



Dear Parents and Students

Year 12 Handbook

The following handbook has been prepared to assist Year 11 students planning their courses for next year.

Students are asked to consider carefully the various factors which will guide them in choosing the most suitable subjects.

- Current progress
- Prerequisites for Year 12 courses
- Competition for university places
- Satisfying entrance criteria for TAFEWA
- Obtaining secondary graduation

We hope that this booklet and the Year 11 Information Evening provides some of the answers to commonly asked questions.

Last year we alerted students and parents that the 2009 Senior School timetable will be modified and students will need to reduce their programme to five subjects/courses and Religious Education. Selecting a 'study' class will no longer be an option in 2009. This model is being introduced to maximize the amount of time students study on each subject.

Please seek help from Mr Martin Tobin (Head of Senior School) Mr Kevin Johns (Coordinator – Career Development), Mr Douglas Simpson (VET Coordinator), Mr Barry McKenna (Head of Year 11 in 2008), Miss Anneliese Smith (Counsellor) or Mr Peter Duckett (Senior Enterprise Programme Coordinator) if you are unsure about any aspect of course selection.

With regards and best wishes.

A handwritten signature in black ink, appearing to read 'Ian Banks', with a horizontal line underneath.

I BANKS
Principal

YEAR 12 SUBJECT SUMMARIES - 2009

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Year 12 Handbook 2009

INTRODUCTION

Trinity College has its origins in Christian Brothers' College, St George's Terrace, Perth founded by Bishop Mathew Gibney and Brother Ambrose Treacy in 1894. In the beginning, both boarders and day students were enrolled, but as the business section of the city expanded the site became increasingly unsuitable for a boarding school. In 1938, the boarders were transferred to Mount Henry, Manning, to found Aquinas College.

Christian Brothers' College continued as a day school until 1961 when the buildings and land were purchased by the Perth City Council. The College was then transferred to its present location in 1962, and renamed Trinity College.

In 1968 Trinity became a member of the Public Schools Association of Western Australia.

Trinity College endeavours to provide a distinctly Catholic environment where students form a truly Christian character and where students, parents and teachers meet in an atmosphere of mutual concern and respect.

The College aims at high standards of academic excellence. The curriculum gives attention to Religious Education, English, Languages and Communication, Mathematics, Science, Technology, Social Sciences, Art and Physical Education. Students are challenged to work diligently, achieve to their potential and develop a sense of the intrinsic value of learning.

2009: Your Future

Based on the experience of recent years, approximately one quarter of the students who continue with their studies through to Year 12 will leave to seek employment or continue their studies at TAFEWA. Approximately three quarters continue their studies at one of the universities.

It is important for students to realise that the courses and subjects required in Year 12 to maximise entry to these three options vary.

- They vary in content and skills.
- They vary in level of complexity
- The learning styles involved vary and may not suit some students.

It is therefore important that students carefully consider their capacity to undertake studies, especially those more difficult subjects like Physics, Chemistry and the higher level Mathematics.

Year 11 students need to carefully evaluate their performance during 2008 before selecting subjects and courses for Year 12 in 2009. Year 12 is a highly competitive year with approximately 12,000 students aiming to receive a Tertiary Entrance Rank

Due to the requirement for Year 12 students in 2009 to reduce their study program to 5 subjects/courses and Religious Education students should consider their performance in Year 11 and either:

- **Maintain** their five preferred subjects/courses into Year 12 by dropping their most difficult or least preferred subject/course. In some cases this will be the subject/course that is not a prerequisite for the tertiary course they wish to enter.
- **Change** their study program, typically by switching to a program that provides more chance of success, typically for a TAFEWA destination but also for some lower Tertiary Entrance Rank (TER) or alternative entry university programs, or,
- **Modify** their study program, typically reducing the number of subjects or courses studied or switching to easier subjects or courses

To Parents

Although this book has been primarily addressed to students, it has also been written for parents. We hope that, as a family, you will go through the material together so that decisions are made as a family group.

NOTE: The terminology 'course' is used in this document to refer to newly introduced WACE courses while the term 'subject' refers to existing subjects.

SUBJECT/COURSES OFFERED AT TRINITY COLLEGE

Subject/Course List

Following is a list of the subjects/courses Trinity College will be offering together with their recommended prerequisites. A brief description of each subject can be found within this booklet. These subjects/courses have been divided into THREE groups :

GROUP 1 - Religious Education

GROUP 2 - SUBJECTS/COURSES WHICH MAY BE USED TO FORM THE TERTIARY ENTRANCE RANK (TER)

Accounting E200	English 3AENG/3BENG
Applicable Mathematics E504	English Literature E005
Applied Information Tech. 3AAIT/3BAIT	Geography E305
Art E630	History E306
Biology E402	Human Biology E406
Calculus E506	Italian 3A/3B
Chemistry E403	Materials (Wood) 2A/2B
Discrete Mathematics E502	Music E632
Economics E304	Physical Education Studies 3APES/3BPES
Engineering Studies 3AEST/3BEST	Physics E409
English 2CENG/2DENG	Political and Legal Studies E315

SPECIAL CONDITIONS

Certain subject/course combinations are not acceptable in relation to the calculation of the Tertiary Entrance Aggregate (TEA). Both subjects may be taken but the result in only one may be used to calculate a TEA.

These subject combinations are :

- (i) Biology and Human Biology*
- (ii) English (Stage 2 & 3) and English Literature*
- (iii) Discrete Mathematics and Calculus*
- (iv) Discrete Mathematics and Applicable Mathematics*

GROUP 3 - SUBJECTS/COURSES WHICH ARE NOT USED TO FORM THE TERTIARY ENTRANCE RANK (TER)

WACE Courses (Stage 1)

Business Management and Enterprise 1A/1B	Media Production and Analysis 1A/1B
English 1CENG/1DENG	Music 1A/1B or 1C/1D

Common Assessment Framework Subjects (CAF)

These subjects are accredited by the Curriculum Council and count equally with Tertiary Entrance Score subjects towards Secondary Graduation.

Art and Design E631	Music 1A/1B or 1C/1D
Modelling with Mathematics E511	Technical Graphics E282

Endorsed Programmes

Vocational Education and Training Programmes(VET)

Certificate I and II Business	Certificate II Outdoor Recreation
Certificate II (ICA 20105) in Information Tech.	Certificate I Sport and Recreation (Outdoor Education)
Certificate III (ICA30105) in Information Tech.	
Certificate I Engineering – Metals	

Work Place Learning

YEAR 12 SUBJECT/COURSE PREREQUISITES

SUBJECT/COURSE	CODE	PREREQUISITE
Accounting	E200	High C (60%+) in Year 11 Foundations of Mathematics and high C (60%+) in Year 11 Accounting.
Applicable Mathematics	E504	High C grade (55% +) in Introductory Calculus.
Applied Information Tech (Stage 3)	3AAIT/3BAIT	C grade in Applied Information Technology 2AAIT/2BAIT.
Art	E630	High C (55%+) in Year 11 Art.
Art and Design	E631	C grade in Year 11 Art and Design, or high grade in Year 8,9 or 10 Art.
Biology	E402	High C (55% +) in Year 11 Biology.
Business Management and Enterprise (Stage 1)	1ABME/1BBME	No prerequisites required.
Certificate I and II Business		Only those students who choose the Senior Enterprise Programme will be eligible to enrol in these certificates.
Certificate II in Information Technology	ICA 20105	No prerequisites required.
Certificate III in Information Technology	ICA 30105	ICA 20105 Certificate II in Information Technology (or by negotiation with the Director of ICT if the student has completed part of the Certificate II in Information Technology).
Certificate I Engineering - Metals		No prerequisites required.
Certificate II Outdoor Recreation		No prerequisites required.
Certificate I Sport & Recreation (Outdoor Education)		No prerequisites required.
Calculus	E506	High C grade (60% +) in Introductory Calculus and high C (55% +) grade in Geometry and Trigonometry.
Chemistry	E403	High C (55% +) in Year 11 Chemistry.
Discrete Mathematics	E502	High C (55% +) grade in Foundations of Mathematics.
Economics	E304	55%+ in 2A/2B English or 60%+ in 1C/1D English and minimum of 60% in Year 11 Economics.
Engineering Studies (Stage 3)	3AEST/3BEST	Consistent achievement at an 'A' or 'B' grade in Engineering Studies 2A/2B. Stage 3 Engineering Studies is for students who have advanced skills and understandings and are ready to work with content at a sophisticated level of complexity.
English (Stage 1)	1CENG/1DENG	No prerequisites required.
English (Stage 2)	2CENG/2DENG	Students who completed 1C/1D in Yr 11 should have obtained 56%+. Students who completed 2A/2B in Yr 11 should have obtained at least a 'C' grade.
English (Stage 3)	3AENG/3BENG	Suggested entry level is for students who have undertaken 2A/2B English in Year 11 and have achieved 60% or better in 2A.
English Literature	E005	High C (55% +) in Year 11 English Literature.
Geography	E305	55%+ in 2A/2B English or 60%+ in 1C/1D English and minimum of high C or 55%+ in a Year 11 humanities subject.
History	E306	55%+ in 2A/2B English or 60%+ in 1C/1D English and minimum of C (55% +) in Year 11 humanities subject.
Human Biology	E406	High C (55% +) in Year 11 Human Biology.
Italian	3AITA/3BITA	High C (55%+) in Year 11 Italian.
Materials (Wood) (Stage 2)	2AMDTW/ 2BMDTW	Minimum prerequisites: It is preferable that students have studied 1C/1D Materials in Yr 11 but students who have studied in a Year 10 related field such as Materials, Graphics Communication or Engineering Systems will be eligible.
Media Production and Analysis (Stage 1)	1AMPA/1BMPA	No subject prerequisite.
Modelling with Mathematics	E511	C grade in Mathematics in Practice.
Music	E632	C grade in Year 11 Music. Under exceptional circumstances a student with a strong performance and musicianship background (eg AMEB grade V performance, AMEB grade III/IV theory or musicianship) may be accepted into the course.
Music	1AMUS/1BMUS or 1CMUS/ 1DMUS	Minimum prerequisite: Appropriate instrumental ability. Students who have not completed Year 11 Music in Society will be eligible if they have an appropriate instrumental background. For further information regarding music please contact Dr Robert Braham, Director of Music.
Physical Education Studies (Stage 3)	3APES/3BPES	It is recommended that students have successfully completed 2A/2B and achieved a 60% pass mark or better for both 2A and 2B units.
Physics	E409	High C (55% +) in Year 11 Physics.
Political and Legal Studies	E315	55%+ in 2A/2B English or 60%+ in 1C/1D English and a minimum of 55% in Year 11 Political and Legal Studies.
Technical Graphics	E282	It is preferable, but not essential, that students have studied Technical Graphics in Year 11. Students who have completed a computer graphics related subject in Year 10 or 11 are also encouraged to select this course.

THE RELIGIOUS EDUCATION CURRICULUM

The Religious Education curriculum is centered on the students' religious development and growth in faith through Jesus Christ. Its aim is the integration of faith and life. The students are challenged to deepen their understanding of the Catholic faith and to participate more fully in the life of the church. The goals of this course are:

- a. to provide insights from the Christian tradition, the social sciences and literature about the experiences, challenges and opportunities of young adulthood.
- b. to help students articulate and examine their own personal stories so they can dream about and build a full life in the future.
- c. as students consider the developmental tasks of young adulthood and the four lifestyles issues and choices in light of the Gospel and the Christian tradition.

Changes Ahead: Your Life Takes New Directions

Answering the Christian call to fullness of life means gaining a strong sense of identity – our understanding of who we are. Our identity is based on experience and grows through knowledge of ourselves – our feelings and wants, what people tell us, our talents, and aspects of ourselves that we can and cannot control. An accurate sense of identity forms the basis of our self-esteem – our love and appreciation for our unique worth.

Growth for Life: Learning and Creating

To reach our full potential, we must constantly and purposely seek experiences that challenge us to grow beyond the familiar. This means using our God-given capacities to learn and to create. Each of us possesses an almost limitless capacity to develop ourselves and to travel our own unique path to learning and creativity. Jesus invites us to let these gifts transform us into his fully alive disciples.

Suffering and Healing: Towards Full Humanity

Why questions dominate humankind's reflections on suffering: "Why do people experience suffering? Why does God allow it?" Objectively, suffering has two main sources: the cycles and processes of nature and free human choice. Personally, people often assume they (or others) suffer because of something they did wrong, or because God is testing them. The Scriptures challenge us to see that ultimately suffering is a mystery and that the more critical question about suffering is not *why* it happens but *what we do with it* when it does.

Sexuality : Energy for Relating with Others

Sexuality is integral to being human and to being made in God's image. It touches every facet of our life and is the immensely powerful energy behind all our relationships. The Christian tradition affirms the goodness and life-giving nature of sexuality, as well as the great value of the human body.

Friendship: Loving with Give and Take

The mutual love and caring of friendship are as necessary to the human spirit as food and water are to the body. Even Jesus needed people he could be real with, people he could call his friends. The give-and-take nature of friendship makes it a strong foundation for almost all other types of love. In friendship, we see the other as having value and worth in himself or herself, apart from all other considerations. This "I-Thou" way of relating allows us to encounter God in our friendships.

Communication: Sending and Receiving Messages

Relationships are built on communication – the exchange of ideas, feelings, or meaning; the giving and receiving of messages. Communication is the bridge that connects people. When communication breaks down, relationships break down. Good communication requires a receptive, open frame of mind and the attitudes of trust, hope, and acceptance.

Growth in Marriage: The Blessing of Family Life

A developmental pattern seems to emerge in most marriages that involve children, a pattern that can be thought of as the seven seasons of a marriage.

A couple need to make many adjustments throughout married life moving from "I" to "we", changing in sexual expression, handling financial issues, changing roles, and coping in crisis.

Religious Life: Dedicated to God

In the Catholic Christian tradition, people who choose to live in communities where members are vowed solely to serving God are commonly called religious. Catholic sisters, brothers and priests in religious orders serve God in immensely varied ways.

The three essential elements of religious life are community, prayer, and service.

Religious commit themselves to their lifestyle through vows of poverty, chastity and obedience.

Ordained Ministry: To Celebrate, Guide and Serve

Those called to the life path of ordained ministry as priests, bishops and deacons serve the church in a special and vital way: as leaders in the sacramental life of the church. Over the centuries ordained ministers have also taken on the roles of leader, mediator and servant.

ENGLISH SUBJECTS/COURSES

As was the case in 2008 students studying English will be asked to select a set of paired units for study in 2009.

English (Stage 1) – 1CENG/1DENG

Minimum prerequisites: No prerequisites required.

The recommended focus for 1CENG is **language and self**.

Typically this unit is suitable for students whose achievement of English outcomes has been satisfactory and have previously completed English 1A/1B.

The recommended focus for 1DENG is **language and society**.

The unit is typically for students who have completed 1C English and now have basic knowledge and skills that will be consolidated.

Note: 1CENG English and 1DENG English cannot be used to form a Tertiary Entrance Rank.

OR

English (Stage 2) – 2CENG/2DENG

Minimum prerequisites: Students who completed 1C/1D in Year 11 should have obtained 56%+. Students who completed 2A/2B in Year 11 should have obtained at least a 'C' grade.

Unit 2CENG Language and Communities.

Students develop an understanding of the way language operates in a community to transmit understandings, create identities, establish power and operate effectively.

Unit 2DENG Language as Representation.

Students develop an understanding of the way language is used to offer particular representation of topics, events, places or people. They will consider how these responses are mediated by cultural/social structures.

Students are reminded that those who undertake Stage 2 English at Year 12 level must sit the Stage 2 English WACE examination.

OR

English (Stage 3) – 3AENG/3BENG

Minimum prerequisites: Suggested entry level is for students who have undertaken 2A/2B English in Year 11 and have achieved 60% or better in 2A.

The recommended focus for 3AENG is **language and subjectivity**. This unit is designed typically for students who have advanced skills and understanding and show a sophisticated knowledge of complex content as well as the development of a personal style.

The recommended focus for 3BENG is **language and knowledge**. The unit is designed for students who have advanced skills and understanding and can appreciate texts of sophisticated complexity.

English Literature - E005

Minimum prerequisites: High C (55% +) in Year 11 English Literature.

This subject is designed to develop students' critical, analytical and creative abilities through the study of poetry, prose fiction and drama texts in the social, cultural and historical contexts in which they are produced and read. It emphasises detailed analysis of the ideological and social constructions of texts and the roles of the writer, the reader and the text in the construction of meanings made from these texts.

Students refine their skills of expression through evaluative and analytical responses, orally and in writing.

MATHEMATICS SUBJECTS

Applicable Mathematics - E504

Minimum prerequisites: High C grade (55% +) in Introductory Calculus.

This subject is intended for more mathematically able students who desire a strong mathematical preparation for tertiary studies. Successful completion of the Year 11 subject Introductory Calculus provides a suitable preparation.

One major theme is the solution of equations. This includes matrix methods for solving systems of linear equations, graphs and the solution of equations, including graphical linear programming. The other major theme is statistics and probability. In the statistics section students will learn to draw conclusions from statistical data using simple numerical and graphical techniques. The section on probability provides the framework for future studies of statistical inference.

Calculus - E506

Minimum prerequisites: High C grade (60% +) in Introductory Calculus and high C (55% +) grade in Geometry and Trigonometry.

This subject is intended for more mathematically able students who desire a strong mathematical preparation for tertiary studies. Successful completion of the Year 11 subjects Introductory Calculus and Geometry and Trigonometry provides a suitable preparation.

Calculus extends the theory and techniques of differential and integral calculus first studied in the Year 11 subject Introductory Calculus and combines them with the trigonometric and vector methods of the Year 11 subject Geometry and Trigonometry. Complex numbers are also introduced. The study of complex numbers unifies algebraic, trigonometric, calculus and vector concepts.

Discrete Mathematics - E502

Minimum prerequisites: High C (55% +) grade in Foundations of Mathematics.

This subject is intended for students who wish to study mathematics in their final years at school and who may be preparing for entry to tertiary courses which do not have a strong mathematical requirement. Successful completion of the Year 11 subject Foundations of Mathematics or the Year 11 subject Introductory Calculus provides a suitable background for Discrete Mathematics.

Discrete Mathematics has sections entitled Projects, Problem-solving and Investigations, Data Analysis, Optimisation (including linear programming and networks) and Growth and Decay (including functions and sequences and series). There is also an emphasis on problem-solving and mathematical investigations which do not necessarily relate to the content areas listed in the syllabus. In this way students can concentrate on the processes of mathematics using content with which they are already familiar.

Modelling with Mathematics - E511

Minimum prerequisites: C grade in Mathematics in Practice.

The role of Modelling with Mathematics is to provide students with a relevant and rewarding preparation for post-school situations in which mathematics is used. This subject has been specifically designed to cater for students who require preparation for a wide range of occupations within the community, or tertiary-bound students who do not require formal mathematics for their intended areas of study. It offers a range of topics that enable students to examine situations arising from social and physical contexts and to use techniques of mathematical modelling to address them.

The topics are derived from the Major Learning Outcomes in the Mathematics Learning Areas of the Curriculum Framework, in particular from the clusters *Working Mathematically, Number, Measurement, Chance and Data and Space*. Collaborative learning is encouraged. The responsibility is given to the student to choose appropriate mathematics and to work individually and in groups towards required solutions.

The modelling approach enables students to solve real problem situations through the use of appropriate mathematical techniques, resulting in continuing development of mathematical understanding. Through mathematical modelling, students will study a range of topics such as In Three Dimensions, Making Decisions and The Environment.

The subject reflects current technological developments by assuming the use of calculators and computers in the teaching-learning program.

Modelling with Mathematics is designed to complement the skills developed during Year 11 Mathematics in Practice.

OTHER SUBJECTS/COURSES WHICH MAY BE USED TO FORM THE TER

Accounting - E200

Minimum prerequisites: High C (60%+) in Year 11 Foundations of Mathematics and high C (60%+) in Year 11 Accounting.

This subject provides students with an understanding of the financial operations of different forms of business organisations and non-trading enterprises such as companies, partnerships and clubs. It will help in the development of skills and knowledge that will enable students to process financial data, produce reports and make decisions based on the information contained in reports. The emphasis of the subject is on the procedures used to process transactions and to produce reports, and on the analysis and interpretation of the contents of these reports. Report writing forms are integral part of the course.

A good knowledge of Year 11 Accounting is necessary to enable students to cope with the syllabus content.

Applied Information Technology (Stage 3) - 3AAIT/3BAIT

Minimum prerequisites: C grade in Applied Information Technology 2AAIT/2BAIT.

The focus of 3AAIT is evolving information and communication technologies. The course explores the use of applications to create, modify, manipulate, use and/or manage ICT, particularly for business, training, education, infotainment and edutainment purposes. Students consider the nature and impact of technology change when creating ICT products for a particular purpose and audience. Students develop an understanding of the nature of computer systems and the use of these technologies in society.

The focus of 3BAIT is information and communication technologies in industry. Students focus on the production of an ICT product for a particular industry or business of interest. The output produced may be informational, instructional, promotional or for entertainment, with materials that focus on interactivity and may include video and animation elements. Students justify the computer systems selected for their product and understand the social and legal implications and the impact of its use in industry.

Art - E630

Minimum prerequisites: High C (55%+) in Year 11 Art.

This subject is divided into three major areas of study: Visual Inquiry, Studio Practice and the History of Art.

Studio Practice is the focus of the subject. Visual Inquiry and the History of Art support studio development. Every student must complete and submit a portfolio of work for final assessment and exhibition.

Each student will select one studio area to specialise in for the year. Their final folio submission will consist of three projects within this selected studio area. Studio areas on offer will be dependent on staff expertise, equipment and facilities, and will be selected from Ceramics, Creative Photography, Graphic Design, Painting, Printmaking, Textiles and Sculpture.

History units studied are selected from units of study within Australian Art and International Art themes.

It is strongly recommended that students enrolling in this subject have completed Year 11 Art.

Biology - E402

Minimum prerequisites: High C (55% +) in Year 11 Biology.

Biology is an essential subject for students who wish to gain some understanding of the living world. The subject is set within a framework of survival and students will explore major concepts related to survival of cells, organisms, species and ecosystems.

This subject focuses on interaction between living things and their environment and considers environmental aspects related to management of ecosystems. It involves practical work in the laboratory and in the field. This enables students to use methods of investigation that contribute to the growth of knowledge. Biology is valuable for students interested in scientific, medical and related vocations. It also provides a useful background for those interested in current environmental issues.

Chemistry - E403

Minimum prerequisites: High C (55% +) in Year 11 Chemistry.

This subject is intended to provide students with a balanced perspective of chemical science to enable them to understand and interpret the chemistry of their surroundings. Chemistry is an experimental science and laboratory work is an essential part of the syllabus. Students investigate the properties and reactions of substances. They have the opportunity to learn and test chemical concepts and principles. This subject contains material which forms a basis for students who intend studying science based courses at tertiary level.

Economics - E304

Minimum prerequisites: A minimum of 55% in 2A/2B English or 60% in 1C/1D English and minimum of 60% in Year 11 Economics.

Economics examines many of the topical economic issues in Australia today. The course is aimed at developing a thorough understanding of how the Australian economy operates. The course examines the Government's economic objectives and some of the policies which it can use to achieve its objectives. The Economics course is relevant, topical and interesting for anyone who would like to gain a better understanding of the economic issues reported and debated in the media.

Some of the topics studied in the Year 12 Economics course include: macro economics, government policies, economic growth, micro-economic reform, unemployment, inflation, international trade, the current account deficit, foreign debt, and exchange rates. Students are encouraged to relate economic theory covered, to economic decision making in their own life and also to take an active interest in the Australian economy.

Engineering Studies (Stage 3) - 3AEST/3BEST

Minimum prerequisites: Consistent achievement at an 'A' or 'B' grade in Engineering Studies 2A/2B. Stage 3 Engineering Studies is for students who have advanced skills and understandings and are ready to work with content at a sophisticated level of complexity.

Engineering Studies 3A/3B aims to prepare students for a future in the technological and global world by providing the foundation for life-long learning about engineering.

This course provides a focus on design through exciting creative, practical and relevant opportunities for students to investigate, research and present information, design and make products and undertake project development. These activities provide students with opportunities to apply engineering processes, understand underpinning scientific and mathematical principles, develop engineering technology skills and to understand the interrelationships between engineering projects and society. Achievement is determined through assessment of course work and examinations of related theory content.

Students who choose this course can achieve post-school destinations in a range of disciplines including engineering, science, aviation, mechanical, fabrication and electrical trades, drafting, architecture, urban planning, business, commerce, management and other technical and technology related work and professions in engineering. The course content is sufficiently diverse to provide students with the necessary foundation to meet employment needs in a range of occupations not limited to the engineering industry.

Geography - E305

Minimum prerequisites: 55%+ in 2A/2B English or 60%+ in 1C/1D English and minimum of high C or 55%+ in Year 11 humanities subject.

The subject focuses on patterns and processes within various regions (or study areas) of Australia. The south-west area of Western Australia is the primary focus, although human and physical patterns in the north, south-east or central regions can be studied additionally. Fieldwork, mapping and practical skills form an important part of the subject.

History - E306

Minimum prerequisites: 55%+ in 2A/2B English or 60%+ in 1C/1D English and minimum of C (55%+) in Year 11 humanities subject.

The subject interprets the past in order to come to an understanding about society today. Students complete Unit One (The Shaping of a Nation: Australia in the Twentieth Century for the period 1945 - 1990) and Unit Two Revolutions, in particular the 1917 Russian Revolution. The syllabus is inquiry-based, and encourages students to interpret and evaluate evidence in order to come to a balanced judgement about historical events.

Human Biology - E406

Minimum prerequisites: High C (55%+) in Year 11 Human Biology.

Human Biology is relevant to everyday living, catering for students interested in how their body functions. It will be especially useful for students wishing to enter vocations in medical and other health-related areas, teaching and sports science.

Human Biology is the scientific study of humans. Year 12 considers the control and regulation of the body; immunity and disease; genetics; human origins and variations; human ecology and modern social issues. Students will be involved in laboratory work and will be expected to achieve competence in the process skills of science.

Italian (Stage 3) – 3AITA/3BITA

Minimum prerequisites: High C (55%+) in Year 11 Italian.

This subject aims to further promote students' communicative skills in both spoken and written Italian. It also aims to extend their understanding of the culture and way of life of the people in Italy, as well as in those communities within Australia where Italian is used. In this subject students typically engage in a range of activities and are exposed to a variety of authentic models of spoken and written Italian in order to develop greater confidence and fluency in using the language in different contexts.

Unit 3AITA

The focus for this unit is **made in Italy**. It is primarily aimed at students who have well-developed skills and understanding and are ready to work with challenging content. Students explore more complex texts, such as magazines, advertising; genres, such as comedy texts, historical texts; or topics, such as music, finding work, or teenage trends. They develop a further insight into Italian cultures by analysing the place of texts in everyday life, such as how one's identity is influenced by the role models, portrayed in advertising and the media in general.

Students explore the trends in Italy and the importance of these in the establishment of identity. They evaluate the place of things Italian in their day to day life, such as food, fashion, film, cars, art, and music. Students reach an understanding of the impact of Italy, Italians and Italian-speaking communities in the world.

Unit 3BITA

The focus for this unit is *...e poi? (what next?)*. It is aimed at students who have well-developed skills and understanding, and show a sound knowledge of content as well as the development of a personal style. It allows them skills to reflect on, critically evaluate and respond personally to more complex issues using advanced language and a wide range of text types.

Students reflect on their lives, their experiences and what the future has in store. They examine future study, employment, travel and relationships. Students focus on issues pertinent to Italian-speaking communities, and to the students themselves or to their community eg personal, social, environmental issues.

Materials (Wood) (Stage 2) – 2AMDTW/2BMDTW

Minimum prerequisites: It is preferable that students have studied 1C/1D Materials in Year 11 but students who have studied in a Year 10 related field such as Materials, Graphics Communication or Engineering Systems will be eligible.

This is a practical course using a **wood context** for the design and manufacture of products as the major focus for the course.

Students experience a broad range of processes involved in the design and manufacture of products and from that learn about the variety of materials, designs and technologies related to industries. Students learn to apply an understanding of the elements of design and consider the human factors in their projects. They learn about the structure and properties of a variety of appropriate materials and analyse issues related to the sustainability and recycling of materials. Students learn about manufacturing, production skills and techniques. They learn about industrial risks and managing the processes within the design project.

They will develop skills in designing and manufacturing that achieve the high standard of quality which is expected in industry.

Students extend their understanding of safe working practices and develop the knowledge, understanding and skills required to manage the process of designing and making to a high standard.

A record of ideas, concepts, research and production will be kept in a design folio. This is a demanding undertaking that will call upon a range of intellectual abilities, including logical reasoning, imagination and computer skills. Through the nature of this creative and skills based subject, there is opportunity for links with a wide range of employment possibilities, training and post-secondary studies.

Music - E632

Minimum prerequisites: C grade in Year 11 Music. Under exceptional circumstances a student with a strong performance and musicianship background (eg AMEB grade V performance, AMEB grade III/IV theory or musicianship) may be accepted into the course.

The subject consists of three sections:

- (i) Perception (aural work), Composition (melody writing, harmonisation, orchestration) and Literature of Music (the exploration of set pieces through aural recognition, historical knowledge and analysis).
- (ii) Performance (Instrumental or vocal) where students perform as soloist and are expected to participate in regular ensemble music making (eg. a band, string ensemble, orchestra, chorale).
- (iii) An approved Project in Music

Students are required to study section (i) and **either** section (ii) **or** section (iii). Students may select two half units from section (ii) or a combination of half units from sections (ii) and (iii).

Physical Education Studies (Stage 3) - 3APES/3BPES

Minimum prerequisite: It is recommended that students have successfully completed 2A/2B and achieved a 60% pass mark or better for both 2A and 2B units.

Physical Education 3A/3B will continue on with the same learning outcomes and content areas as at Stage 2. However the focus of Stage 3 will be integrated planning to enhance participation and looking to the future. Examples of work from content areas include the design and implementation of annual training program, coaching theories and models, designing events and programmes and physical preparation and training.

Physics - E409

Minimum prerequisites: High C (55% +) in Year 11 Physics.

Physics is a fundamental branch of Science which aims to understand and describe the nature of the physical universe. It is concerned with the study of matter and energy and their interactions. Physics is essentially an experimental discipline and its methods rely on evidence derived from investigation to support theories and explain observations. A knowledge of the basic principles of physics gives students a better understanding of many natural phenomena and their applications in technology.

In this subject students study the concepts of physics as they apply in five areas: sound waves; electric power; movement; atomic physics; and structures and materials.

Students develop their understanding of the application of these concepts in a number of contexts, including musical instruments; electricity generation; stars and their colours; and bridge and building design.

Physics provides a basis for further study in this field and in other pure and applied sciences, and engineering. In addition, it will extend students' understanding of natural phenomena, technological applications and our cultural scientific heritage.

Political and Legal Studies - E315

Minimum prerequisites: 55%+ in 2A/2B English or 60%+ in 1C/1D English and a minimum of 55% in Year 11 Political and Legal Studies.

Political and Legal Studies focuses on the description, analysis and evaluation of Australia's Political and Legal institutions. The course examines topical political and legal issues in Australian society and encourages students to not only develop a sound understanding of the existing structures, procedures and principles but also be able to analyse the effectiveness of these.

The subject consists of the following four sections: Law and Politics of the Constitution; Participation and Change in the Political and Legal System; Problems and Issues of the Political System; Problems and Issues of the Legal System.

The course focuses on the study of the following issues; Australia's Constitution, Parliament, Courts, Pressure Groups, Political Parties, Prime Minister and Cabinet, Electoral Systems and Legal Procedures and Processes.

YEAR 12 SUBJECTS/COURSES WHICH ARE NOT USED TO FORM THE TER

WACE Courses (Stage 1)

Business Management and Enterprise (Stage 1) - 1ABME/1BBME

Minimum prerequisites: No prerequisites required.

Unit 1ABME

In this unit, the focus is on the **role of business** in Australia. Most people have had consumer experiences, whether it is using a mobile phone, watching TV or paying for and using other goods and services. Therefore, learning contexts are selected that tap into these interests and build upon this informal understanding. Different perspectives on the contribution of business to society are considered.

Unit 1BBME

In this unit, the focus is on contexts related to **initiative and inspiration**, which are the values of the dynamic and imaginative entrepreneur or business manager. Opportunities are provided to explore business start-ups and to recognise the factors that contribute to business success. Entrepreneurship and innovative thinking are introduced, generating ideas and proposals that may be suitable for business ventures. These proposals are then developed into a business plan.

English - (Stage 1) 1CENG/ 1DENG

For further information on Stage 1 English 1CENG/IDENG please refer to the English subject/course section of this handbook.

Media Production and Analysis (Stage 1) - 1AMPA/1BMPA

Minimum prerequisites: No prerequisites required.

This course is designed for students who are:

- studying four TEE subjects and wish to balance their workload with a useful and enjoyable course; or
- not seeking a university pathway.

Media Production and Analysis 1A/1B is a practical course allowing students to develop their skills and understanding of video production, editing and publishing and the analysis of electronic games.

Practical modules may include:

- Short Film: Write, direct, edit and produce a short film.
- Leavers' Video: Edit and publish a leavers' video.
- Sports Broadcasting: Film a sporting event, edit, report and publish.
- Computer Games: Analysis and review of computer games.
- Mobile Technologies: Create mini applications and games for mobile phones.

This course utilises technical specific hardware and software which will require all work to be completed during class time.

Music (Stage 1) – 1AMUS/1BMUS or 1CMUS/1DMUS

Minimum prerequisite: Appropriate instrumental ability. Students who have not completed Year 11 Music in Society will be eligible if they have an appropriate instrumental background. For further information regarding music please contact Dr Robert Braham, Director of Music.

The course consists of the following components: Performance, Aural, Theory, Analysis, Composition/Arranging, Cultural and Historical Perspectives.

All students will study each of the listed course components and will also choose a performance, composition or research elective. The elective will be worth 40% of the course.

Students who are strong in more than one component may choose two half electives with 20% each eg: performance/composition, research/composition or research/performance.

ELECTIVES – PART A

Performance Elective: A study of a particular instrument/voice both as a solo performer and in ensemble. Requirements for each instrument will be set out in the performance requirements handbook.

Composition Elective: Submission of a portfolio of compositions.

Research Elective: Submission of a research project based on an area of musical interest.

COMPULSORY CONTENT – PART B

Aural: Tasks requiring the application of skills and knowledge related to aural activities, including aural identification of the elements of music. This can be perception activities such as dictations and intervals, chord progressions, instrument identification and practical voice skills.

Analysis: Tasks requiring the application of skills and knowledge related to the analysis of musical works through research linked to jazz or contemporary music. This may include written assignments and oral presentations.

Performance: Tasks requiring application of skills and knowledge related to instrumental and/or vocal work. Performance assessment can be demonstrated as a soloist and/or as part of an ensemble.

Composition: Tasks requiring application of theoretical knowledge and skills related to creating/arranging music. This may include melody writing, SATB setting, orchestrations and arrangements, harmonisation, accompaniment writing, stylisation, chart and lead sheet writing.

Investigation: Tasks requiring application of skills and knowledge related to research. This may include comparative studies and/or research into the styles, conventions, influences and contextual knowledge of the area/s of study chosen within the jazz and contemporary music styles.

Common Assessment Framework Subjects (CAF)

- Art and Design
- Modelling with Mathematics
- Technical Graphics

Wholly School Assessed subjects offered in Years 11 and 12 are designated as *Common Assessment Framework (CAF)* subjects.

These CAF subjects are outcomes based. In order to be successful in the subject, the student must achieve a set number of outcomes. These outcomes are outlined in the syllabus statement handed to the student at the beginning of the year in each relevant subject.

It is important to note that percentage scores are NOT awarded in CAF subjects. The final letter grade is decided on the level of achievement in each outcome. The achievement is coded as:

V	-	for <i>Very High</i>
H	-	for <i>High</i>
S	-	for <i>Satisfactory</i>

If, in the professional judgement of the teacher, an outcome has not been achieved at all, the code 'ND' is used for '*Not Demonstrated*'. A final grade of A, B, C, D or E is awarded on the basis of the number of 'V', 'H' and 'S' achievements as set out in the Curriculum Council guidelines.

If a student scores 'ND' in a sufficient number of outcomes, as designated by the Curriculum Council, the student will receive a final 'E' grade. This means that there is a theoretical possibility that the student can be awarded a final 'E' grade even though he has achieved high levels of achievement in a number of outcomes.

Art and Design - E631

Minimum prerequisites: C grade in Year 11 Art and Design or high grade in lower school Art.

This subject places emphasis on practical and contemporary activities, original creation and quality of design.

Studio areas to be studied are varied and may include Architecture, Ceramics, Painting, Environmental Design, Photography, Graphic Design, Printmaking, Illustration, Sculpture, Product Design, Jewellery, Textiles, Theatrical Design and Fashion Design. Students will select and complete three projects including one exploratory project, one extension project and one project with a focus on a vocational or professional aspect of the Arts.

Art and Design has links with vocational opportunities and post-secondary studies.

It is recommended that students enrolling in this subject have studied Art in Years 9, 10 or 11.

Modelling with Mathematics - E511

See 'Mathematics' section.

Technical Graphics - E282

Minimum Prerequisites: It is preferable, but not essential, that students have studied Technical Graphics in Year 11. Students who have completed a computer graphics related subject in Year 10 or 11 are also encouraged to select this course.

Technology, creativity and design are basic requirements for any modification of the environment and are dependent on the communication of ideas in graphical form. Graphic language is an important form of precise communication and uses symbols, accurate standards, formal and freehand methods as well as Computer Aided Drafting (CAD) to pass on information. Technical Graphics provides students with opportunities to develop ideas and to learn to convey them clearly and concisely to others. There will be opportunities for graphical problem solving and showing creativity in Architectural and Engineering assignments.

Students aiming for a professional Design, Architecture or Drafting career or Apprenticeship level training in various trades will find it essential to develop skills in this area.

Endorsed Programmes

Endorsed programmes offer students access to a wide range of learning opportunities not covered in Curriculum Council courses. Endorsed programmes enable learning to be 'tailored' to suit individual student interests and can contribute up to 50 per cent of WACE requirements.

Students can participate in endorsed programmes in a range of settings, including the workplace, training institutions, a university and the community. Endorsed programmes are offered at Trinity College in Work Place Learning and Vocational Education and Training.

All endorsed programmes achieved will be recorded on the student's statement of results.

Vocational Education and Training Programmes

Australian Qualification Framework Certificates

All AQF certificates offered at Trinity College from 2008 and onwards will be stand-alone certificates. They are competency based and vocational education courses that contribute to the Western Australian Certificate of Education (WACE) in the same way as Curriculum Council courses of study. These certificates will also act as prerequisite courses for higher certificates at TAFEWA and will contribute points towards entry to other TAFEWA certificate courses.

Certificate I and II Business

This programme provides students with the fundamental knowledge on all facets of working in a business as an administration clerk, general clerk or in reception. Only those students who choose the Senior Enterprise Programme will be eligible to enrol in these certificates. *Please refer to the Senior Enterprise section in this handbook for further information.*

Certificate II (ICA 20105) in Information Technology

This Certificate can be completed by students in Year 12 if not done in Year 11.

The Certificate II (ICA20105) is a skills-based, vocational education course and a prerequisite for ICA 30105 Certificate III in Information Technology in Year 12.

Successful completion of this course will provide the student with the following advantages:

- A prerequisite for Certificate III in IT at TAFEWA.
- Points towards other TAFEWA certificate courses.
- A way of attaining certified IT skills required in many other career areas.

Units Studied:

1. Follow workplace safety procedures
2. Design organisational documents using commercial computing packages
3. Operate computer hardware
4. Operate computing packages
5. Integrate commercial computing packages
6. Use a computer operating system
7. Work effectively in an IT environment
8. Communicate in the workplace
9. Create, manipulate and incorporate 2D graphics
10. Use an authoring tool to create an interactive sequence
11. Work individually or in teams to achieve organisational goals

12. Operate a personal computer
13. Access and use the internet
14. Create Web Pages with Multimedia

Certificate III (ICA30105) in Information Technology

Minimum prerequisite: ICA 20105 Certificate II in Information Technology (or by negotiation with the Director of ICT if the student has completed part of the Certificate II in Information Technology).

This is a skills-based, vocational education course and a prerequisite for Certificate IV in Information Technology. Studying this course contributes towards achieving the Western Australian Certificate of Education (WACE).

Successful completion of this course will provide the student with the following advantages:

- A prerequisite for Certificate IV in IT at TAFEWA.
- Points towards other TAFEWA certificate courses.
- A way of attaining certified IT skills required in many other career areas.

Units Studied (Core Units are shown below. Elective units will be selected from one of the Certificate IV streams e.g. General; Multimedia; Websites):

- Run standard diagnostic tests.
- Provide advice to clients.
- Install and optimise system software.
- Create user documentation.
- Care for computer hardware.
- Apply occupational health and safety procedures.

Certificate I Engineering - Metals

This mainly practical programme follows on from 1C/1D Materials.

Students will plan and manufacture 3-4 metal based projects which include using a range of engineering procedures and equipment including measurement marking out, gas and arc welding and use of hand and machine tools. Principles of health and safety quality systems and planning routine tasks all form a common core of the programme.

Certificate II Outdoor Recreation

This programme provides students with the fundamental knowledge on all facets of all outdoor recreation pursuits and working in a business setting in an outdoor recreation business.

The students will apply logistics to planning outdoor recreation activities and select and use equipment to demonstrate safe participation in outdoor recreation activities. They will also develop skills in specialist areas such as cycling and bushwalking.

Certificate I Sport and Recreation (Outdoor Education)

Year 12 students undertaking this course in 2009 are to be aware that the course is primarily designed for Year 11 students. Therefore Year 12 students may be required to complete some of the course times for the Certificate during Term 4 of 2009.

Work Place Learning

Prerequisites: Entry is subject to an interview.

This is an important Workplace Learning Programme at Trinity College.

Students are expected to be able to work one day each week over usually two 15 week blocks of a combination to suit individual student needs. To be awarded 2 unit equivalents, students must complete at least 110 hours in the workplace.

Students undertake training in a real workplace during which they are expected to demonstrate attainment of at least 20 skills from the Curriculum Council's employability skills list. The list is made up of nine broad headings:

- Communication
- Teamwork
- Problem-solving
- Self management
- Planning and organising
- Technology
- Learning
- Initiative and enterprise
- Safety and health

Workplace Learning (WL) is credited towards Secondary Graduation and 110 hours in the workplace is a full 2 unit equivalence. In any one year, two placements could then lead to 4 units toward graduation as long as a minimum of 110 hours has been performed in each placement.

Benefits for Students

- Develops responsible work skills and assists in career planning.
- Increases self-esteem and confidence and develops broader communication skills.
- Complements and reinforces school courses and increases awareness of the link between school, work and further education.
- Provides a realistic understanding of the expectations of specific industries.
- Provides students with 'employability skills' which enhances their employment prospects.
- TAFEWA entry points on successful completion.
- Students receive a Certificate of Completion.
- Contributes credit points towards Secondary Graduation.

How to Apply:

- Collect an application form from the VET office in the P L Duffy Resource Centre at the College.
- Include Workplace Learning on the Subject Selection Form.

School based Traineeships and Apprenticeships

Interested students should apply to the VET Coordinator.

SENIOR ENTERPRISE PROGRAMME

Entry is subject to interview.

The programme is an example of what education can be in an enterprise environment.

- It is available to students in Years 10-12.
- Students work towards achieving Certificates I and II in Business.
- The major focus is on developing a core enterprise project.
- It incorporates standard business procedures; conservation and land management; environmental awareness; and personal development.
- Students also participate in workplace learning, training camps and excursions.
- Small class numbers enable experienced and innovative staff to cater for a wide range of individual needs.
- To meet individual needs students are still able to enrol in mainstream subjects that will help them create a pathway to future employment opportunities.

Students can see the relevance of their education as they are placed in an authentic learning environment. They are given ample opportunity to practise new skills in real-life situations and are encouraged to take responsibility for their own learning. They are encouraged to become enterprising learners, taking on higher levels of responsibility and developing awareness that their actions can have consequences for the rest of the team.

Enterprise education provides students with opportunities to engage with others in ways that are not necessarily shaped by the traditional relationship structures of the school. The teacher's role is focused more on facilitating rather than instructing, giving the students the opportunity to interact with adults on a more equal footing and encouraging students to take on responsibility.

WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION (WACE) REQUIREMENTS FOR 2009

For 2009 Year 12 students will receive two documents:

- A *Statement of Results* will be issued to all students who complete at least one Curriculum Council Accredited Course.
- The *Western Australian Certificate of Education* will be issued to all students who achieve Secondary Graduation.

Statement of Results

A statement of results will be issued to all students who complete at least one Curriculum Council subject, course unit, endorsed programme or unit of competence. The statement of results is a cumulative record which is issued at the end of each year of senior school.

The statement of results will record:

- Grades achieved in Curriculum Council subjects.
- Achievement of course units.
- School and examination achievement in courses.
- Achievement of endorsed programmes.
- Achievement of VET units of competency and/VET qualifications.
- Completion of requirements for secondary graduation for the awarding of the WACE, including achievement of English language competence.
- School and examination results in Tertiary Entrance Examination subjects. And
- Achievement of awards.

It is a requirement that Year 12 students receive their statements of results at the beginning of January 2009. As complete information about exhibitions and awards is not available at that time, students who receive an award (except the certificate of excellence) will be issued with an amended statement of results at the awards ceremony held in February.

To achieve Western Australian Certificate of Education (WACE), a student must:

Complete at least 10 full-year (or equivalent) Curriculum Council subjects

- Up to five out of 10 full-year subjects may comprise endorsed programs including stand-alone VET subject equivalents.
- A single course unit equivalent will count as a half-subject equivalent. For every six course units at least one two-unit combination must be included.

Achieve an average of at least C in at least eight full-year (or equivalent) Curriculum Council subjects

- At least four of these subjects must be at Year 12 level (E-code).
- Course units completed during Year 12 can be counted towards the four subjects at Year 12 level (E-code).
- Up to three out of eight full-year subjects may comprise endorsed programs including stand-alone VET subject equivalents.
- Achievement of an industry specific VET course unit equates to a C grade.
- Two course units completed will count as an equivalent of one of the eight subjects based upon a credit system.
- The number of 'C' grades required decreases with the more Council-endorsed units completed. Please refer to the table for the sliding scale.

Number of endorsed programme unit equivalents	Subject equivalent	Number of subjects/course equivalents used in 'C' grade calculation	Minimum number of Year 12 subjects included in calculation
0	0.0	8	4
1	0.5	7.5	4
2	1.0	7	4
3	1.5	6.5	4
4	2.0	6	3
5	2.5	5.5	3
6	3.0	5	3
7	3.5	5	3
8	4.0	5	2
9	4.5	5	2
10	5.0	5	2

Meet the standard for English language competence

- Complete at least four units from an English course (including at least two in Year 11 and two in year 12) or completion of two full-year English subjects;
- Meet the language competence standard which is the equivalent of a 'C' grade in units 1C/1D in English; or,
- Achieve a grade of C or better in any E-code full-year English subject (formerly accredited).

Include all 13 overarching learning outcomes in their overall program of study

Complete 20 hours of community service

Sit the WACE examinations in new courses unless exempt (note that exams in TEE subjects are not compulsory).

ENTRY TO PUBLIC UNIVERSITIES 2010

The University of Western Australia, Curtin, Edith Cowan and Murdoch Universities use a relatively common selection system. Basically, for 2010 entry (Year 12 in 2009) they require four criteria to be satisfied to obtain entry:

- Meet the requirements for the [Western Australian Certificate of Education \(WACE\)](#) prescribed by the Curriculum Council;
- Achieve [competence in English](#) as prescribed by the individual universities, and
- Obtain a **sufficiently high Tertiary Entrance Rank (TER)** for entry to a particular university and/or course (Edith Cowan University may not require a TER for some pathways), and
- Satisfy any [prerequisites](#) or special requirements for entry to particular courses.

Please refer to the TISC website for further information on university entrance:

<http://www.tisc.edu.au/>

These details are summarised as follows:

WACE Requirements

A summary of the WACE requirements is provided on the previous page.

Competence in English

Competence in English for university entrance is not to be confused with the 'English Language Competence' required for the WACE.

For university admission purposes, students are required to **achieve a scaled score of at least 50 in either English (Stage 2 or 3) or English Literature**. Students can meet the competence in English requirement with Year 12 results obtained in any year.

The Tertiary Entrance Rank (TER)

The Tertiary Entrance Rank is the basis of admission to most university courses. Students are ranked in order of merit based on their TER.

What is the TER?

The TER is a number out of 100 which indicates a student's relative position compared with all other students who graduate from Year 12. A TER of 75.00 indicates that a student has an overall rating equal to or better than 75% of the Year 12 school leaving age population in Western Australia.

How is the Tertiary Entrance Score (TES) and TER calculated?

The TER is derived from the Tertiary Entrance Aggregate (TEA). All new courses at stages two and three and existing TEE subjects count towards the TER. The TEA will be calculated by adding the best four scaled scores in Year 12 courses or TEE subjects. No course or TEE subject can be counted more than once. For all universities scaled scores can be accumulated over 5 years.

For courses, a consecutive pair of units must be undertaken to produce a school score. Students are required to sit for the WACE/TEE examination in that course to produce a combined score (a school score added to the examination score). **Students will sit separate stage 2 and stage 3 exams in all courses.**

For students doing courses, as an incentive to do the more demanding stage 3 units, results at stage 3 will be increased by 15 marks per course relative to the stage 2 results, as part of the scaling process.

In calculating the scaled score for TER subjects/courses, equal weight is given to the final school score (50%) and the final examination score (50%), except where courses are taken on a private basis.

There are several statistical procedures which are applied to the school score (moderating), exam score (standardising) and the combined score (scaling). Scaling is performed using the Average Subject Scaling Method (ASSM). In general terms, a subject is scaled according to the marks that all students doing that subject achieved in their other three courses. Students no longer have to sit for the Australian Scaling Test (AST).

The following example shows how the TEA is calculated.

Assume a student received the following scaled scores:

English (new course)	82
Chemistry (new course)	76
History (existing subject)	71
Biology (existing subject)	69
Geography (existing subject)	64
Discrete Maths (subject)	54

- Calculate the average score for the best four results. In this example, the subjects included will be:

English	82
Chemistry	76
History	71
Biology	69
TOTAL	298

- The final Tertiary Entrance Aggregate is 298.
- This equates to a Tertiary Entrance Rank of 96.4.

In this example, the student has performed very well. The TER means that the student is better than 96.39% of Year 12 students in the State.

Unacceptable Subject Combinations

The following subject combinations are not acceptable in relation to the calculation of the TER. Both subjects may be taken but the result in only one may be used to calculate a TER.

- Biology and Human Biology
- English and English Literature
- Discrete Mathematics and Calculus
- Discrete Mathematics and Applicable Mathematics

What Does a TER Mean?

Depending on student demand for particular courses and the number of places available for those courses, the TER required will vary from course to course and from year to year. For example, there is a very limited number of places available in the Veterinary Studies course at Murdoch University, and the student demand is very high. This results in a higher TER (and associated TEA) and only the higher ranked students would be offered a place. In some courses, such as Arts at the University of Western Australia, there are many more places available. These are not typically under high demand from students with high TER's. Therefore the TER for Arts is much lower.

The following table summarises a sample of courses and the TER and TEA that would be required to gain entry in the first round of offers made by the four public universities. The right hand column has been included to show the approximate average mark required in the best four courses.

A TER of 96.4 enables this student to access a range of courses. Generally university courses with TERs over 93 do not vary much from year to year.

Relationship between TER and average subject scores - 2007

TER	Av SUBJECT SCORE%	SOME COURSES
97	76	Law UWA
96	74	Medicine/Dentistry UWA
95	73	Computer Science/Chem Double degree CUT
94	72	Veterinary Science MUR
91	68	Physiotherapy CUT
88	64	Pharmacy CUT
86	64	Engineer, Environmental Design UWA; Chiropractic MUR
85	62	Computer Science UWA; Law MUR
84	61	Occupational Therapy ECU; Occupational Therapy CUT
		Computer Systems CUT
81	59	Arts UWA; Science UWA; Social Work UWA; Law ECU
74	55	Asian Studies CUT; Information Tech CUT
70	51	Primary Teaching MUR
65	47	Minimum score 1 st round MUR; Primary Teaching MUR
55-65	42-47	Minimum score 1 st round ECU

For more information please refer to the TISC website for the 2007 TER Cutoff and Eligibility Ranks for courses at the various universities.

Subjects/Courses Studied on a Private Basis

If students wish to sit courses on a private basis they must enrol with the Curriculum Council. It is possible that not all courses will be available to private candidates. A student's scaled score in subjects/courses sat privately will be based on examination scores only. These results will not be used to meet the WACE requirement.

Students studying Applicable Maths and/or Calculus as school students will not be able to enrol in Discrete Maths as a private candidate.

Prerequisites

Students must ensure that they satisfy the prerequisites for admission to the university course of their choice. Prerequisites are courses or special requirements that must be successfully completed for entry to particular university courses. **For a pre-requisite course, a scaled score of 50 studied at Stage 3 is normally required. For existing subjects, a scaled score of 50 is also required.** Prerequisites may be satisfied by results from the current year or previous four years.

For some university courses the special requirements may include bridging/special course units, interviews, auditions, folio presentations, manual dexterity tests, aptitude tests, fitness requirements, etc. Detailed information is available from the individual universities.

To find out more about these subjects or courses, consult the specific university handbook for 2010 entry.

Admission – School Leaver

Notre Dame seeks to enrol students who wish to make a special contribution to society through service in their particular profession. To identify such students a comprehensive admission process that goes beyond the use of a single score is used.

The admission process considers:

- School results from Year 11 and 12;
- Tertiary Entrance Rank;
- A personal statement;
- References from school and work contacts; and
- Performance at an admissions interview.

Minimum Entry Requirements

1. *Achievement of a Western Australian Certificate of Education (WACE)*
Students should have fulfilled the Curriculum Council's WACE requirements. See WACE Requirements for 2009 in this handbook.
2. *English Language Competency*
Students should have achieved at least a 'C' grade in Year 12 English or English Literature (and for approved students, English as a Second Language) at TEE level.
3. *Tertiary Entrance Rank*
Students should have achieved a minimum rank of 70.00 or higher. Offers of admission will be made to those students who have fully demonstrated through their Year 11 and 12 results that they have the capabilities to succeed.
4. *Extra Curricular Involvement*
In addition to meeting the academic minimum entry requirements, students are to specify leadership roles, community involvement in various clubs, teams, groups and organisations (including church organisations) and service to others.

Students with exceptional circumstances may be exempted from one or more of these requirements. Many courses with competitive entry and/or higher levels of academic rigour will require performance at levels exceeding the minimum entry requirements.

Alternative Entry

The university offers a number of alternative entry pathways. There is a six-month bridging course for applicants to Notre Dame's teaching courses and a general university alternative entry pathway program called Certificate IV in Adult Tertiary Preparation. Please enquire at the University's Prospective Students Centre on 9433 0533 or at future@nd.edu.au for further information on these options.

Recommended Subjects

UNDA does not stipulate the completion of pre-requisite subjects for its courses. However, the following outlines recommended subjects for some course areas:

Arts and Social Sciences	No specific recommended subjects
Behavioural Science	No specific recommended subjects
Biomedical Science	A TEE Science and/or a Maths
Commerce	A TEE Mathematics subject
Communications	No specific recommended subjects
Environmental Studies	Geography, Economics, Biology
Health and Physical Education	Human Biology
Health Science	Human Biology
Information & Communications Technology	Information Systems
Law	English Literature, Political & Legal Studies, History and/or LOTE
Legal Studies	No specific recommended subjects
Nursing	Human Biology
Physiotherapy	At least one TEE Science subject
Politics and Journalism	No specific recommended subjects
Science	A TEE Science
Sport and Recreation Management	Human Biology, a TEE Maths
Teaching (except Secondary)	A TEE Maths

Please note these subjects are in addition to the requirement to complete either English and/or English Literature.

TAFEWA ENTRANCE

Vocational education and training has become increasingly important to school leavers seeking to join the work force. TAFEWA offers students an enormous range of subjects and courses to meet their specific career goals. Each year in Western Australia, some 150,000 people receive vocational education through TAFEWA. Of last year's school leavers, 30% went to TAFEWA; in fact enrolments equalled the total of university applicants. Altogether students can choose from approximately 800 formal courses of which over 100 are available on a full time basis. Each student is provided with a TAFEWA Study Guide.

The main study areas are listed below:

- Agriculture
- Applied Science
- Architectural & Building Studies
- Art, Design and Fashion
- Engineering
- General Studies
- Health & Community Care
- Hospitality & Tourism
- Management, Business and Commercial Studies
- Pre-Apprenticeships

TAFEWA qualifications are developed in conjunction with industry to ensure graduates are ready for the workplace, with knowledge and skills they can use on the job. Qualifications are at different levels, each involving an increasing degree of skills. There are pathways and links between them to increase opportunities for further education and training.

Certificate 1

The first level of qualifications covers training in some basic skills and routine tasks.

Certificate II

Involves moving on to acquire operational knowledge and develop higher skills for providing a variety of solutions to predictable problems.

Certificate III

Involves learning additional theoretical knowledge and developing higher skills for solving a variety of problems. A person with this qualification will be able to use discretion and judgement.

Certificate IV

This level involves the development of a broad knowledge base. The student learns to analyse and evaluate information and to apply the knowledge and skills to a wide variety of contexts.

Diploma

This qualification gives the student a broad theoretical knowledge and/or technical or creative skills of substantial depth. Analysis, judgement and planning are involved across a broad range of technical and/or management situations. Graduates at this level are expected to work autonomously in complex technical operations or to coordinate their own work and the work of others.

Advanced Diploma

The highest qualification offered by TAFEWA recognises the ability to apply fundamental principles and complex techniques in a wide range of contexts.

Graduate Diploma and Graduate Certificate

A small number of Graduate Diplomas and Graduate Certificates are offered by the TAFEWA sector for students who have completed a university degree or have the equivalent of a degree through experience and other qualifications.

At this level the student is broadening the skills already gained in an undergraduate programme, or developing vocational knowledge and skills in a new professional area.

Stepping Stone

TAFEWA can be a stepping stone to further education. For example, the student can commence studies at TAFEWA, get credit for the work completed and apply for university entrance.

For 2008, entry to full-time award courses will be by application made the previous year.

TAFEWA Entry

The criteria used to determine entry to TAFEWA are essentially very different from those used for university entrance.

This difference means that it is possible for a small number of students who miss out on university entrance, not to qualify for entrance into some of the more competitive courses in TAFEWA. Students who wish to enter competitive courses at TAFEWA need to examine the specific entrance criteria very carefully in order to optimise their entry chances.

Each course has **entrance requirements** (without which a student will not be considered) and **selection criteria**. Entry requirements are used to determine an eligibility for entry into a course. Selection criteria are used to determine which eligible applicants will be offered a place in a course.

A. Entry Requirements

These are the basic skills/ competencies / background / knowledge that is deemed to be the minimum necessary to be able to undertake the specific qualification. Entry requirements may be expressed as:

- **A prerequisite competency based qualification**
eg entry to Certificate IV in Disability Work on successful completion of Certificate III in Disabilities
- or**
- **Generic competencies** refer to minimal levels of communication and mathematics skills. These generic competencies have benchmarks which are expressed as: Basic Skills; Developed Skills; Well Developed Skills and Highly Developed Skills. Many courses will have no maths skills requirement. Refer to www.vetinfonet.det.ws.edu.au to view more information about the Communication skills benchmarks and the Maths skills benchmark.

Most students who have undertaken Year 11 or Year 12 studies would satisfy these entry requirements.

B. Selection Criteria include previous academic achievements and other evidence of ability, such as work experience; industry involvement and employment status that are used to rank eligible applicants competing for entry into a course. Selection criteria are normally applied if there are more applicants than places available in a course. A summary of the model is illustrated in Figure 1.

The selection criteria are based on three main categories which add to a total of 100 points:

1. **Qualification pathway** – this represents a total of about 29 points. Points are awarded for complete or partially completed credentials. More points are allocated for completed qualifications than incomplete and more points are available for qualifications completed in the same area of study as that applied for at TAFEWA.
2. **Work experience/employment** – this represents a total of about 29 points where points are allocated depending on the hours worked. Paid/unpaid work; full time/part time; work experience/Structured Workplace Learning; voluntary work; community service participation are all eligible to be included in this category.
3. **Secondary education/skill development** – this represents a total of about 42 points and covers achievement in courses and subjects undertaken in Years 11 and 12. In some TAFEWA programs a portfolio demonstrating evidence of skill development may be required. Generally, the higher the level of achievement (as indicated by grades and/or course scores), the more points are allocated.

Final point allocations for 2009 and 2010 entry could vary on those outlined above.

Summary

To maximise entry prospects to TAFEWA studies, particularly competitive courses and those at higher levels, students should:

- Undertake VET studies at school, particularly those which lead to a completed credential.
- Undertake workplace learning; keep records of any part time work undertaken.
- Maximise grades in school studies.

TAFEWA – Selection Criteria

Maximum of 100 Points

Qualification Pathway

[29 points]

+

Workplace Experience and Employment

[29 points]

+

Secondary Education/Skill Development

[42 points]

General academic achievement

Best three subject/2 course

Unit combination – one of

These subjects must be English.

OR

Portfolio

Demonstrating evidence of

Skill development

Figure 1.

SUMMARY

- TAFEWA selection is very different to that for university.
- TAFEWA points can be maximised by selecting those subjects and courses which result in the highest grades.
- TAFEWA also considers aspects of work experience and employment as well as any completed credentials.
- A small proportion of TAFEWA courses are highly competitive.
- It is becoming increasingly possible for TAFEWA students to transfer to university courses, with substantial credit.
- Students will always maximise TAFEWA entry by enrolling in a Vocational Education and Training Program (VET) at school.

Other key contacts

Curriculum Council of Western Australia
27 Walters Drive, Osborne Park WA 6017
Phone: 9273 6300
Website: www.curriculum.wa.edu.au

Catholic Education Office of Western Australia
50 Ruislip Street, Leederville WA 6007
Phone: 6380 5313
Contact: Senior Secondary Consultant
Website: www.ceo.wa.edu.au

Tertiary Institutions Service Centre
100 Royal Street
East Perth 6004
Phone: 9318 8000
Website: www.tisc.edu.au

University of Notre Dame Australia
19 Mouat Street, Fremantle WA 6160
Phone: 9433 0555
Contact: Liz Beal, Recruitment Officer
Website: www.nd.edu.au

The University of Western Australia
Admissions Centre, Stirling Highway
Crawley WA 6907
Phone: 9380 2477
Website: www.acs.uwa.edu.au/ps/

Edith Cowan University
Centre for Prospective Students
Pearson Street, Churchlands WA 6018
Phone: 9273 8665
Website: www.ecu.edu.au

Curtin University of Technology
Bentley Campus, Kent St Bentley WA
6102
Phone: 9266 9266
Website: www.curtin.edu.au

Murdoch University
South Street, Murdoch WA 6150
Phone: 9360 6538
Website: www.murdoch.edu.au

TAFEWA Training Information Centre
Albert Facey House, 469-489 Wellington Street,
Perth 6000
Phone: 9325 9322
Country callers: 1800 999 167
For individual TAFE Colleges see the
TAFE Handbook

Important documents

Tertiary Institutions Service Centre -
2008 TISC Guide
Various Universities - *2008 Handbooks*
TAFE Handbook - *Fulltime Studies 2008*
Curriculum Council - *TEE Handbook*
(August 2008)
Curriculum Council - *Your Marks*
Mapping Your Future (June 2008) - Catholic
Education Office of Western Australia