



St Joseph's College

Subject Selection Handbook

2027

Year 10

The life of every person is a special journey

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COLLEGE VISION STATEMENT

St Joseph's College is a school community focussed on the development of Three-Year-Old to Year Twelve. With Jesus as our role model, we are proud to be an inclusive community where each child and their family are recognised as individuals and as valued members of the College.

Our vision declares our context and our long-term aspiration: In the context of Catholic faith and values, we aspire to be a leader in the development of young people in the Great Southern community.



DE VIALAR



TO KNOW, LOVE AND SERVE



CHOOSE LIFE, GIVE HOPE, TAKE ACTION



Introduction

Choosing a pathway for the final years of secondary education can be challenging. Course options, requirements and post-school pathways can be complex and unfamiliar to many families.

This guide is designed to help students and parents make informed decisions about subject selection after Year 9. It outlines Year 11 and 12 courses, WACE requirements, and pathways to university, TAFE, training and employment.

If your child intends to continue into Senior Secondary studies, it is important to select a program that:

- Provides a realistic opportunity for success.
- Supports their preferred pathway into employment, training or further study.

Before making subject selections, students should seek advice from the Deputy Principal, Assistant Deputy Principal, Heads of Department and/or Head of Pastoral Care, depending on their individual circumstances.

Year 10 is an important foundation year. Students begin to focus their studies based on their strengths and interests, while developing the knowledge, skills and study habits needed for success in Years 11 and 12. Careful consideration should be given to subject choices, as changing courses later may be difficult or not possible. Developing independence, effective study habits and a commitment to learning will help ensure a successful transition to Senior Secondary education.

For most students there is no short cut to career choices. They must spend time and effort assessing their own abilities, interests and values, seeking accurate, up-to-date information, examining alternatives and discussing choices with others.

Before selecting subjects for next year, students and parents should:

1. Read this handbook carefully.
2. Seek advice from teachers and give serious consideration to their recommendations.
3. Check course prerequisites. Initial selections are based on Semester One results, with final placement dependent on Year 9 outcomes.
4. Research university and TAFE entry requirements, including relevant prerequisites and ATAR entry thresholds.
5. Consider personal interests and enjoyment, as students are more likely to succeed in subjects they find engaging.
6. Be realistic about strengths and capabilities.
7. Understand that some courses may not run due to low enrolments or timetable clashes.

Academic Overview of Year 10

Commencing Senior School is a significant milestone, bringing new opportunities, challenges and increased expectations for both students and their families.

At St Joseph's College, we support the development of the whole person, nurturing mind, heart, body and spirit to ensure students' academic, social, physical and emotional needs are met throughout this transition.

Key areas of adjustment include:

- Managing schoolwork and homework
- Developing organisation, time management and planning skills
- Navigating social interactions and changing friendships

Parent communication

The College uses a range of communication channels to keep students, parents and the wider community informed. In addition to telephone and email communication, parents can engage with the College through:

- **Parent Information Evenings** – held throughout the year, including a Year 10 subject selection information session.
- **Parent/Teacher Interviews** – available by appointment to discuss student progress.
- **Academic Reports** – issued at the end of Term One and each semester.
- **Special Events and Masses** – parents are encouraged to attend College events and liturgical celebrations.
- **College Website and Newsfeed** – providing updates on student achievements, events and College news.
- **Parental Involvement Opportunities** – including the P&F Association, Uniform Shop, Advisory Council and College activities.

St Joseph's College values strong partnerships between home and school and is committed to open, respectful and timely communication. As teaching staff have significant classroom and professional responsibilities, parent meetings should be arranged in advance. Staff will endeavour to respond to parent enquiries within 48 hours, where circumstances permit.

Parents and guardians are asked to follow the communication protocols outlined below.

For concerns of an **academic nature**, e.g. assessment policy, reporting procedures, curriculum issues, classroom management issues, please follow the procedure below:



For concerns of an emotional, social, psychological, behavioural or spiritual nature, please follow the procedure below:



Note: If the matter is serious please contact the appropriate person given the situation.

Reporting procedures

Student achievement is assessed through marks and grades that reflect progress and levels of achievement. Parents are kept informed through both formal and informal reporting processes.

Formal reporting includes:

- Interim Report (Term One)
- Semester One Progress Report
- Parent/Teacher/Student Interviews
- Assessment task sheets and marking guides
- Ongoing feedback through SEQTA Engage and SEQTA Learn
- Teacher feedback on selected assessments
- Semester Two Academic Report

Parents are encouraged to monitor progress through SEQTA and may contact subject teachers at any time via email, telephone or by arranging an appointment.

Pastoral Care

Pastoral Care is a cornerstone of St Joseph's College's commitment to educating the whole person. The College supports students' academic, social, emotional and physical wellbeing through ongoing monitoring of their progress, attendance, engagement and overall welfare.

All staff contribute to the pastoral care of students, recognising and supporting individual needs. Parents with concerns are encouraged to contact the relevant Head of Pastoral Care as early as possible so that appropriate support can be provided.

Student obligation

Students are expected to:

1. Attend regularly and actively participate in all class and College activities.
2. Complete all required assessment tasks.
3. Engage positively in the life of the College.

Failure to complete assessment requirements outlined in a course's Assessment Outline may result in insufficient evidence for a final grade to be awarded.

Skills developed in Year 10

To facilitate independent learning, students will be provided with opportunities to develop the following skills:

- Critical thinking and questioning skills
- Inquiry and research skills
- Skills of analysis and problem solving
- Information and Communication Technology skills
- Skills of cooperation and collaboration

Study and homework

Regular homework and study are essential components of the Year 10 program and help prepare students for the demands of Senior School.

Homework may include:

- Completing unfinished classwork.
- Assignments and assessment tasks.
- Daily revision of key concepts learned in class.
- Ongoing preparation for tests and examinations.

As a guide, Year 10 students should aim to spend **2 to 2.5 hours per night** on homework and study. Students should establish a quiet study space, a balanced study schedule and effective learning habits.

Success in Senior School requires independence, consistent revision and strong time management. Effective study is a regular, ongoing process, not something reserved for tests and examinations.

Parents play an important role in supporting good study habits. Students who require additional assistance should seek advice from their teachers, Heads of Department, Heads of Pastoral Care, Assistant Deputy Principal or Deputy Principal.

A Guide to Selecting Courses in Year 10

Year 10 marks the beginning of Senior Secondary education and is an important foundation for future study, training and career pathways. Students are encouraged to set clear goals and make the most of the opportunities available to them.

At St Joseph's College, students entering Years 11 and 12:

- Choose either an **ATAR** or **Vocational** pathway.
- Study six courses in Year 11 and a minimum of five in Year 12.
- Include **Religion and Life** as a course.
- Select an English course and a Mathematics course suited to their pathway.
- Study at least one **List A** and one **List B** course.
- Generally continue the same courses from Year 11 into Year 12.

As most Year 12 courses build on Year 11 content, students are normally expected to complete the corresponding Year 11 course before progressing. To achieve the **Western Australian Certificate of Education (WACE)**, students must follow an approved pathway throughout Years 11 and 12.

ATAR PATHWAY	VOCATIONAL PATHWAY
• Courses are content based • External examinations (WACE examinations) are sat at the end of Year Twelve • ATAR based on 50% school assessment and 50% external examinations • Students gain an ATAR based on their best four courses • A minimum of four ATAR subjects is required but five or six are recommended • Students are aiming for direct university entrance	• Courses are practical in nature • There are no external examinations • Students complete a minimum of one certificate course by the end of Year Twelve • High grades are important • 100% school assessed • Workplace learning placements are undertaken in Year Eleven and Year Twelve • Students are aiming for TAFE, industry or possibly an alternative entry to university

Subject Selection Process

The following table outlines the timeline for the selection of courses for Year 10 2026.

EVENT	DATE
Students receive their Semester One Progress Report (including Semester One Examination results)	End of Term Two
The Year 10 Subject Selection Handbook is made available on the St Joseph's College website, SEQTA Engage and SEQTA Learn, as well as in hard copy form.	Early Term Three
Students are provided with initial Subject Selection links to electronic form.	Tuesday, 17 th August
Last date for completion of subject selection electronic form.	Sunday, 30 th August
Confirmation of subjects	Term Four

Please note: at any time during the Subject Selection process parents and students may book an interview with relevant staff to discuss their course options and recommendations.

What decisions do parents and students need to make?

The most important decision for students, parents and the College is selecting a program of study that gives the student the best opportunity for success.

When considering future pathways, students should reflect on:

- Career or study areas they may wish to pursue.
- Whether they are aiming for employment, training, TAFE or university.
- The options available after school.
- Any prerequisite subjects or entry requirements.
- Their academic strengths and areas for improvement.
- Whether they perform best in examinations, practical assessments or a combination of both.

Careful consideration of these factors will help students choose a pathway that aligns with their abilities, interests and future goals.

Pathways – Year 10 and Beyond

Upon entering Year 10, students begin planning for their future pathway beyond school. The key decision is selecting a pathway that aligns with their interests, abilities and goals.

The three main pathways are:

- **University** – leading to undergraduate study, with entry generally based on ATAR achievement and university-specific requirements.
- **TAFE and Further Training** – leading to certificates, diplomas and vocational qualifications, and may also provide alternative pathways to university.
- **Employment or Further Study** – including apprenticeships, traineeships, industry-based training, employment or study through independent providers.

Year 10 Program

- All students complete examinations in Semesters One and Two.
- Students intending to pursue university studies should undertake the highest level of English, Mathematics and Science appropriate to their abilities.
- All students enrol in a Certificate course, which contributes valuable vocational skills and may support WACE achievement.
- Students undertaking nationally recognised training require a **Unique Student Identifier (USI)**. Information and support will be provided by the Head of VET.
<https://www.usi.gov.au>

What if I the Wrong Pathway is Chosen?

There is some flexibility in enrolments once the school year has commenced. It is important to note, however, that the ability to move between courses is governed by set dates, as well as the College timetable. If students are struggling with a course workload, or are unhappy in a course, an interview with the Deputy Principal Secondary is advisable.

Where students can transfer between subjects, they must bear in mind that missed assessments and classwork will need to be completed, resulting in a significant workload for the student.

School Curriculum and Standards Authority (SCSA) Information

The Western Australian Statement of Student Achievement (WASSA)

The **Western Australian Statement of Student Achievement (WASSA)** is issued to all students at the completion of Year 12. It provides a comprehensive record of courses, certificates and programs completed during Years 11 and 12.

The WASSA records:

- Achievement of **WACE** requirements.
- Achievement of literacy and numeracy standards.
- Awards and recognitions.
- School grades, marks and ATAR course results.
- Results in General, Foundation and Preliminary courses.
- Completed VET industry-specific courses and qualifications.
- Completed VET units of competency.
- Completed endorsed programs.

Online Literacy and Numeracy Assessment (OLNA)

Students must demonstrate the minimum literacy and numeracy standard based on skills regarded as essential for individuals to meet the demands of everyday life and work. This standard is equivalent to Level 3 of the Australian Core Skills Framework (<https://www.dewr.gov.au/skills-informationtraining-providers/australian-core-skills-framework>).

To meet **WACE** requirements, students must demonstrate the minimum standards of **literacy** (reading and writing) and **numeracy**. This can be achieved through **Year 9 NAPLAN** results or by successfully completing the relevant components of the **Online Literacy and Numeracy Assessment (OLNA)**.

Students who do not meet the standard must continue to sit OLNA in subsequent testing windows until the requirement is achieved. Students enrolled in Foundation courses who meet the standard may be required to move to a General or ATAR course.

Students who do not achieve WACE by the end of Year 12 because they have not met the literacy and/or numeracy standard may re-sit the required OLNA components after school. Upon meeting all WACE requirements, they can be awarded the WACE.

The Western Australian Certificate of Education (WACE)

The WACE is awarded by the School Curriculum and Standards Authority (SCSA) when students successfully meet the requirements of the WACE.

The current WACE graduation requirements are below.

Students must:

- Demonstrate a minimum standard of literacy (reading and writing) and a minimum standard of numeracy. This is determined by the OLNA if a student has not pre-qualified via NAPLAN in Year 9.
- Complete a minimum of 20 units, or equivalents. This requirement must include:
 - a minimum of ten Year Twelve units
 - four units from an English course, post-Year 10, including at least one pair of Year Twelve units from an English learning area course
 - one pair of Year Twelve units from each of List A (arts/languages/social sciences) and List B (mathematics/science/technology) subjects
- Achieve at least 14 C grades or higher (equivalents) in Year Eleven and Year Twelve units, including at least 6 C grades (or equivalents) in Year Twelve units
- Complete
 - at least four Year Twelve ATAR courses **OR**
 - at least five Year Twelve General courses and/or ATAR courses or equivalent **OR**
 - a Certificate II (or higher) VET qualification in combination with ATAR, General or Foundation courses.

Further details on the requirements of the WACE can be found at:

<http://www.scsa.wa.edu.au/publications/wace-manual>

Changes to endorsed programs with WACE implications from 2027

Important Changes from 2027

- **Diploma-level qualifications** will no longer contribute unit equivalence towards WACE achievement. This change aims to strengthen the quality and consistency of VET outcomes.
- Students using a **university preparation course** (such as Curtin UniReady) for unit equivalence will be required to complete **at least one Year 12 ATAR course**, reflecting the expectation that these students are preparing for university study.

Further information is available in the **SCSA Year 10 Information Handbook**:

www.scsa.wa.edu.au/publications/year-10-information.

Subjects Offered at St Joseph's College

St Joseph's College offers a broad range of subjects to suit students' abilities, interests and post-school pathways. Some courses may be streamed based on demonstrated prior achievement.

Vocational Education and Training (VET)

Units of competency that contribute to TAFE qualifications may be completed through embedded course delivery, stand-alone units at St Joseph's College, or external training providers.

General Subject Information

In 2026 Year 10 students will study:

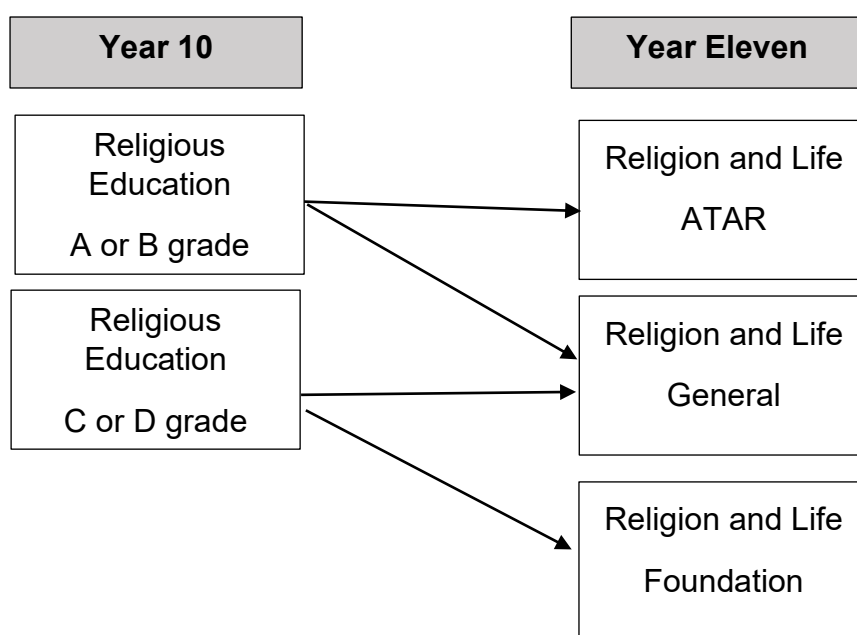
- Religious Education
- Mathematics (streamed)
- English (streamed)
- Science (streamed)
- Humanities and Social Sciences (HaSS)
- One VET Certificate II
- Health and Physical Education

Parents and students should note that class availability may be limited. Places will be prioritised for students who meet prerequisites, and special approval does not guarantee entry into a subject.

Compulsory Subject Information

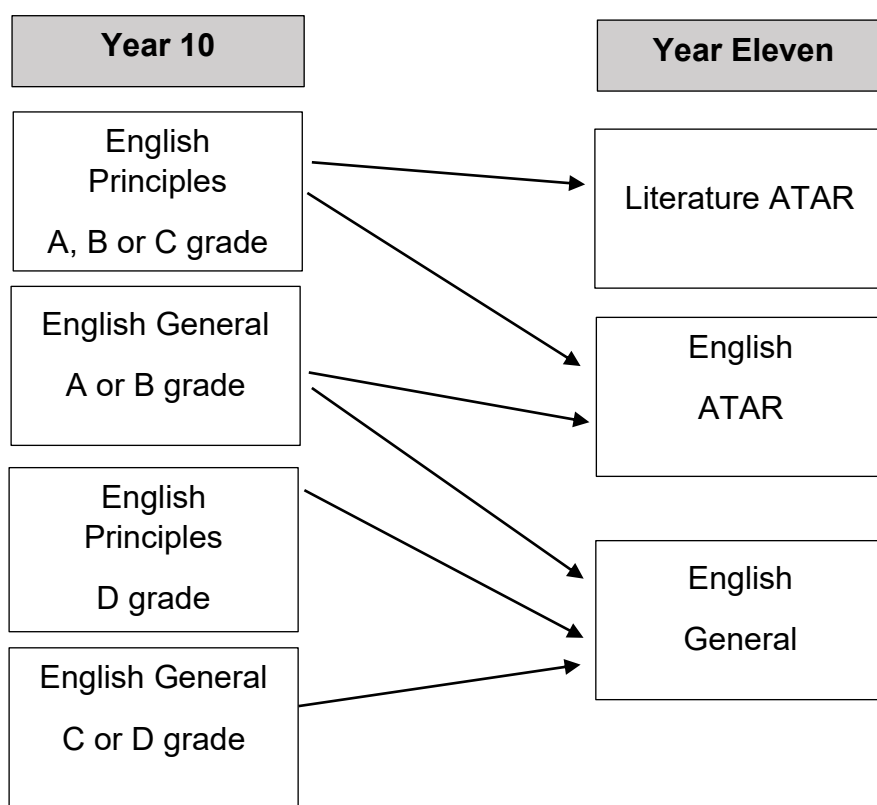
Religious Education

Students study Religious Education in all senior secondary years. Through these courses, students develop an understanding of the Christian view of the human person, strengthen critical thinking and decision-making guided by Christian values, and engage with social justice and environmental stewardship. Senior School Religious Education also incorporates the general capabilities and cross-curriculum priorities of the Australian Curriculum.



English

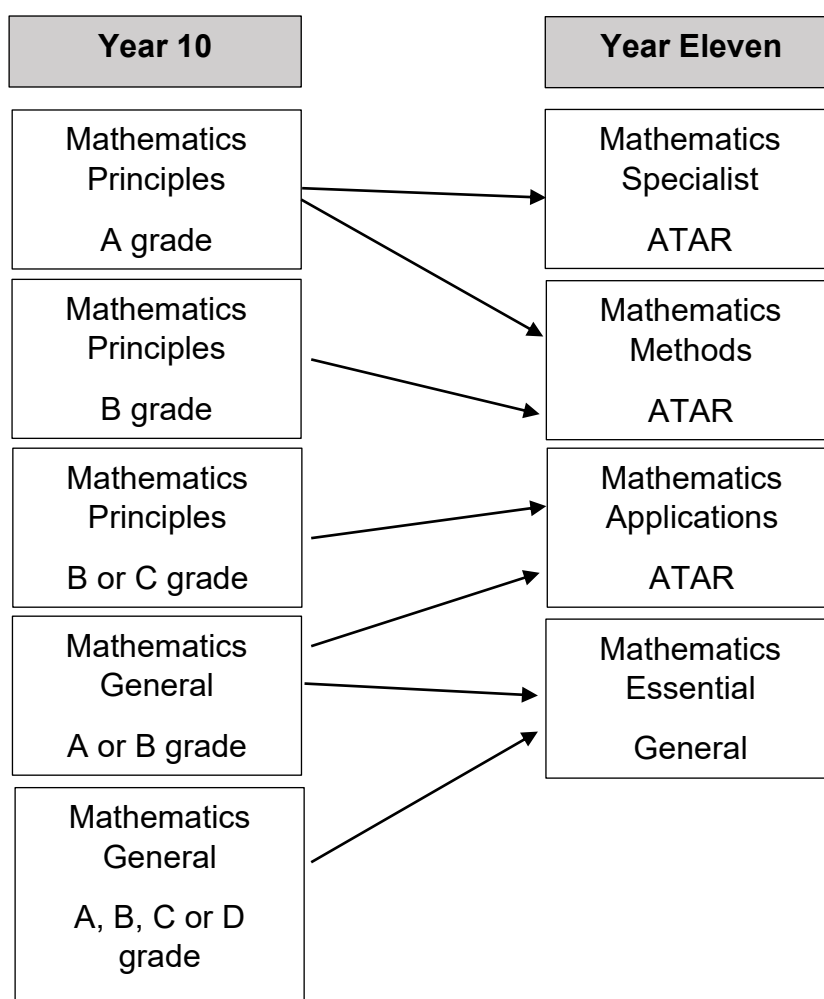
Students study an English course in all Senior School year levels. These courses build on the Language, Literature and Literacy strands from Years 7 to 9, with each course offering a different emphasis. Senior School English also incorporates the general capabilities and cross-curriculum priorities of the Australian Curriculum.



Mathematics

St Joseph's College offers two Year 10 Mathematics courses: **Mathematics Principles** and **Mathematics General**. These courses extend the Australian Curriculum into Senior School and provide students with choice, flexibility and relevant learning pathways.

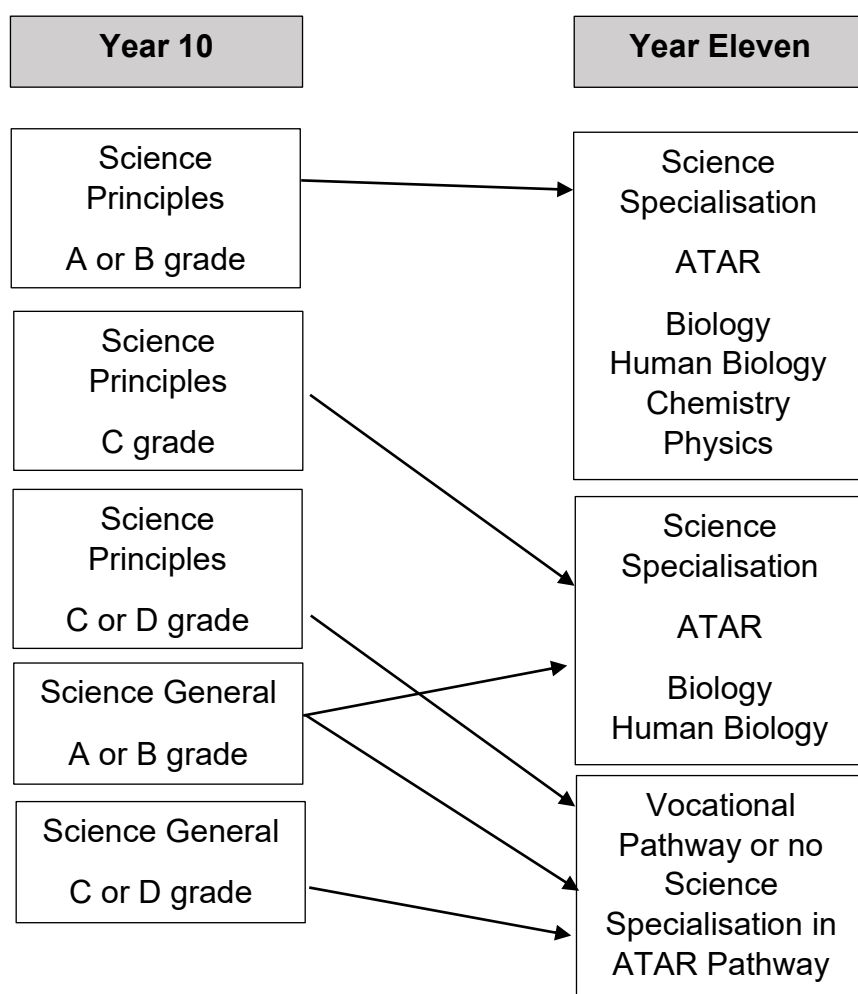
Students should select their Mathematics course carefully, considering future study and career goals. We encourage all students to study Mathematics at the highest level suited to their abilities and aspirations.



Science

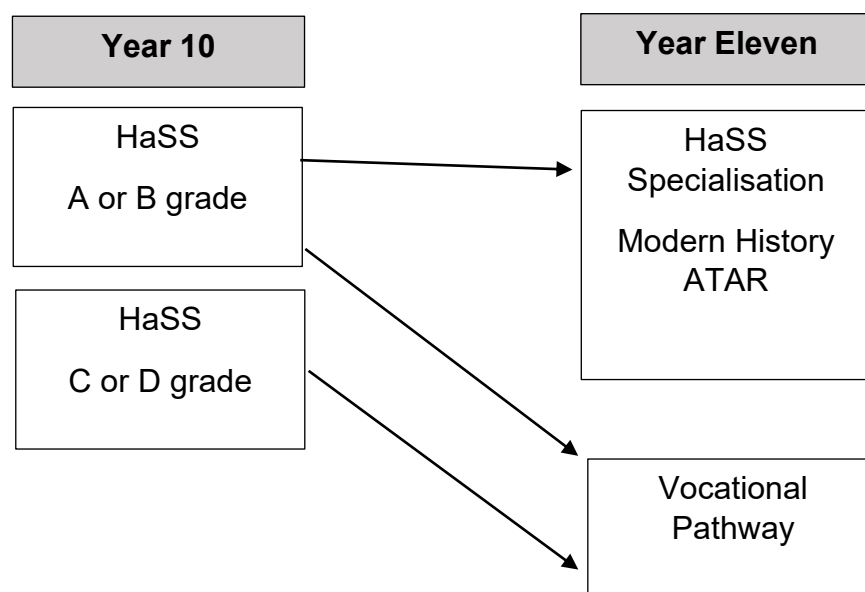
St Joseph's College offers two Year 10 Science courses: Science Principles and General Science.

Science develops analytical thinking, problem-solving and investigative skills that provide excellent preparation for further study and a wide range of careers. Students who meet the requirements for senior Science pathways are encouraged to continue studying Science. Careful course selection is important, as scientific inquiry, data analysis and critical thinking are valuable skills across many fields, including business, law, medicine, politics and engineering.



Humanities and Social Sciences

Students study **Humanities and Social Sciences (HaSS)** in Year 10. The course develops understanding of society, culture, citizenship and sustainability, while building literacy, critical thinking and digital skills. Students who meet the requirements for senior HaSS pathways are encouraged to continue studying HaSS throughout their education.



Health and Physical Education

Students study Health and Physical Education in Year 10, with achievement assessed and reported separately for Health and Physical Education. The course also includes completion of the Keys for Life pre-driver education program.

Work Experience

Work Experience occurs in Term Four, giving students the chance to develop skills instrumental in a work environment.

Elective Course Information

The following is a list of elective courses being offered by St Joseph's College for Year 10.

Vocational Certificates
Certificate II in Workplace Skills
Certificate II in Construction (Pathways)
Certificate II in Engineering (Pathways)
Certificate II in Sport Coaching
Certificate II in Visual Arts
Certificate II in Music Industry

Due to the practical nature of a certificate course, it is typical for the average student to take two years to complete one certificate.

Please note that the availability of these subjects is determined by the number of students electing to do them. Insufficient numbers may mean that some subjects will not run. Availability may also be affected by staff and other resources.

Additional Programs

COMPULSORY ACTIVITIES

Apart from the opportunity to study SCSA-accredited courses, all students are required to participate in a range of compulsory school activities. These programs are outlined below. Attendance and participation are recorded on the front page of each student's academic report.

St Joseph's Day

Held in Term One, St Joseph's Day celebrates our patron saint and includes student participation in organising and running a fundraising stall with their homeroom. The day includes a College Mass and concludes with a whole-school fair.

House Sports Carnivals

St Joseph's College holds annual Inter-House Swimming and Athletics Carnivals. All students are expected to attend and participate by competing in events, supporting fellow House members, or assisting with carnival duties throughout the day.

EXTRA OPPORTUNITIES

In addition to compulsory activities, St Joseph's College offers a range of opportunities for students to extend their involvement, develop their skills, and gain valuable experiences.

These may include:

- Australian Mathematics, Chemistry and HaSS Competitions
- University camps and leadership programs
- Leeuwin Ocean Adventure experience
- College Production
- Interschool Swimming, Cross Country and Athletics competitions

Work Experience

All Year 10 students undertake a week of work experience in a chosen industry during Term Two. This experience is to assist students with their future education and training choices.

Holy Family Youth Ministry

Holy Family Parish Youth Ministry offers students opportunities to connect, participate in camps, and contribute to Parish life, including providing music at Mass. The program is supported by the College Chaplain, Fr Marvin Gomes.

Catholic Performing Arts Festival

The St Joseph's College Secondary School Choir participates in the Catholic Performing Arts Festival, providing students with opportunities to showcase and develop their musical talents.

General Assessment Information

Authenticity of Work

All work submitted for assessment must be your own, with any sources or contributions appropriately acknowledged. Plagiarism, collusion, unauthorised assistance, and the misuse of Artificial Intelligence (AI) tools are breaches of the St Joseph's College Assessment Policy and may result in penalties. Students are encouraged to use AI responsibly as a learning tool, not as a substitute for their own work. Please refer to the St Joseph's College Assessment Policy on SEQTA Engage or SEQTA Learn for further information.

Review of School Assessments

If you believe that your grade and/or school mark is incorrect, you should make a request in writing to your teacher for a review of the result.

Students with Special Needs

Students with special needs are assessed against the same course criteria, with reasonable adjustments provided to support their participation and achievement. Assessment provisions such as extra time, rest breaks, use of a computer, or a scribe may be granted where supported by appropriate medical or psychometric documentation and in accordance with SCSA requirements. Requests for adjustments should be communicated to the Head of Learning Support or Deputy Principal Secondary as early as possible.

Long Term Illness

A student with a long-term illness will be given special consideration according to the school's assessment of the prevailing circumstances.

Prolonged absences

In the event of a prolonged absence due to illness or disability, allowances can be made for both ATAR and General courses. Special arrangements concerning assignments and tests can be made through the Head of Secondary and subject teachers. These arrangements may vary according to the circumstances.

COMPULSORY COURSE DETAILED INFORMATION

RELIGIOUS EDUCATION

Overview

This subject is suitable for students who are ATAR or VET Pathway bound.

The Religion and Life course recognises that language plays a central role in the development of a mature, insightful and confident adult. An understanding of social issues, historical events and significant people empowers students. It gives them access to knowledge, enables them to play an active part in society and contributes to their personal growth.

The Religious Education course is composed of four units of work:

1. Vocation.
2. The search for freedom.
3. Recognising God's call through conscience.
4. Restoring God's justice in the world.

The Religious Education program aims to help students learn the teachings of the Gospel as proclaimed by the Catholic Church and to develop a sense of Christianity and how Christians are trying to live their lives. Religious Education is a learning area which focuses on the knowledge and understanding of the Gospel as it is handed on by the Catholic Church to those who follow Christ in today's world.

Students develop skills to communicate and respond to ideas, feelings and attitudes and to interact effectively with others.

All students completing the Year 10 Religious Education program will be enrolled in the Community Service Endorsed Program. Community Service is an Authority-developed endorsed program that is managed by individual schools and can be adapted to suit all school contexts and student abilities. Students will also be provided opportunities to assist younger students in the Junior School and will also take part in the annual Year 10 Pilgrimage.

Prerequisites

There are no prerequisites for this subject.

All students must complete this program of work.

ENGLISH PRINCIPLES

Overview

This subject is suitable for students who are considering an ATAR pathway in Year Eleven and Twelve.

Students continue to practise, consolidate and extend what they have learned from previous years. They also extend their understanding of how language works, and learn to transfer this knowledge to different contexts.

To achieve this, students develop an understanding of the requirements of different types of texts; they are introduced to increasingly sophisticated analyses of various kinds of literary, popular culture, and everyday texts, and they are given opportunities to engage with the technical aspects of texts, including those of their own choosing – and to explain why they made that choice.

Students engage with a variety of genres and modes. They re-enact, represent and describe texts in order to display their understanding of narrative, theme, purpose, context and argument and to defend their ideas in written and oral modes. Students are given further opportunities to create increasingly sophisticated and multimodal texts in groups and individually.

The English Principles 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. It offers an increased degree of intellectual challenge and theoretical depth while still remaining accessible to students with varying degrees of competence.

The English curriculum is built around three interrelated strands:

Language

Involves consideration of how language use changes over time, and how it is used to empower some groups and disempower others. Students will understand how language is structured and organised, and how it reflects or relates to particular value systems.

Literature

Involves an understanding of how individuals and groups are represented. It will invite students to reflect upon and respond to various interpretations of texts, and to analyse and explain how texts are constructed and influence audiences.

Literacy

Involves the student in the identification and analysis of the structure, purposes and effects of language and literature in cultures, as well as the student's ability to use various language structures and conventions to inform, persuade and engage.

In general, students will interact in communication with peers, teachers, individuals, groups and others, and they will experience learning in both familiar and unfamiliar contexts. In addition to analysis, students will engage with texts for enjoyment and be involved in the creation of imaginative, informative and persuasive types of texts.

Prerequisites

Attain a minimum B grade in Year 9 English.

ENGLISH GENERAL

Overview

This subject is suitable for students who are considering an ATAR or VET pathway in Year Eleven and Twelve.

Students continue to practise, consolidate and extend what they have learned from previous years. They also extend their understanding of how language works, and learn to transfer this knowledge to different contexts. To achieve this, students develop an understanding of the requirements of different types of texts; they are introduced to increasingly sophisticated analyses of various kinds of literary, popular culture, and everyday texts, and they are given opportunities to engage with the technical aspects of texts, including those of their own choosing – and to explain why they made that choice.

The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs should balance and integrate all three strands. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

Language

Involves consideration of how language use changes over time, and how it is used to empower some groups and disempower others. Students will understand how language is structured and organised, and how it reflects or relates to particular value systems.

Literature

Involves an understanding of how individuals and groups are represented. It will invite students to reflect upon and respond to various interpretations of texts, and to analyse and explain how texts are constructed and influence audiences.

Literacy

Involves the student in the identification and analysis of the structure, purposes and effects of language and literature in cultures, as well as the student's ability to use various language structures and conventions to inform, persuade and engage.

While the General English course includes the same areas of study as the Principles of English course, it does not cover subjects in as much depth or detail. Students in this class will receive a State Equivalent Grade on their reports.

Prerequisites

There are no prerequisites for this course.

HUMANITIES AND SOCIAL SCIENCES (HaSS)	
HUMANITIES	Overview This subject is suitable for students who are considering either an ATAR or VET Pathway in Year Eleven and Year Twelve. Students develop increasing independence in critical thinking and skill application, which includes questioning, researching, analysing, evaluating, communicating and reflecting. They apply these skills to investigate events, developments, issues and phenomena, both historical and contemporary.
	Humanities and Social Sciences consists of Civics and Citizenship, Economics and Business, Geography and History. Students continue to build on their understanding of the concepts of the Westminster system, democracy, democratic values, justice and participation. They examine the role of key players in the political system, the way citizens' decisions are shaped during an election campaign and how a government is formed. Students investigate how Australia's court system works in support of a democratic and just society. Students are introduced to the concepts of specialisation and trade while continuing to further their understanding of the key concepts of scarcity, making choices, interdependence, and allocation and markets. They examine the connections between consumers, businesses and government, both within Australia and with other countries, through the flow of goods, services and resources in a global economy. The roles and responsibilities of the participants in the changing Australian and global workplace are explored. The concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking, which provides students with an opportunity to inquire into the production of food and fibre, the role of the biotic environment and to explore how people, through their choices and actions, are connected to places in a variety of ways. Students apply this understanding to a wide range of places and environments at the full range of scales, from local to global, and in a range of locations. Students develop their historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts are investigated within the historical context of the making of the modern world from 1750 to 1918. They consider how new ideas and technological developments contributed to change in this period, and the significance of World War I. Prerequisites There are no prerequisites for this course. All students must complete this program of work.

SCIENCE PRINCIPLES

Overview

This subject is suitable for students who are considering an ATAR pathway in Year Eleven and Twelve.

Successful completion of this course will provide students with the fundamentals for Biology, Human Biology, Chemistry and Physics at ATAR level in Year Eleven.

Science Understanding

Students analyse how the periodic table organises elements and use it to make predictions about the properties of elements. They explain how chemical reactions are used to produce particular products and how different factors influence the rate of reactions.

Students apply relationships between force, mass and acceleration to predict changes in the motion of objects. They explain the concept of energy conservation and represent energy transfer and transformation within systems.

Students describe and analyse interactions and cycles within and between Earth's spheres. They describe the evidence for scientific theories that explain the origin of the universe and the diversity of life on Earth.

Students explain the processes that underpin heredity and evolution.

Science as a Human Endeavour

Students analyse how the models and theories they use have developed over time.

Science Inquiry Skills

Students develop questions and hypotheses and independently design and improve appropriate methods of investigation. They describe how they have considered reliability, safety, fairness and ethical actions in their methods. When analysing data, selecting evidence and developing conclusions, students identify any sources of uncertainty. They evaluate the validity and reliability of claims made in secondary sources with reference to the evidence cited. Students construct evidence-based arguments and select appropriate representations to communicate science ideas.

Prerequisites

Attain a minimum B grade in Year 9 Science.

SCIENCE GENERAL

Overview

This subject is suitable for students who are considering a VET pathway in Year Eleven and Twelve.

Successful completion of this course will provide students with complimentary skills for most of the Certificate Courses, particularly with Certificate II in Construction, Certificate II in Engineering, and Certificate II in Sports and Recreation.

Science Understanding

Students analyse how the periodic table organises elements and use it to make predictions about the properties of elements. They explain how chemical reactions are used to produce particular products and how different factors influence the rate of reactions.

Students apply relationships between force, mass and acceleration to predict changes in the motion of objects. They explain the concept of energy conservation and represent energy transfer and transformation within systems.

Students describe and analyse interactions and cycles within and between Earth's spheres. They describe the evidence for scientific theories that explain the origin of the universe and the diversity of life on Earth.

Students explain the processes that underpin heredity and evolution.

Science as a Human Endeavour

Students analyse how the models and theories they use have developed over time.

Science Inquiry Skills

Students develop questions and hypotheses and independently design and improve appropriate methods of investigation. They describe how they have considered reliability, safety, fairness and ethical actions in their methods. When analysing data, selecting evidence and developing conclusions, students identify any sources of uncertainty. They evaluate the validity and reliability of claims made in secondary sources with reference to the evidence cited. Students construct evidence-based arguments and select appropriate representations to communicate science ideas.

While the General Science course includes the same areas of study as the Science Principles course, it does not cover topics in as much depth or detail. The pace of the curriculum is modified to cater for student needs. Students in this class may not be able to access certain Science courses in Year Eleven and Twelve and will receive a State Equivalent Grade on their reports.

Prerequisites

There are no prerequisites for this course.

HEALTH AND PHYSICAL EDUCATION STUDIES	
HEALTH AND PHYSICAL EDUCATION	Overview This subject is suitable for students considering either an ATAR or VET Pathway in Year Eleven and Year Twelve. Study of the Health and Physical Education course contributes to the development of the whole person. It promotes the physical, social and emotional growth of students.
	The content provides students with the opportunity to begin to focus on issues that affect the wider community. They study external influences on health decisions and evaluate their impact on personal identity and the health of the broader community. Students continue to develop and refine communication techniques to enhance interactions with others, and apply analytical skills to scrutinise health messages in a range of contexts. In continuing to improve performance, students transfer learned specialised movement skills with increasing proficiency and success across a variety of contexts. They use feedback to improve their own and others' performance with greater consistency, and critically evaluate movement responses based on the outcome of previous performances. Through the application of biomechanical principles to analyse movement, students broaden their understanding of optimal techniques necessary for enhanced athletic performance. Students self-assess their own and others' leadership styles and apply problem-solving approaches to motivate participation and contribute to effective team relationships. They are also provided with opportunities to assume direct control of physical activities in coaching, coordinating or officiating roles. The Health and Physical Education curriculum provides opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle. Prerequisites There are no prerequisites for this course. All students must complete this program of work.

MATHEMATICS PRINCIPLES

Overview

This subject is suitable for students who are considering an ATAR pathway in Year Eleven and Twelve.

The intent of the curriculum is to encourage the development of important ideas in more depth, and to promote the interconnectedness of mathematical concepts. An obvious concern is the preparation of students intending to continue studying mathematics in the senior secondary years. Teachers will, in implementing the curriculum, extend the more mathematically able students by using appropriate challenges and extensions within available topics. A deeper understanding of mathematics in the curriculum enhances a student's potential to use this knowledge to solve non-routine problems, both at this level of study and at later stages.

Senior school marks a shift in mathematics learning to more abstract ideas. Through key activities such as the exploration, recognition and application of patterns, the capacity for abstract thought can be developed and the ways of thinking associated with abstract ideas can be illustrated.

The foundations built in previous years prepared students for this change. Previously established mathematical ideas can be drawn upon in unfamiliar sequences and combinations to solve non-routine problems and to consequently develop more complex mathematical ideas. Students of this age also need an understanding of the connections between mathematical concepts and their application in their world as a motivation to learn. This means using contexts directly related to topics of relevance and interest to this age group.

The Mathematics Principles course is intended for students who require more content to enrich their mathematical learning. This course is required for students intending to pursue Mathematical Methods or Specialist Mathematics in the senior secondary years.

While the Mathematics Principles course includes all of the same areas of study as the Mathematics General course, it does cover extra subjects. Students in this class will receive a State Equivalent Grade on their reports.

Prerequisites

Attain a minimum B grade in Year 9 Mathematics.

The CAS calculator is introduced in this course

MATHEMATICS GENERAL

Overview

This subject is suitable for students considering a VET Pathway in Year Eleven and Year Twelve.

The intent of the curriculum is to encourage the development of important ideas in more depth, and to promote the interconnectedness of mathematical concepts. An obvious concern is the preparation of students to continue studying mathematics in the senior secondary years. Teachers will, in implementing the curriculum, extend the more mathematically able students by using appropriate challenges and extensions within available topics. A deeper understanding of mathematics in the curriculum enhances a student's potential to use this knowledge to solve non-routine problems, both at this level of study and at later stages.

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Prerequisites

There are no prerequisites for this course.

CERTIFICATE COURSE DETAILED INFORMATION

BSB20115 CERTIFICATE II IN WORKPLACE SKILLS

Overview

This qualification reflects the role of individuals in a variety of junior administrative positions who perform a range of mainly routine tasks using limited practical skills and fundamental operational knowledge in a defined context. Individuals in these roles generally work under direct supervision.

Job roles

- Administration Assistant
- Clerical Worker
- Data Entry Operator
- Information Desk Clerk
- Office Junior
- Receptionist

This course is offered in partnership via auspicing with registered organisation: iVet RTO Number 40548.

Students complete ten (10) Units of Competency to achieve the qualifications: BSB20120 Certificate II in Workplace Skills.

This certificate allows students to gain a broad range of core work skills that may be applied in various work environments. The dual pathway certificate is an excellent course for any student.

Students are able to complete this certificate within one year.

CERTIFICATE II WORKPLACE SKILLS UNITS OF COMPETENCY:

BSBPEF101	Plan and prepare for work readiness
BSBPEF201	Support personal wellbeing in the workplace
BSBCMM211	Apply communication skills
BSBTEC202	Use Digital Technologies to communicate in a work environment
BSBSUS211	Participate in sustainable work practices
BSBWHS211	Contribute to the health and safety of self and others
BSBOPS201	Work effectively in business environments
BSBTEC201	Use business software applications
BSBTEC303	Create electronic presentations
BSBPEF202	Plan and apply time management

This certificate course is highly recommended for students considering entering small business and entrepreneurship as a future pathway.

The completion of this course will provide two C grades towards Year Eleven and two C grades towards Year Twelve Western Australian Certificate of Education (WACE) achievement.

Prerequisites

There are no prerequisites for this course.

**** It is not compulsory, but advised, that if students wish to study the Certificate III in Business in Years Eleven and Twelve, taking this course of work is recommended.**

CPC20220 CERTIFICATE II IN CONSTRUCTION (PATHWAYS)

Overview

This qualification provides a pathway to the primary trades in the construction industry with the exception of electrical. Trade outcomes are predominantly achieved through an Australian Apprenticeship and this certificate allows for inclusion of skills suited for entry to off-site occupations, such as joinery and shopfitting as well as carpentry, bricklaying and other occupations in general construction.

This certificate is designed to introduce learners to the recognised trade callings in the construction industry and provide meaningful credit in a construction industry Australian Apprenticeship.

Students who are interested in developing skills within the area of home maintenance would benefit from the completion of many facets of this certificate.

This course is offered in partnership via auspicing with registered organisation: Australian Institute of Education and Training and Training RTO Number: 121314

Within the CPC20220 Certificate II in Construction (Pathways) students complete ten (10) Units of Competency.

Please note, this is a two (2) year minimum to complete this course of work. Full achievement can only be demonstrated in Year Two, and Year Three (if required).

The qualification requires all competencies to be achieved satisfactorily. All students will then attain a national qualification, and a Certificate will be awarded. A Statement of Attainment will be awarded for partially completed qualifications (ie NOT all competencies completed satisfactorily)

UNITS OF COMPETENCY:

CPCCOM1013	Plan and organise work
CPCCOM1012	Work effectively and sustainably in the Construction Industry
CPCCOM1015	Carry out measurements and calculations
CPCCVE1011	Undertake a basic construction project
CPCCBL2001	Handle and prepare bricklaying and blocklaying materials
CPCCWHS2001	Apply WHS requirements, policies and procedures in the Construction Industry
CPCCBL2002	Use bricklaying and blocklaying tools and equipment
CPCCCA2002	Use carpentry tools and equipment
CPCCCA2011	Handle carpentry materials
CPCCCO2013	Carry out concreting to simple forms

The completion of this course will provide two C grades towards Year Eleven and two C grades towards Year Twelve Western Australian Certificate of Education (WACE) achievement.

Prerequisites

It is highly recommended that students have achieved a minimum C grade in Year 9 Woodwork and/or Metalwork.

CUA20620 CERTIFICATE II IN MUSIC

Overview

This qualification reflects the role of individuals who perform a range of mainly routine tasks in the music industry, work under direct supervision, and use limited practical skills and fundamental operational knowledge in a defined context.

Students completing the CUA20620 Certificate II in Music are involved in multiple performances including:

- the St Joseph's College annual Drama Production
- Albany Agricultural Show
- Musical evenings
- St Joseph's Day

This course is offered in partnership with The College of Sound and Music Production, the Registered Training Organisation (RTO: 41549). The Student Handbook can be downloaded from cosamp.com.au.

Within the CUA20620 Certificate II in Music students complete eight (8) Units of Competency.

Certificate II in Music is not just for musicians; it is also for students who would like to become musicians and be involved in the music industry.

For students who are already musicians with consistent work evidence it's possible to move through the Certificate in a four-term year as some parts of the course can be achieved through recognition of prior learning.

The Certificate is delivered face to face onsite at St Joseph's College by accredited teachers.

The qualification requires all competencies to be achieved satisfactorily. All students will then attain a national qualification, and a Certificate will be awarded. A Statement of Attainment will be awarded for partially completed qualifications (ie NOT all competencies completed satisfactorily)

UNITS OF COMPETENCY:

BSBWHS211	Contribute to health and safety of self and others
BSBTWK201	Work effectively with others
CUAIND211	Develop and apply creative arts industry knowledge
CUAMPF111	Develop skills to play or sing music
CUAMPF211	Perform simple musical pieces
CUAMPF212	Incorporate music technology into performance
CUAMPF213	Develop simple repertoire in ensembles
CUASTA212	Assist with bump in and bump out of shows

The completion of this course will provide two C grades towards Year Eleven and two C grades towards Year Twelve Western Australian Certificate of Education (WACE) achievement.

Prerequisites

It is essential that students have a background in a musical instrument or voice instruction. An audition may be required.

Students who are at a beginner level will be required to attend lessons outside of class time. They will be required to own or have instruments at home to practise.

Students without instrumental skills who are vocalists need to be able to hear pitch and time.

**** At the completion of the Certificate II in Music, students may commence the Certificate III in Music in Year Eleven and Twelve CUA30920C Certificate III in Music, which is also offered in partnership with The College of Sound and Music Production, the Registered Training**

CUA20720 CERTIFICATE II IN VISUAL ARTS

Overview

This qualification reflects the role of individuals who are developing the basic creative and technical skills that underpin visual arts and craft practice.

This course is offered in partnership with The College of Sound and Music Production, the Registered Training Organisation (RTO: 41549). The Student Handbook can be downloaded from cosamp.com.au.

Within the CUA20720 Certificate II in Visual Arts students complete nine (9) Units of Competency. This includes four core units and five elective units.

The Certificate is delivered face to face onsite at St Joseph's College by accredited teachers.

Please note, this is a two (2) year minimum to complete this course of work. Full achievement can only be demonstrated in Year Two, and Year Three (if required).

The qualification requires all competencies to be achieved satisfactorily. All students will then attain a national qualification, and a Certificate will be awarded. A Statement of Attainment will be awarded for partially completed qualifications (ie NOT all competencies completed satisfactorily)

UNITS OF COMPETENCY:

BSBWHS211	Contribute to health and safety of self and others
CUAACD201	Develop drawing skills to communicate ideas
CUACER201	Develop ceramic skills
CUADRA201	Develop drawing skills
CUAPAI211	Develop painting skills
CUAPPR211	Make simple creative work
CUAPRI211	Develop printmaking skills
CUARES202	Source and use information relevant to own arts practice
BSBTWK201	Work effectively with others

The completion of this course will provide two C grades towards Year Eleven and two C grades towards Year Twelve Western Australian Certificate of Education (WACE) achievement.

In this certificate students are involved in the creation of stage backdrops for the annual College Drama Production.

Prerequisites

It is highly recommended that students have achieved a minimum C grade in Year Eight or Year 9 Visual Arts.

Please note there is a writing element to this certificate and basic literacy capabilities are required.

MEM20422 CERTIFICATE II IN ENGINEERING (PATHWAYS)

Overview

This is a training program that leads senior secondary students towards the completion of a pre apprenticeship in various metal engineering and associated manufacturing trades. This qualification is designed to reflect the role of entry level employees who perform routine tasks under direct supervision in the industry sector.

Students will be able to undertake pathways in the following:

- Electrical engineering
- Mechanical (refrigeration and air conditioning)
- Mechanical (plant mechanic)
- Fabrication (light)
- Fabrication (heavy)
- Mechanical (fitter machinist)
- Marine (construction)
- Plumbing
- Automotive

This course is offered in partnership via auspicing with registered organisation: Australian Institute of Education and Training and Training RTO Number: 121314

Within the MEM20422 Certificate II Engineering (Pathways) students complete thirteen (12) Units of Competency.

The Certificate is delivered face to face onsite at St Joseph's College by accredited teachers.

Please note, this is a two (2) year minimum to complete this course of work. Full achievement can only be demonstrated in Year Two, and Year Three (if required).

The qualification requires all competencies to be achieved satisfactorily. All students will then attain a national qualification, and a Certificate will be awarded. A Statement of Attainment will be awarded for partially completed qualifications (ie NOT all competencies completed satisfactorily)

UNITS OF COMPETENCY:

MEM13015	Work safely and effectively in manufacturing and engineering
MEM16006	Organise and communicate information
MEM18001	Use hand tools
MEM18002	Use power tools/handheld operations
MEMPE002	Use electric welding machines
MEMPE006	Undertake a basic engineering project
MSMENV272	Participate in environmentally sustainable work practices
MEMPE005	Develop a career plan for the engineering and manufacturing industries
MEMPE004	Use fabrication equipment
MEMPE003	Use oxy-acetylene and soldering equipment
MEM16008	Interact with computer technology
MEM11011	Undertake manual handling

The completion of this course will provide two C grades towards Year and two C grades towards Year Twelve Western Australian Certificate of Education (WACE) achievement.

Prerequisites

It is highly recommended that students have achieved a minimum C grade in Year 9 Woodwork and/or Metalwork.

SIS20321 CERTIFICATE II IN SPORT COACHING

VOCATIONAL EDUCATION AND TRAINING

Overview

This qualification provides the skills and knowledge for an individual wishing to work in the sport and recreation industry in a generalist capacity. Likely functions for someone with this qualification can include providing support in the provision of sport and recreation programs, grounds and facilities maintenance, routine housekeeping, retail and customer service assistance, administrative assistance or bar and café service in locations such as fitness centre, outdoor sporting grounds or complexes or aquatic centres. All job roles are performed under supervision.

Students will be able to undertake pathways in the following:

- recreation assistant
- administration assistant
- grounds assistant
- retail assistant

This course is offered in partnership via auspicing with registered organisation: iVet RTO Number 40548.

This course is designed as a dual pathway. Students complete eight (7) Units of Competency in the Certificate II Sport Coaching, and Eleven (13) in Cert II Outdoor Recreation Certificates.

Please note the unit HLTAID011 is delivered by an external provider and will require students to attend a one-day training session on a day set by the College (preferred booking on pupil free days).

Please note that students will complete SIS20321 Certificate II in Sport Coaching in Year One and may then complete SIS20419 Certificate II in Outdoor Recreation in Year Two and Three.

UNITS OF COMPETENCY - SPORTS COACHING:

SIRXWHS001	Work safely
HLTAID011	Provide first aid
ICTICT214	Operation application software packages
SISSSCO002	Work in a community coaching role
SISSSCO001	Conduct sport coaching sessions with foundation level participants
SISSSOF002	Continuously improve officiating skills and knowledge
SISSSPT001	Implement sport injury prevention and management strategies

The completion of this course will provide four C grades towards Year Eleven and four C grades towards Year Twelve Western Australian Certificate of Education (WACE) achievement.

Prerequisites

There are no prerequisites for this course.

ATAR Courses

The ATAR Course with the prerequisite Year 10 course and grades are listed below.

ATAR COURSES	LIST	YEAR 10 PREREQUISITE	YEAR 10 GRADE
Biology	B	Science Principles Biological Sciences Strand	C B
Chemistry	B	Science Principles Chemical Sciences Strand Mathematics Principles Mathematics General	B B C B
English	A	English Principles English General	C B
Human Biology	B	Science Principles Biological Science Strand	C B
Mathematics Applications	B	Mathematics Principles Mathematics General	C B
Mathematics Methods	B	Mathematics Principles	B
Mathematics Specialist	B	Mathematics Principles	A
Modern History	A	HaSS English Principles	B B
Physical Education Studies	B	Science Principles Health Education Physical Education	B B B
Physics	B	Science Principles Physical Sciences Strand Mathematics Principles Mathematics General	B B B A
Religion and Life	A	Religious Education	B