



St Joseph's College

Subject Selection Handbook

2026

Year Ten

The life of every person is a special journey

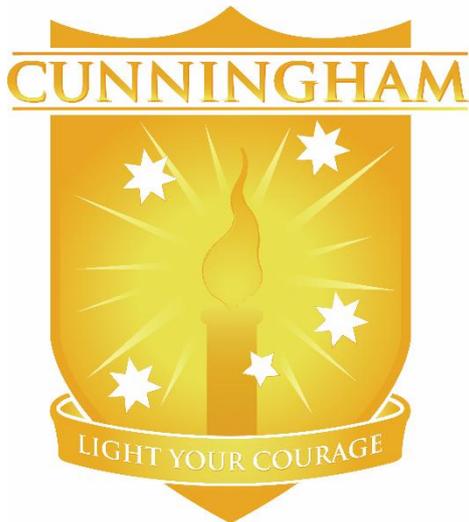
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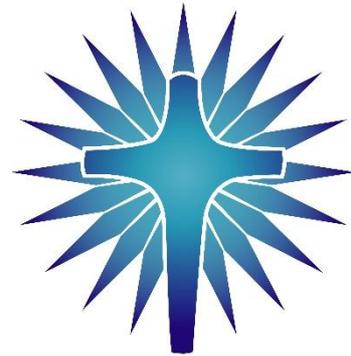
COLLEGE VISION STATEMENT

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

Decisions to be made by parents and students concerning the last three years of secondary education are not easy. The regulations and procedures are sometimes complex and the varied courses introduce terminology and concepts that may be new to many.

This resource contains information to help you and your child to decide which pathway to choose after Year Nine. Details are provided on various post school alternatives, in addition to Year Eleven and Year Twelve courses and the West Australian Certificate of Education (WACE).

It is essential that, if your child is returning to undertake Senior Secondary studies, a program is selected that provides them with:

- A reasonable likelihood of success.
- Clearly defined opportunities to enter employment, training or higher education (University or TAFE) in their preferred field.

It is essential that students seek guidance from the Deputy Principal of Secondary School, the Assistant Deputy Principal of Secondary School, Heads of Department and/or Head of Pastoral Care before deciding on a course of study for next year. The staff members students choose to consult for advice should be based upon their circumstances. Year Nine students are advised to take this process of subject selection for Year Ten very seriously. Ensure you take the necessary time and care in making these decisions, **because changing your choices in the future may not be possible.**

Year Ten is a foundation year where students start to make further choices about courses to study based on their strengths and interests. Students will begin the learning concepts, which provide the basis of courses in Year Eleven, and learn to manage the increased workload.

Year Ten should be a time of developing good study habits and trying a range of revision strategies. Ensuring the development of these skills and knowledge will assist students in the transition to Year Eleven studies. Independent learning and responsibility for self and commitment to choices is important.

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 courses of study for next year, students, in association with their parents, should:

1. Read all the material in this booklet.
2. Seek advice from their teachers and seriously consider their recommendations.
3. Be aware of prerequisites for each course. This preliminary choice will rely on Semester One results. Confirmation of course choices will depend upon final Year Nine results.
4. Investigate appropriate websites and/or handbooks (available in College Administration) to identify prerequisites for certain courses at universities and/or TAFE. In addition, check Australian Tertiary Admission Rank (ATAR) cut-offs for entry into courses at the various Western Australian universities.
5. Carefully consider the degree of personal satisfaction and enjoyment you obtain from the various subjects. You are more likely to have success in subjects you enjoy.
6. **Be realistically aware of your capabilities.**
7. **Be aware that some courses may not be timetabled if there is insufficient demand or where there is a clash with two subjects on at the same time.**

Academic Overview of Year Ten

Commencing Senior School is a significant phase for students. It is a period of great change and adjustment for both students and their families. It marks the transformation from adolescence to adulthood and presents new experiences in a challenging and different environment, with quite altered expectations from that of Middle School.

Understanding the developmental issues facing students during the transition phase of education is the key to meeting their needs. St Joseph's College concentrates on the whole person paradigm of mind, heart, body and spirit to ensure that all students have their intellectual, social, physical and emotional needs addressed.

The major areas of adjustment include:

- Schoolwork and homework
- Organisation, time management and planning
- Social interaction and changing friendships

Parent communication

The College employs a wide variety of communication strategies to keep students, parents and the community informed. Informal telephone and email communications are still the first line of contact. In addition, the following communication takes place.

- **Parent Information Evenings** – Early in Term One, an information session is held to introduce the year ahead for parents of year levels. Late in Term Two, an information session is held specifically for Year Ten parents to outline the process of selecting subjects for Years Eleven and Twelve.
- **Parent/Teacher Interviews** – by appointment, early in Terms Two and Three, parents can meet with subject teachers to discuss their child's academic progress.
- **Academic Reports** – an interim report is supplied at the conclusion of Term One and a formal report is supplied at the conclusion of each semester (end of Term Two and Term Four).
- **Special Events** – from time to time events are held at the College that parents are invited to attend. Events, venues and times will be communicated to parents via the College Newsletter, direct message, email and/or written correspondence.
- **Masses** – parents are welcome to attend masses as shown on the term calendar, as well as Friday morning masses in the Holy Family Church.
- **College Website** – the College website can be viewed at sjc.wa.edu.au
- **St Joseph's College Newsfeed** – a live newsfeed informing parents and the community of topical issues, student activities, upcoming events and student achievements. The link is on the College website and student Wisdom page.

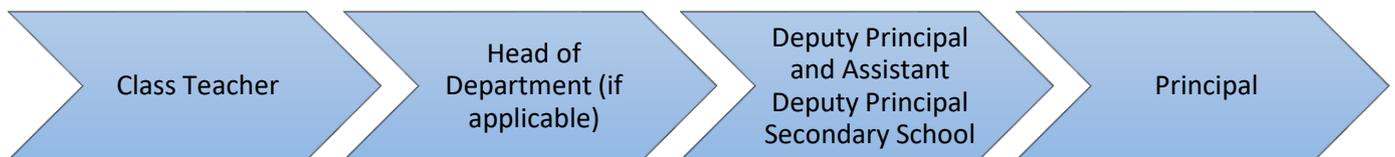
- **Parental Involvement** – parents are encouraged to actively participate within the St Joseph’s College community and may wish to participate as part of the St Joseph’s College P & F Association or volunteer their time to assist with uniform shop duties, College Advisory Council and sporting events.

St Joseph’s College aims to foster an environment of inclusivity in which parent participation is encouraged. Communication between students, parents and staff is an important part of education and the College is committed to providing open, respectful and honest communication with parents.

Parents are reminded that during the day teaching staff are expected to be primarily engaged in teaching duties. It is not always possible to address all concerns immediately. Parents are asked to bear in mind that the non-student time immediately preceding and following the school day is used for lesson preparation, grading, grade-level assessment, staff meetings, scheduled appointments, training and professional development. Parent meetings are to be scheduled to take these demands into account. Staff will endeavour to respond to queries received from parents within forty-eight hours, depending on the circumstances.

We ask parents or guardians to follow the protocol and guidelines 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

The College assesses learning using marks and grades that identify a student's level of achievement. Reporting on student progress takes place through formal and informal channels.

The formal reporting components include:

1. An interim report at the end of Term One.
2. A progress report at the end of Semester One.
3. Parent/Teacher/Student interviews.
4. Task sheets and marking guides for assessment items.
5. Feedback via SEQTA Engage and SEQTA Learn.
6. Formal feedback comments from your child's teacher with selected assessments.
7. Full academic report at the end of Semester Two.

Parents are welcome to contact a subject teacher at any time to find out how their child is progressing. Please make use of SEQTA Engage, telephone or request an appointment.

Pastoral Care

Pastoral Care is central to St Joseph's College's approach to educating the whole person. Pastoral care involves monitoring the overall well-being of students on a daily basis. This includes student stress, application to studies, attendance and personal health.

All teachers at St Joseph's College are part of the overall pastoral care program and all students at the College are treated as individuals. If you have concerns that require a greater level of pastoral care, you are encouraged to contact the Head of Pastoral Care. If such concerns do exist, parents are advised to manage the matter as proactively as possible.

Student obligation

Students have an obligation:

1. To attend regularly and to participate in all class activities.
2. To perform those assessment tasks which are a part of the assessment program.
3. To willingly and actively partake in all College activities.

Students electing not to complete the assessment tasks as detailed in the Assessment Outline run the risk, in the extreme case, of the teacher being unable to submit a final result for the appropriate course of study.

Skills developed in Year Ten

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 is an integral part of the Year Ten Academic Program at St Joseph's College.

The following statements summarise the purpose of homework:

- Study = Homework + Revision.
- Completing unfinished class work.
- Work such as assignments, set by teachers to be completed and handed in by a set date.
- Daily revision which should involve writing three key points about concepts learnt in classes each day into a revision book.
- Ongoing revision of past work for tests and examinations either set by the teacher or on personal initiative.

Given the four major components of home study, it would be only in rare circumstances that a student will have a night with no homework. It is difficult to specify precisely the amount of time any students should spend on homework since abilities and the rate of work varies from one student to another; however, a recommended length of time for a Year Ten student would be **two to two and a half hours per night**.

All Year Ten students should have an appropriate quiet study area, a study plan to indicate times for study, sport and other commitments and some understanding of their preferred learning style.

Students in Senior School must be able to demonstrate independent learning skills right from Week One of Term One. Their program of learning in each course of study will move along quite rapidly and build upon knowledge from week to week. Students will also be receiving more homework than in previous years and the quantity of work completed in each lesson

will increase. It is assumed that students will have completed their own daily revision of concepts and material learned *in their own time* – this is regarded as ‘study’.

The brain will only recall information if it has the chance to synthesise it. It also recalls information more readily if that information has been presented more than once. The aim of a good study program is to repeatedly expose the brain to the information, so that recall will be quicker and more comprehensive each time. ‘Study’ is not a technique or activity reserved solely for the night before a test or the week before examinations. Effective study is on-going and regular throughout each school term.

Study Skills Resources

There are numerous study skills learning programs available through the educational community and most of these are conducted in school holiday time.

The best resource for study skills is a willing parent. Being able to share the techniques you personally use to keep on top of your daily workload and manage your time will pass on invaluable skills. Being interested in the work your son or daughter is learning at school and asking questions about their day can help even the most reluctant teenager to begin the process of synthesis as they talk about what material was covered in class.

Having trouble remembering the information in a particular course of study?

- Ask the class teacher for hints and tips on how to remember the information.
- Keep a weekly tally of how many thirty-minute sessions you actually spend revising that course of study. If it is a very low total, then you may not be spending enough time revising for the information to be remembered.
- Increase the amount of time you spend in each session on that Course of Study, aim for a total of two to three hours per week on each course of study.
- Ask the Head of Pastoral Care, Deputy Principal Secondary, Assistant Deputy Principal Secondary and/or Heads of Department for study tips.

A Guide to Selecting Courses in Year Ten

Year Ten is different to Middle School in a number of ways. This first year of senior secondary education is made up of two semesters and is the first step in a student achieving success in their chosen pathway.

Year Ten offers all students at St Joseph’s College a wonderful opportunity to gain their first preference in terms of post-secondary destinations. Therefore, students need to set clear goals and make a genuine effort to enjoy their final years of schooling.

At St Joseph’s College all Year Eleven and Twelve students:

- Choose an ATAR pathway or a Vocational pathway.
- Study six courses in Year Eleven and a minimum of five in Year Twelve.
- Study Religion and Life as one of their courses.
- Select either English ATAR, Literature ATAR (if offered) or English General.
- Select Either Mathematics Methods, Mathematics Applications or Mathematics Essential.
- Must include at least one List A and one List B course.
- Generally study the same courses in Year Eleven and in Year Twelve.

In order to study most courses in Year Twelve, completion of the same course in Year Eleven is expected.

To gain a Western Australian Certificate of Education (WACE) on graduation at the end of Year Twelve, students in Year Eleven and Twelve undertake one of the following pathways:

ATAR PATHWAY	VOCATIONAL PATHWAY
<ul style="list-style-type: none"> • 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 are required but five or six are recommended • Students are aiming for direct university entrance 	<ul style="list-style-type: none"> • 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 Ten 2026.

EVENT	DATE
Students receive their Semester One Progress Report (including Semester One Examination results)	End of Term Two
The Year Ten Subject Selection Handbook is made available on the St Joseph's College website, SEQTA Engage and SEQTA Learn.	Mid Term Three
Students are provided with initial Subject Selection links to electronic form.	Late Term Three
Last date for completion of subject selection electronic form.	Monday, 15 th September
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 fundamental decision which parents, students and the College need to make is:

What program of study will lead the student to success?

Students need to ask themselves:

- What career or course would I like to pursue?
- Do I want to go into the workforce, to training or to university?
- What are my options when I leave school?
- What prerequisites do I need to get there?
- What are my academic strengths and weaknesses?
- Do I perform better in examinations or in practical assessments?

Pathways – Year Ten and Beyond

Upon entering Year Ten, students are well into their journey in Secondary School. The most important decision for these students is regarding a PATHWAY SELECTION.

Essentially, there are three main pathways for students to consider:

- a) **University** – in Western Australia, there are four public universities (University of Western Australia, Murdoch University, Curtin University and Edith Cowan University) and one private Catholic University (Notre Dame University). Each university has its own admission requirements, but generally selection is based upon students achieving an appropriate ATAR score. This study generally leads to the achievement of a bachelor's degree within a specific area of study.
- b) **Technical/further training (TAFE)** – includes four city campuses and fifteen country/regional campuses. Courses may also be available via correspondence. This training generally leads to the achievement of a certificate or diploma. Students may choose this pathway as an alternative pathway to gain university entrance.
- c) **Employment or further study** – including traineeships, apprenticeships, further study at independent colleges or employment in a wide range of industries.

EXAMINATIONS

All students in Year Ten will undertake examinations in both Semester One and Semester Two.

COURSES OF STUDY

Students seeking university entry after Year Twelve should undertake a pathway that includes the highest level of English, Mathematics, and Science they are capable of completing.

All Year Ten students will be required to enrol in a certificate course as part of their course of study. These courses are the equivalent of completing a certificate at TAFE and may contribute to their overall achievement of the Western Australian Certificate of Education.

UNIQUE STUDENT IDENTIFIER (USI)

Students undertaking nationally recognised training in 2026 are required to have a USI. The Head of VET will provide details on this process. Information about the USI can be accessed via <http://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 are able to 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)

A WASSA is issued to all students at the completion of Year Twelve. It lists all courses, certificates and programs students have completed in Year Eleven and Year Twelve. (Some students on accelerated programs with approval of the Authority may have completed some of these in Year Ten).

The WASSA formally records as relevant:

- Achievement of WACE requirements.
- Achievement of the literacy (reading and writing) standard.
- Achievement of the numeracy standard.
- Achievement of awards.
- School grades, school marks and combined scores in ATAR courses.
- School grades and school marks in General and Foundation courses.
- Completed Preliminary units.
- Completed VET industry specific courses.
- Successfully completed VET qualifications and 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>).

For the WACE literacy standard, students must demonstrate the minimum standard of literacy either by prequalifying through the reading and writing tests of the Year 9 National Assessment Program – Literacy and Numeracy (NAPLAN) or by successfully completing the reading and writing components of the Authority's Online Literacy and Numeracy Assessment (OLNA) in the Year 9 Term 4 window, or subsequent windows.

For the WACE numeracy standard, students must demonstrate the minimum standard of numeracy either by prequalifying through the numeracy tests of the Year 9 National Assessment Program – Literacy and Numeracy (NAPLAN) or by successfully completing the numeracy components of the Authority's Online Literacy and Numeracy Assessment (OLNA) in the Year 9 Term 4 window, or subsequent windows.

Sitting the OLNA. If students do not meet the standard in Year 10 (if they sit in the Term 4 Year 9 window, this counts as one of their Year 10 sits), they must sit one of the Semester 1 windows in Year 11. Note: if students are enrolled in a Foundation course and they

demonstrate the literacy and/or numeracy standard in Term 2 Window B, you will also be required to move to a General or ATAR course for Semester 2 once results are released in Term 3.

If students do not achieve a WACE while at school because they do not demonstrate the standard in one or more of the reading, writing or numeracy components, they can apply to re-sit the necessary test/s. If students subsequently demonstrate the literacy (reading and writing) and numeracy standard, and meet all the WACE requirements current at the time, they will be issued with a 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 Nine.
- 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 Ten, 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

Please note the following which take effect from 2027.

1. Diploma-level qualifications will no longer receive unit equivalence towards WACE achievement from 2027. This supports quality outcomes for students undertaking VET as part of their WACE studies.
2. As ATAR courses best prepare students for university study, from 2027, students who select a university preparation course (such as Curtin Uni Ready) to gain unit equivalence will be required to complete at least one Year 12 ATAR course. The decision reflects the expectation that students selecting a TPEP have aspirations for university entrance. Note: the Authority will consult with schools that do not offer ATAR courses to ensure their students are accommodated.

The School Curriculum and Standards Authority (SCSA) Year Ten Information Handbook can be found at: <https://www.scsa.wa.edu.au/publications/year-10-information>

Subjects Offered at St Joseph's College

St Joseph's College offers a wide range of subjects to cater for individual abilities, interests and post-secondary aspirations. Certain courses may be separated based on students' demonstrated prior achievement.

Vocational Education and Training (VET)

Units of competency are completed that can contribute to TAFE qualifications. These units may be embedded in existing courses, delivered as stand-alone units at St Joseph's College or delivered through External Training Providers.

General Subject Information

In 2026 Year Ten students will study:

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

Parents and students are advised that available resources may limit the number of classes timetabled and that places will be allocated on the basis of students who have already met prerequisites. In some situations, students who do not meet the prerequisites may not be able to undertake a subject, even if special approval is given.

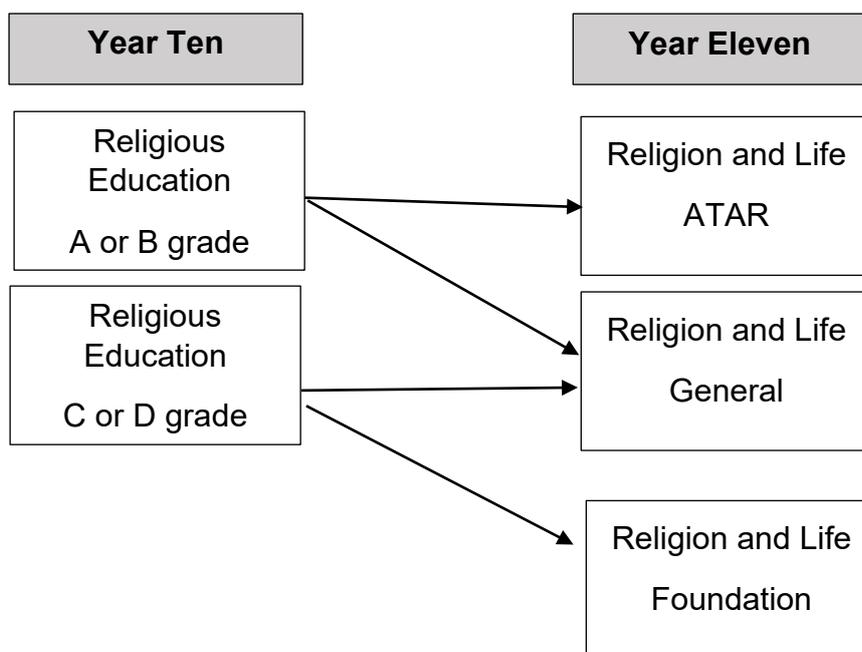
Compulsory Subject Information

Religious Education

Students must study a Religious Education course in all senior secondary year levels. The general aim of Religious Education within Catholic schools is to seek to provide students with learning experiences and opportunities to:

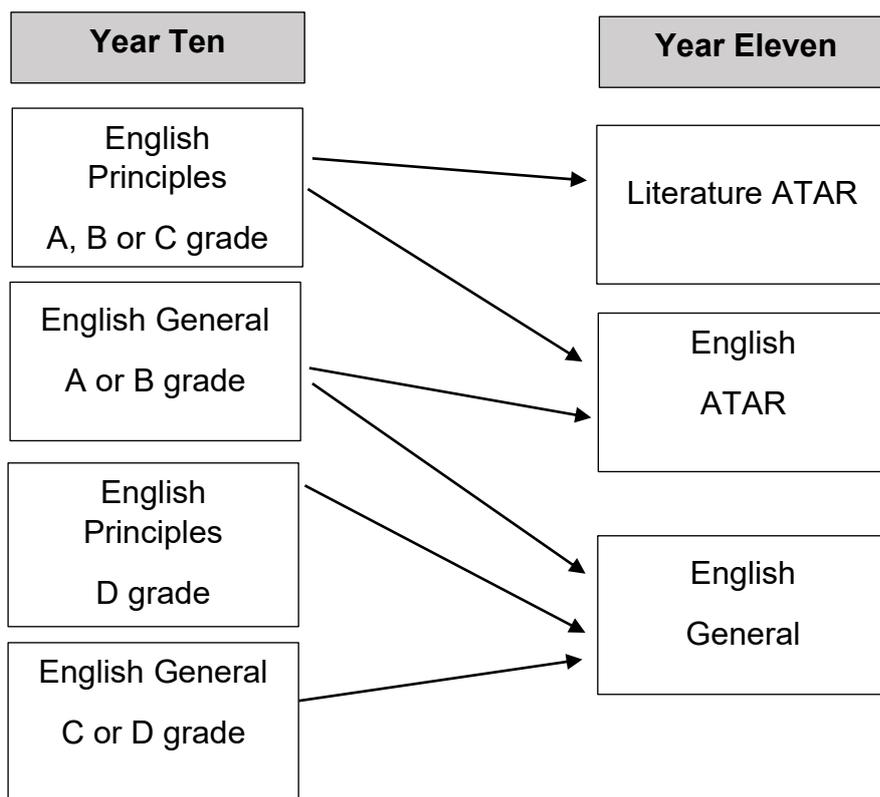
- Reflect on the vision of the human person within a Christian context;
- Develop an ability to think critically, solve problems and make informed decisions based on Christian values in relation to real-life events and issues.
- Show a commitment to Christian social justice and caring for the environment

Senior School Religious Education courses also incorporate the general capabilities and the cross-curriculum priorities of the Australian Curriculum.



English

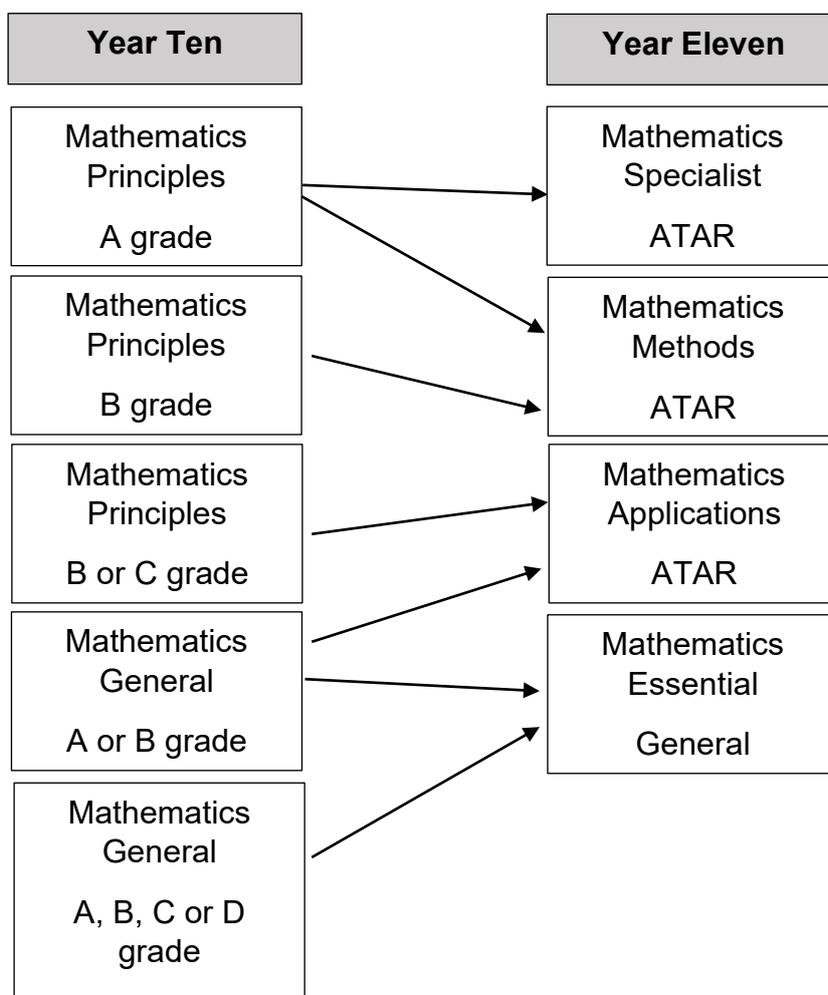
Students must study an English course in all Senior School year levels. The English course draws upon and develops the knowledge, skills and processes related to the strands of Language, Literature and Literacy used in the Years Seven to Nine syllabus. The emphasis differs according to the nature of each subject. Senior School English courses also incorporate the general capabilities and the cross-curriculum priorities of the Australian Curriculum.



Mathematics

St Joseph's College offers two Senior School mathematics subjects in Year Ten: Mathematics Principles and Mathematics General. The Mathematics courses have been designed to continue the Australian Curriculum content through to Senior School. They are designed to address a variety of needs and offer choice and flexibility to students through both content and methodology, providing rich and relevant material.

Students should consider their choice of Mathematics course for Year Ten very carefully. They should think carefully about their future tertiary course and enquire about the minimum Mathematics required for the faculty or units in which you wish to enrol. We encourage all students to study Mathematics at the highest level their academic capability allows.

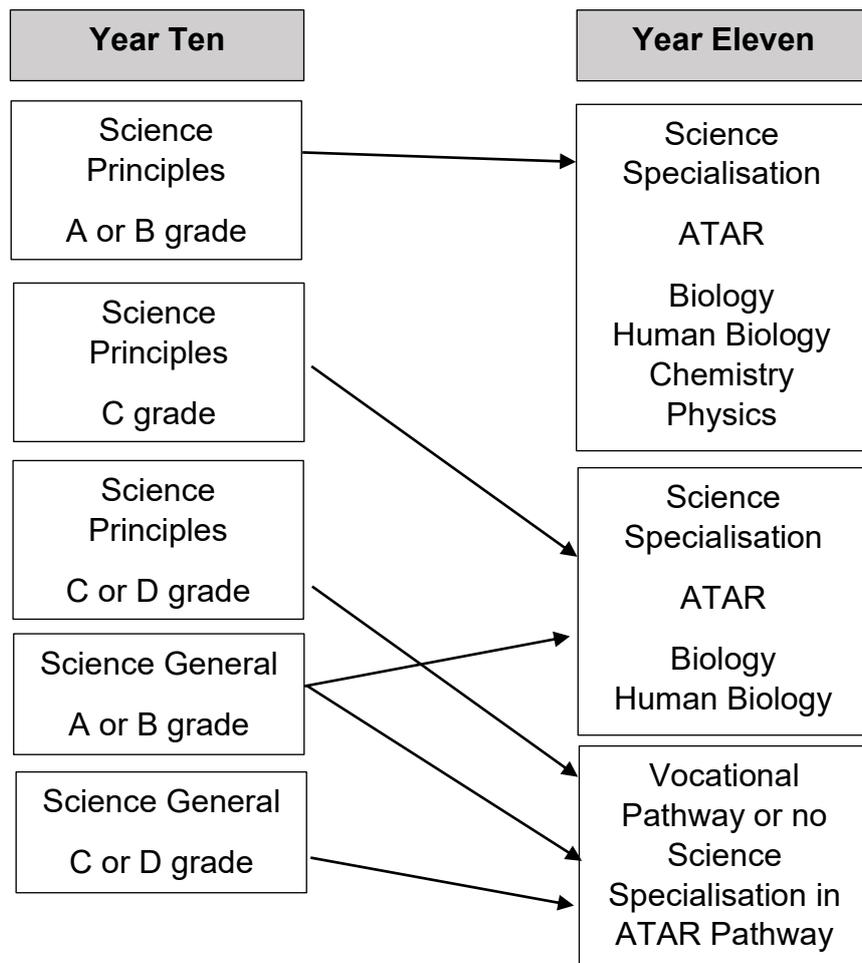


Science

St Joseph's College is offering two Senior School Science courses in Year Ten: Science Principles and General Science.

The study of Science typically involves the development of strong analytical and problem-solving skills and the academic rigour involved is excellent preparation for university courses. We encourage all students who have met the requirements for further study in Science subjects to maintain some science throughout their education.

Students should consider very carefully the choice of Science course for Year Ten. The discipline and skills involved in scientific investigation, data analysis and manipulation are becoming more and more important in many of the professional careers not directly within the science and engineering fields. Many of the most successful contributors to the advancement of our society in the fields of ethics, business, banking, politics, law, and medicine have physical or biological Science backgrounds.

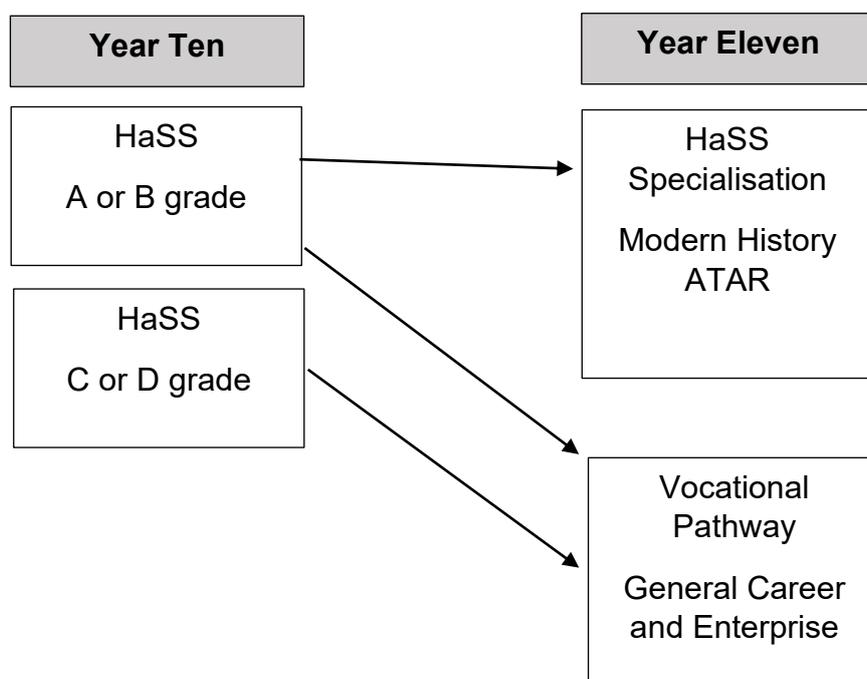


Humanities and Social Sciences

Students must study the Humanities and Social Sciences (HaSS) course in Year Ten.

The HaSS course develops students' understanding of how individuals and groups live together and interact with their environment. Students develop respect for cultural heritage and a commitment to social justice, the democratic process and ecological sustainability. In HaSS particular emphasis is placed on the development of literacy, thinking skills and the application of Information and Communication technologies.

We encourage all students who have met the requirements for further study in HaSS subjects to maintain some HaSS throughout their education.



Health and Physical Education

Students must study the Health and Physical Education courses in Year Ten. Health and Physical Education will be assessed and reported on as two separate courses. The course will involve the completion of the Keys for Life Program.

Work Experience

Work Experience occurs in Term Four.

Elective Course Information

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

Vocational Certificates
Certificate II in Workplace Skills
Certificate II in Construction (Pathways)
Certificate II in Engineering (Pathways)
Certificate II in Sports 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, there is a component of compulsory activity in which all students must participate. These programs are briefly outlined below. Attendance and involvement in compulsory school activities is noted on the front of a student's academic report.

Year Ten Pilgrimage Walk

In Term Three, the Year Ten students participate in a pilgrimage on foot, that takes in key local sites from Albany's Catholic history.

St Joseph's Day

Held in Term One, St Joseph's Day is a celebration of our patron and includes student involvement in the organisation and management of a fundraising stall in collaboration with their home room. The day will include a College Mass and finish with a whole school 'fete'.

House Sports Carnivals

St Joseph's College holds an annual Inter House Swimming Carnival and Inter House Athletics Carnival. All students are expected to be present on the day and take part in the activities, either through completion of events, provision of support (cheerleading, positive encouragement) of other house members, or acting as a marshal throughout the day.

EXTRA OPPORTUNITIES

In addition to the compulsory activities, St Joseph's College offers many opportunities for students to extend their College involvement and gain valuable experience in multiple learning areas. This may include, but is not limited to:

- Australian Mathematics/Chemistry/HaSS Competitions
- University camps and leadership training
- Leeuwin experience
- College Production
- Inter School Swimming, Cross Country and Athletics

Work Experience

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

Associated and Catholic Colleges (ACC) Competitions

Students are chosen and invited to attend the ACC based on their performance in the Inter House Carnivals. St Joseph's College competes in the athletics carnival at this level.

Holy Family Youth Ministry

The Holy Family Parish Youth Ministry meets on a regular basis for discussion and networking amongst the youth of our Parish. Camps are held throughout the year and once a month the Youth Ministry provides the music for Mass. This program is currently managed by our College Chaplain – Father Joel Villanueva.

Catholic Performing Arts Festival

The St Joseph's College Secondary School Choir will participate in the Catholic Performing Arts Festival for the first time in 2024. It is envisioned that the College will continue to be a part of the event in a biennial capacity.

General Assessment Information

Authenticity of Work

It is imperative that all work you submit for school assessment is your own. Any material that is included in your work that is not your own must be acknowledged appropriately.

The St Joseph's College Assessment Policy outlines the penalties for submitting another's work as your own. Work which would not be considered your own could include, but is not limited to:

- Copying someone's work in part or in whole, and presenting it as your own
- Buying, stealing or borrowing another person's work and presenting it as your own
- Paying someone to write or prepare work
- Submitting work to which another person (such as a parent, tutor or subject expert) has contributed substantially
- Using material directly from sources such as books, journals or the internet without reference to the source
- Building on the ideas of another person without reference to the source
- Using the words, ideas, designs or the workmanship of others in practical tasks (performance, production or portfolio) without appropriate acknowledgement
- Using non-approved materials and/or equipment during an assessment task or examination
- Assisting another student to engage in an activity that will enable that student to have an unfair advantage over other students

Of particular concern is the rise in reliance of Artificial Intelligence websites such as Chat GPT to complete student work for them. Not only does this breach the assessment policy, if student work is lifted directly from AI, no learning is taking place.

Please refer to the St Joseph's College Assessment Policy (available on SEQTA Engage and 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

Although students with special needs are assessed according to how they meet the criteria of the course, appropriate opportunities to demonstrate achievement of course objectives will be provided for them within the scope of the school's existing facilities.

Specific adjustments, including but not limited to provision of a scribe, extra time, rest breaks, and use of a computer in test or examinations will be granted to those students who have medical or psychometric testing which indicates that they fit the established criteria of the SCSA for special conditions in external examinations.

Existence of such conditions should be declared to the Head of Learning Support or Deputy Principal Secondary as soon as they become known and must be advised in good time for the first set of examinations in any year. Documentation is required for student adjustments to be recognised by SCSA. Student adjustments may not be granted at St Joseph's College if documentation is not provided.

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 Ten 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 Nine 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)

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 Nine 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

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 Nine 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.

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. However, 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.

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).

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 Nine 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 Industry is not just for musicians, it is also for students who would like to become musicians and be involved in the music industry. Being industry based it is very much about playing contemporary music and is a very practical course with lots of opportunity to perform, learn and use sound equipment.

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.

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 Organisation (RTO: 41549).**

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.

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).

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 Nine 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

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).

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

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 Nine Woodwork and/or Metalwork.

SIS20321 CERTIFICATE II IN SPORT COACHING

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 Ten course and grades are listed below.

ATAR COURSES	LIST	YEAR TEN PREREQUISITE	YEAR TEN 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