufacturing, design, built environment, science and engineering.

# VET Courses

## **Business (Certificate III)**

This VET Certificate III qualification allows individuals to develop basic skills and knowledge to prepare for work. It is a course that will suit any student who enjoys working with IT or who just likes being organised. Students will learn the basics of spreadsheets, communications, word processing, and other digital media used in the workplace. In today's world, these skills are needed in most workplaces.

Competencies studied include: deliver a service to customers in an industry context; work effectively in a business environment; information management; process and maintain workplace information; handle mail innovation; contribute to workplace innovation; interpersonal communication; communicate in the workplace; apply basic communication skills; IT use; produce simple word processed documents; create and use spreadsheets; communicate electronically; small and micro business; identify suitability for micro business; sustainability; participate in environmentally sustainable work practices; organise and complete daily work activities; work effectively with others; use business technology.

## **Horticulture (Certificate II)**

Do you enjoy the outdoor life and working with plants? When you complete the Certificate II in Horticulture, you will have the skills and knowledge to: work effectively in the horticultural industry, landscaping, irrigation, pruning, planting, treating weeds and pests, and workplace safety and health.

You will be ready for a career working with plants in local councils, government authorities, schools, hospitals, nurseries, garden centres, private contractors or in self-employment. You might have your own lawn-mowing round, work as a private consultant in landscaping, or work in or manage a Nursery. Once completed, graduates can continue their studies in Certificate III in Horticulture at tertiary institutions.

## Visual Arts, Craft & Design

The Visual Arts, Craft & Design Certificate II VET course involves learning about a range of art and craft skills including ceramics, drawing, glass-working, jewellery making; print-making; working with fabrics, plastics, wood and metal.





# VET Courses Offered in Partnership with Swan Trade Training Centre

The Swan Trade Training Centre (STTC) in Middle Swan offers fixed two year courses over Years 11 and 12 which contribute to supporting students to graduate from Mundaring Christian College with their WACE. Students attend the STTC on Friday only. Compulsory Work experience will be completed in one-week blocks every term.

The STTC offers Certificate II school-based pre-apprenticeship pathway courses in carpentry, cabinet and furniture making, electro technology, and metal and engineering fabrication. A Certificate III in Hospitality is also offered at the Centre.

## **Hospitality - Commercial Cookery (Certificate III)**

This VET qualification is suitable for an Australian Apprenticeship pathway. We offer a Certificate III school-based traineeship course. This qualification provides a pathway to work in organisations such as restaurants, hotels, motels, clubs, pubs, cafes and coffee shops. It provides options for specialisation in areas such as accommodation services, food and beverage and gaming. The qualification also enables an outcome for small businesses requiring multi-skilled employees.

This qualification delivers the basic foundations and content for students to develop skills and knowledge used in the hospitality industry, specialising in various styles and cooking techniques. Students learn how to apply safe work practices and learn 'front of house' skills, giving them greater career opportunities within the industry. Possible job titles include: espresso coffee machine operator; food and beverage attendant; front desk receptionist; function attendant; function host; housekeeper; restaurant host; senior bar attendant; waiter.

This course is a practical, fast-paced VET subject that is suited for students who have confidence in preparing food, use initiative and common-sense in decision making, aren't afraid of hard work, and enjoy interacting with adults and students in a collaborative environment. This course provides a window of opportunity into the world of travel, working part or full-time in the hospitality industry. It is more focused

on catering and students will prepare, cook, serve, interact with customers and clean as part of their paid traineeship. As it is a Certificate III level, regular written assignments and theoretical work is required to be completed at home.

## **Carpentry - Building and Construction (Certificate II)**

Carpenters construct, erect, install, finish and repair wooden and metal structures and fixtures on residential and commercial buildings. Some carpenters may also carry out work on large concrete, steel and timber structures such as bridges, dams, power stations and civil engineering projects. With further training and experience, a carpenter can become a building supervisor, building or construction manager, building inspector, technical teacher, estimator, building contract administrator or purchasing officer.

## **Electro Technology (Certificate II)**

Electricians install, maintain, repair, test and commission electrical and electronic equipment and systems for industrial, commercial and domestic purposes. Electricians may also work on electrical transmission and distribution equipment or be employed in industries such as manufacturing, mining, construction, energy supply, domestic and retail services.

## **Metal and Engineering Fabrication (Certificate II)**

Fabrication engineering tradespersons cut, shape, join and finish metal to construct, maintain or repair metal products and structures. They may produce molds or patterns for metal castings, apply coatings and work with a variety of materials. Possible career options include blacksmith, boilermaker, electroplater, engineering patternmaker, foundry worker, molder/ core maker, sheet metal worker or welder - first class.

Find more information at: <http://www.swan.wa.edu.au/swan-ttc/learn-about-ttc/how-swam-ttc-works/>

# Courses Offered in Partnership with Swanonline

Mundaring Christian College has an in-principle arrangement with Swanonline. Where a student has a clear desired pathway not currently available at the College, and the student has a proven record of commitment to their studies and maturity in terms of responsibility and self-motivation; they may, in consultation with the College and parents, consider subject offerings available from Swanonline. It would be reasonable to only consider one online course for the year, equal to one unit in a semester. Subject to Swanonline's course offerings, these currently include:

## **ATAR Courses**

- Biology
- Economics
- English Literature
- Psychology
- Music

## **General Courses (non-ATAR)**

- Ancient History
- Integrated Science
- Design & Technical Graphics

If you have any questions contact Mr David Elsing, Director of Teaching and Learning.

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Phone: 9295 2688

Find him at the Parkerville Secondary Campus

Our campuses are open Monday to Friday, 8.30am - 4.00pm.

Telephone: (08) 9295 2688

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[www.mundaring.wa.edu.au](http://www.mundaring.wa.edu.au)

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*faith in the future*