



St Joseph's College

Course Selection

Handbook 2027

Year 11 and 12

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 12. 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

We trust that the information evening held on June 29th at the College helped introduce you to the complexities of choosing courses for Year 11 in 2027. Decisions to be made by parents and students concerning the last two years of secondary education are not easy. The regulations and procedures are sometimes complicated, 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 10. Details are provided on various post school alternatives, in addition to Year 11 and Year 12 courses and the Western 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; and
- clearly defined opportunities to enter employment, training or higher education (university/TAFE) in their preferred field.

At St Joseph's College all Year 11 and 12 students:

- choose an ATAR, General or Vocational pathway
- may combine a limited number of courses from each pathway
- study six courses in Year 11 and at least five courses in Year 12
- study Religion and Life as one of their courses in Years 11 and 12
- select either English ATAR, Literature ATAR or English General
- must include at least one List A and one List B course
- will study Unit 1 and 2 in Year 11 and Unit 3 and 4 in Year 12
- usually study the same courses in Year 11 and Year 12

Before choosing courses, students and parents should:

- Read this booklet carefully.
- Seek and consider teacher advice.
- Check prerequisites (based on Semester One results; final choices depend on Year 10 results).
- Review university/TAFE requirements and ATAR cut-offs.
- Choose subjects they enjoy and can succeed in.
- Note that some courses may not run due to low demand or timetable clashes.

Students should seek advice from relevant staff—such as the Deputy Principal, Assistant Deputy Principal, Heads of Department, or Head of Pastoral Care—based on their needs. Year Ten students are urged to take subject selection seriously and choose carefully, **as changes later may not be possible.**

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.

Academic Overview for Year 11 and 12

Years 11 and 12 are shorter than other school years, with Year 12 running for only three terms. This leaves little room for procrastination—success depends on consistent effort and full commitment to goals.

Senior School 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 year of schooling.

Transition

Beginning the final two years of Senior School is a significant phase, bringing change and adjustment for students and their families. It marks the shift from adolescence to adulthood, with new experiences and higher expectations than Year 10.

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 uses a range of methods to keep students, parents, and the community informed. Informal phone and email (Seqta message) contact remain primary, supported by:

- **Parent/Teacher Nights** (Terms Two and Three) to discuss academic progress; all Year 12 interviews are expected.
- **Academic Reports:** an interim report at the end of Term One, and formal reports at the end of Terms Two and Four.
- **Special Events:** communicated via the Newsfeed, SEQTA, email, text, or written notices.
- **Masses:** open to parents as listed on the term calendar.
- **College Website:** sjc.wa.edu.au

- **Wisdom Newsfeed:** updates on events, activities, and achievements (also on the website and student homepage).

St Joseph's College promotes an inclusive environment that encourages parent involvement, with open and respectful communication between students, parents, and staff.

Parents and guardians are asked to follow these guidelines. For academic concerns (e.g. assessment, reporting, curriculum, or classroom management), 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.

Pastoral Care

Pastoral care is central to St Joseph's College, supporting students' overall wellbeing, including stress, study habits, attendance, and health. All teachers contribute, with the classroom teacher as the first point of contact. For more significant concerns, families should contact the Heads of Pastoral Care and address issues promptly.

Student Obligation

Students are expected to:

- Attend regularly and participate in all classes (SCSA recommends at least 80% attendance).
- Complete all required assessment tasks.
- Actively participate in College activities.

Failure to complete assessments may result in no final grade being awarded, which could affect achievement of the WACE.

Pathways

Students at the College study either the ATAR or the General/Vocational Pathway

ATAR PATHWAY	GENERAL / VOCATIONAL PATHWAY
ATAR courses are studied	General and certificate courses are studied
Units 1 and 2 are studied in Year 11	Units 1 and 2 are studied in Year 11
Units 3 and 4 are studied in Year 12	Units 3 and 4 are studied in Year 12
Courses are content based (Physical Education Studies has a practical component)	Courses are content and practice based
External examinations (WACE examinations) are sat at the end of Year 12	There is one externally set task for each General course that students must complete in Term Two of Year 12
ATAR score is based on 50% school assessment and 50% external examinations	High grades are important
Students gain an ATAR score based on their best four subjects	Workplace Learning placements are undertaken in Year 11 and Year 12
A minimum of four ATAR courses are required but five or six are recommended	Certificate courses are undertaken in Year 11 and Year 12.
Students are aiming for direct university entrance	Students are aiming for TAFE, industry, or possible alternative entry to university
	School-based TAFE study is an option through this pathway

Examinations and Externally Set Tasks (ESTs)

All students undertaking ATAR courses of study in Year 11 and 12 will undertake examinations in both Semester One and Semester Two. These are administered by the school but may be written by an external body.

All students studying General courses will undertake Externally Set Tasks in Semester One of Year 12. These are assessments completed under test conditions that must be completed by all schools in Western Australia. These are written by the School Curriculum and Standards Authority (SCSA).

What if I Choose the Wrong Pathway?

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 is advisable.

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

Course Selection Process

The following table outlines the 2026 timeline for the selection of courses for Year 11 2027.

EVENT	DATE
Year 11 2027 Parent Information Evening	Monday 29 June
Students receive their Semester One Progress Report (including Semester One Examination results)	End of Term Two
The Year 11 Course Selection Handbook is sent electronically to students and parents as well as made available on the St Joseph's College website, SEQTA Engage and SEQTA Learn	Wednesday 22 July
Students are provided with Subject Selection interview booking access	Midyear holidays
Students meet with the Deputy Principal and Assistant Deputy Principal. An appointment time is scheduled for each student. Parents are invited to attend. Students are encouraged to make the meeting for the first week if they intend to apply for TAFE. The Head of VET will also attend these meetings.	Thursday 23 July to Tuesday 4 August
Students complete their subject selection electronic form	Portal closes Friday 7 August
Confirmation of courses	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?
- Do I cope well with examinations or are my capabilities more practical in nature?

Vocational Pathway 2027

The Vocational pathway provides four additional opportunities to students through the Workplace Learning Program, Vocational Education and Training programs, access to Profile courses and School-Based Traineeships (SBT).

Workplace Learning

Workplace Learning is part of the Vocational Pathway and is generally available only to students undertaking this pathway.

This SCSA endorsed program, managed by the College, allows students to develop and demonstrate important employability skills through experience in one or more real workplaces.

Three weeks of the school year are dedicated to Workplace Learning. Participation is therefore expected for all General and VET students. As significant preparation and administration are required, students must meet all organisational deadlines leading up to their work placement.

VET Programs

There are many opportunities for VET training in the Vocational pathway. All Vocational students are required to complete a VET Certificate II or higher as part of their school program. Below is an outline of VET that is available within the College.

Certificate II in Workplace Skills	May lead to the completion of Certificate III in Business in Year 12
Certificate III in Business	Can be studied if Certificate II in Workplace Skills was completed in Year 10
Certificate II in Construction Pathways	
Certificate II in Music Industry	May lead to the completion of Certificate III in Music Industry in Year 12
Certificate III in Music Industry	Can be studied if Certificate II in Music Industry was completed in Year 10
Certificate II in Visual Arts	
Certificate II in Engineering Pathways	
Certificate II in Outdoor Recreation	Typically studied if Certificate II in Sport Coaching is completed in Year 10, which is not offered in Year 11

Vocational Education and Training Delivered to Secondary Students (VETdSS) Courses

In Year 11, and some cases in Year 12, students may choose to apply for a TAFE Certificate where they attend TAFE one or two days per week. There is a specific number of certificates available. Please refer to the TAFE section for further information.

School-Based Traineeships (SBT)

The School-Based Traineeship (SBT) is a highly sought-after option for students in the Vocational pathway. Entry is competitive and requires a comprehensive application process, including an interview. Students attend their host workplace one day per week, including during school holidays. To successfully complete an SBT, students must meet the required workplace hours and complete the theory components of their chosen qualification.

Selecting Courses, ATAR, General or VET

Making choices to study in Year 11 should be based on the following considerations:

When selecting courses, students should consider:

- Ability, application and commitment: Choose courses that match academic strengths and meet prerequisite requirements to maximise success and manage workload effectively.
- Interests and future pathways: Selecting subjects of interest can improve engagement and achievement while keeping future study and career options open.
- Preferred learning style: The ATAR pathway is more content- and examination-focused, while the Vocational pathway emphasises practical, skills-based learning. Students should choose the pathway that best suits their learning preferences and goals.

Before selecting Year 11 or Year 12 courses, students should note:

1. Religion and Life is compulsory in both Year 11 and Year 12.
2. English is compulsory each year (Foundation, General, ATAR English, or ATAR Literature).
3. Students must select at least one List B subject.
4. Recommended prerequisites should be met before choosing a subject.
5. Students intending to attend university should check any course prerequisites or recommended subjects.
6. Subject selections should support a planned two-year pathway, as Year 12 courses generally require completion of the corresponding Year 11 course.
7. Subject availability and class numbers depend on student demand and College staffing and resource capacity.

Students and parents should carefully consider subject and pathway selections and take teacher recommendations into account. Changes after selections are finalised can be difficult, as classes may be full or alternative subjects may not be available within the timetable structure.

Secondary Graduation Requirements

1. CERTIFICATION

The Western Australian Certificate of Education (WACE)

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

- Complete **at least 20 units**, including **10 Year 12 units** (or equivalent).
- Complete **4 units of English** post-Year 10, including at least one Year 12 English pair.
- Complete at least one Year 12 course pair from:
 - **List A** (Arts, Languages, Social Sciences)
 - **List B** (Mathematics, Science, Technology).
- Meet the **achievement standard**, typically through:
 - at least 4 Year 12 ATAR courses, or
 - at least 5 Year 12 General courses (or an approved combination), or
 - a Certificate II (or higher) VET qualification combined with courses.
- Meet the **literacy and numeracy standard** through NAPLAN prequalification or successful completion of the OLNA.
- Achieve the required grades, including at least **14 C grades (or equivalent)** across Years 11 and 12, with at least **6 C grades in Year 12**.

Unit equivalence can be obtained through Vocational Education and Training (VET) programs and/or Endorsed Programs.

The Western Australian Statement of Student Achievement (WAASA) formally records:

- A statement of literacy and numeracy achieved
- Course results
- VET qualifications
- Endorsed Programs

2. COURSE COMPLETION REQUIREMENTS

For all Year 11 and 12 courses, students must:

- Complete all assessment requirements set by the College and the School Curriculum and Standards Authority (SCSA) to receive a course grade.
- Submit assessments by the due dates outlined in the College Assessment Policy.
- Complete all assessments before the SCSA result submission deadline.

Year 11 Assessment

- Year 11 courses are assessed by the College through a range of assessment types, including examinations, tests, classwork, assignments and practical tasks, depending on the course.
- Students are required to complete and submit all assessment tasks, including tests and examinations, that form part of a course's assessment program.

3. ENDORSED UNITS

Endorsed Programs are significant learning programs that have been endorsed by the School Curriculum and Standards Authority for students in Years 10, 11 and 12. Achievement of Endorsed Programs can contribute up to 40% of the WACE.

In the Vocational pathway, Year 11 and 12 students will complete Workplace Learning placements which will count as Endorsed Programs.

University Entrance

The following requirements must be met by students who are considering applying for university. Further details are available at the Tertiary Institutions Service Centre (TISC) website.

<https://www.tisc.edu.au/static/home.tisc>

Achievement of WACE

Graduating with a WACE is a requirement for entry to university in the year immediately after Year 12 graduation. Additionally, students must meet the requirement for English competence as set out by the universities.

ATAR (Australian Tertiary Admission Rank). The following points apply to this requirement:

- Only **Year 12 ATAR Units 3 and 4** contribute to a student's ATAR.
- Students must complete both Units 3 and 4 in a course for it to count towards their ATAR; completing the full Year 11 and 12 sequence is strongly recommended.
- Final course results are based on **50% school assessment** and **50% external (WACE) examination**.
- A student's **ATAR** is calculated from their four best course scores and reflects their statewide ranking on a scale from 1 to 100.
- Students must avoid enrolling in **prohibited course combinations** as determined by the School Curriculum and Standards Authority (SCSA).

University Prerequisites

Some universities will continue to require prerequisites for courses which they offer. More often, universities will recommend the study of certain courses at school prior to entry. It is recommended that you check the relevant university website or the TISC website below.

TISC

<https://tisc.edu.au/static/home.tisc>

University of Western Australia

<https://www.uwa.edu.au/study/courses-and-careers/prerequisites-and-recommended-subjects>

Curtin University

https://students.connect.curtin.edu.au/app/answers/detail/a_id/105/~prerequisites-for-a-course

Edith Cowan University

<https://www.ecu.edu.au/degrees/undergraduate>

Notre Dame University

<https://search.nd.edu.au/s/search.html?profile=programsandcollection=notre-dame%7Esp-programandf.Study+level%7CprogramsDegreeLevel=Undergraduate>

Murdoch University

<https://www.murdoch.edu.au/study/how-to-apply/entry-requirements>

Alternate University Entrance

Universities increasingly recognise strong achievement in Vocational Education and Training (VET) programs, and all offer alternative entry pathways. Many St Joseph's College students have successfully gained university entry through the Vocational Pathway. Students considering this option should explore university admission requirements and seek advice from the Head of VET or Deputy Principal.

Curtin University: eg portfolio entry, VET entry, enabling programs.

<https://www.curtin.edu.au/study/applying/pathways/>

Edith Cowan University: eg experience based entry, Uni Prep, Creative Humanities. Pathway

<https://www.ecu.edu.au/degrees/pathways>

Murdoch University: eg experience based entry, media portfolio, enabling programs.

<https://www.murdoch.edu.au/study/pathways-to-uni/enabling-pathways>

Notre Dame University: eg experience based entry, UniPath. <https://www.notredame.edu.au/study/applications-and-admissions/pathways>

University of Western Australia: eg experience based entry. <https://www.uwa.edu.au/study/how-to-apply/pathways-and-eligibility/entry-pathways>

TAFE Entrance

The more demand for a course and/or the more conceptually difficult the course, the higher the prerequisite for entry to TAFE. A student's ability to access direct entry to university is related to their achievement in the ATAR pathway. A student's ability to access TAFE is dependent on grades achieved for courses and can also be determined by other requirements such as:

- Particular courses studied
- Folio work
- Interviews
- Certificate courses completed
- Work experience

Students intending to enter TAFE should generally select **General courses**, as these are the most appropriate pathway. ATAR courses are not recommended solely for TAFE entry.

For competitive TAFE courses, applicants receive an entrance score based on the course's selection criteria. Offers are determined by the student's ranking compared with other applicants and the number of places available.

TAFE Qualifications

TAFE courses range from **six months to three years** and provide practical, industry-relevant training aligned with workforce needs.

TAFE offers pathways from **Certificate** to **Diploma** and **Associate Degree** qualifications, with higher-level courses requiring more advanced skills and knowledge. These qualifications can lead directly to employment and may also provide pathways to further study at university. Many students use TAFE to build skills, experience and confidence before progressing to higher education.

What the different certifications and higher study diplomas mean:

Certificate II: Provides foundational industry skills and can lead directly to entry-level employment.

Certificate III: Prepares students for junior to intermediate roles and is commonly linked to apprenticeships and traineeships.

Certificate IV: Develops more advanced industry knowledge and skills, often involving greater responsibility and leadership.

Diploma/Advanced Diploma: Prepares students for professional, supervisory and management-level roles.

Study and Feedback

Study in Years 11 and 12

Students should plan to spend approximately **three hours per day, five to six days per week** on homework, assignments, revision and study.

Success in Years 11 and 12 requires strong **independent learning, organisation and regular study habits** from the beginning of Year 11. Course content progresses quickly and builds on prior learning, making consistent revision essential. Effective study involves regularly reviewing and consolidating learning throughout the term, not just before tests and examinations.

Support is available through Home Room Teachers, Heads of Department, the Heads of Pastoral Care, Deputy Principals and, for Vocational Pathway students, the Head of VET, who assists with study planning and progress monitoring.

Study Skills Resources

A range of study skills programs is available through educational providers, often during school holidays. Parents also play an important role by sharing effective time-management and organisational strategies, showing interest in their child's learning, and encouraging discussion about schoolwork. Regular conversations about learning can help students reinforce and consolidate their understanding.

Having Trouble Remembering Course Content?

- Ask your teacher for strategies to help improve recall and understanding.
- Monitor the time spent revising each subject each week; low revision time often affects retention.
- Aim to spend **2–3 hours per week** revising each course.
- Seek study advice from Heads of Department, Heads of Pastoral Care or Deputy Principals.
- Attend subject tutorials or Homework Club for additional support.

Parent Feedback

Teachers use numerical scores to assess achievement, with final grades awarded for all courses. In Year 11, Semester Two reports provide the final grade and mark for each course, aligned with state-wide grade descriptions for consistency. In Year 12, unit marks and grades for each course are submitted to the School Curriculum and Standards Authority (SCSA).

For ATAR students, school assessment results are combined with external examination scores to determine course rankings and contribute to the calculation of an ATAR.

Students in the Vocational Pathway complete nationally recognised Certificate qualifications. Strong results are important for entry into competitive TAFE courses. Semester One Progress Reports in Years 11 and 12 provide an indicative grade and mark based on achievement to that point.

Academic Awards

School Curriculum and Standards Authority Awards

A number of external awards are presented to school students across the state every year by the School Curriculum and Standards Authority. This section summarises these awards.

Your achievements in Year 11 and Year 12 will be used to determine if you are granted an award by the Authority.

Full details regarding exhibitions and awards are available on the Authority website: <https://senior-secondary.scsa.wa.edu.au/certification/exhibitions-and-awards>

Beazley Medal: WACE

The Beazley Medal: WACE is awarded for excellence to the eligible student who achieves the top score based on the average of five scaled examination scores in ATAR courses.

Beazley Medal: VET

The Beazley Medal: VET is awarded to the student who has demonstrated outstanding performance in VET Certificate II or higher and in their other WACE achievements.

General Exhibition

Fifty awards are awarded to students who obtain the highest WACE award scores. The WACE award score is based on the average of five scaled examination scores in ATAR courses, with at least two from each of List A and List B.

Subject Exhibitions (ATAR Courses)

A Subject Exhibition is awarded to the student obtaining the highest examination mark for each ATAR course, provided that at least 100 candidates sat the examination.

Certificates of Excellence (ATAR courses)

Certificates of Excellence are awarded to eligible candidates who are in the top 0.5 per cent of candidates in each ATAR course examination, based on the examination mark.

VET Exhibitions

A **VET Exhibition** may be awarded to the student who demonstrates outstanding achievement in an **AQF Certificate II or higher**, together with strong performance across their other courses. The highest-ranked recipient of a **VET Certificate of Excellence** in an industry area is awarded the VET Exhibition for that area.

Certificates of Excellence (VET)

Certificates of Excellence may be awarded to eligible Year 12 students who complete an AQF VET Certificate II or higher in one of the training package industry areas and who are in the top 0.5 percent of candidates.

Certificate of Merit and Certificate of Distinction

Certificates of Merit and Distinction recognise student achievement based on the grades awarded to students by their school.

Award winners have their names published in the West Australian in January each year as well as being presented with a special certificate. Students are encouraged to keep this in mind as they set their academic goals.

St Joseph's College Awards

Dux – ATAR Pathway

This award is presented to the Year 12 student who has been determined to be the outstanding ATAR pathway student in the year. It is awarded based on the following considerations:

- Achievement of at least a B grade in Religion and Life
- Have the highest predicted ATAR calculated.

DUX – Vocational Pathway

This award is presented to the Year 12 student who has been determined to be the outstanding Vocational pathway student in the year. It is awarded based on the following considerations:

- Achievement of at least a B grade in Religion and Life
- The best overall performance across three courses based on grades and results
- The level of the nationally recognised VET qualification.

Course Awards

These are presented to the student achieving the highest school mark in each course.

Calculating Your ATAR

This table gives an indication of the minimum Tertiary Entrance Aggregate (TEA) for your four best subjects required to achieve a particular Australian Tertiary Admission Rank (ATAR).

Your TEA is the total of your four best subjects.

TEA/ATAR Summary Table

FOR ILLUSTRATION PURPOSES ONLY

ATAR	Minimum TEA for ATAR
30.00	131.0
40.00	152.6
50.00	175.4
55.00	186.4
60.00	199.1
61.05	201.2
62.00	203.5
63.00	205.7
64.00	207.9
65.00	210.2
66.00	212.5
67.00	215.1
68.00	217.4
69.00	219.7
70.00	222.1
71.00	224.5
72.00	226.8

ATAR	Minimum TEA for ATAR
73.00	229.1
74.05	231.8
75.00	234.3
76.00	236.7
77.00	239.5
78.00	242.0
79.05	244.6
80.00	247.1
81.00	249.7
82.00	252.5
83.00	255.2
84.00	258.6
85.00	261.8
86.00	265.0
87.00	268.7
88.00	272.0
89.00	275.7

ATAR	Minimum TEA for ATAR
90.00	279.6
91.00	283.8
92.00	288.1
93.00	293.0
94.00	298.4
95.00	304.5
96.00	310.8
97.00	319.1
98.00	329.9
98.50	337.2
99.00	345.6
99.50	360.0
99.70	369.3
99.90	383.4
99.95	390.4

Additional Programs

College Events and Programs

- **St Joseph's Day:** Celebrates our patron saint and includes a College Mass, student-led fundraising activities, and a whole-school fair.
- **House Sports Carnivals:** All students are expected to participate in or support the annual Inter-House Swimming and Athletics Carnivals.
- **Faith-Based Programs:** Year 11 students typically take part in faith formation experiences designed to encourage Gospel-centred living.
- **Year 12 Retreat:** Attendance is compulsory. The retreat provides opportunities for reflection, personal growth, goal setting, and preparation for life beyond school.

EXTRA OPPORTUNITIES

Additional Opportunities

St Joseph's College offers a range of opportunities for students to extend their involvement and develop valuable skills beyond the classroom.

- **Christian Service:** Students are encouraged to participate in service activities that benefit others. Hours are recorded and reported each semester.
- **Holy Family Youth Ministry:** Students can participate in parish youth events, camps, discussions and music ministry opportunities.
- **Catholic Performing Arts Festival:** Students may represent the College through participation in the Secondary School Choir at this festival.

Students with Special Needs

Students with special needs are assessed against course criteria; however, appropriate opportunities to demonstrate achievement will be provided within the limits of the school's facilities.

Assessment adjustments — including extra time, rest breaks, a scribe, or computer use — may be approved for students whose medical or psychometric documentation meets SCSA Special Provisions requirements.

Conditions requiring adjustments must be reported to the Head of Learning Support or Deputy Principal Secondary as soon as they are identified and well before the first examination period. Valid documentation is required for SCSA recognition; without it, adjustments cannot be granted at St Joseph's College.

Long Term Illness

A student with a long-term illness will be given special consideration according to the St Joseph's College Assessment Policy 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 Deputy Principal and subject teachers. These arrangements may vary according to the circumstances.

Changing Courses

The last day for changing subjects in Year 11 and Year 12 is typically late in Term One but may be earlier for some courses. This date is guided by SCSA.

Students who commence a course after it has begun will be assessed on the full course requirements. Where feasible, they will be given opportunities to demonstrate achievement of objectives for work missed due to a school transfer or course change. In some cases, however, it may not be possible to provide alternative assessment opportunities.

In the case of certificate courses, the College considers the billing date set by the Registered Training Organisation (RTO) that delivers and auspices the course to be the final date for any course changes. This date is typically around the middle of Term 1.

Important Dates in Year 11 and Year 12

Senior secondary studies are undertaken as a continuous two-year program across Years 11 and 12. Key dates must be planned for in advance to ensure students gain the greatest benefit from this time. Families are asked to record these dates now and avoid scheduling holidays, absences, or other major commitments during these periods.

Year 11: 2027 likely dates

College Ball	Saturday 20 February 2027
Combined Universities presentation	Early Term One
Year 11 Semester One Examinations	Week Seven, Term Two
Year 11 ADWPL (work experience)	Week Six and Seven, Term Two
TISC presentation	To be advised
Year 11 Semester Two Examinations and ADWPL	Week Six, Term Four
Year 11 Camp	Week Seven, Term Four

Year 12: 2027 likely dates

College Ball	Saturday 20 February 2027
Combined Universities presentation	Early Term One
University Accommodation Applications	Dependent on accommodation requirements. You are encouraged to start investigating options as early as April
Year 12 Semester One Examinations	Week Six, Term Two
Year 12 ADWPL (work experience)	Week Six and Seven, Term Two
Year 12 Retreat	Week Eleven, Term One (eleven nine-week term)
TISC presentation	To be advised
University Early Offer Program Applications	From September
UCAT Assessment (for Medicine bound students)	From July
University Applications General	August to September
University Scholarship Applications	Dependent on university and scholarship. Usually from October
Year 12 Semester Two Examinations	Second week of the October holidays
ADWPL	Week Ten, Term Three
Year 12 WACE Practical Examinations	September
Graduation Mass	Week Two, Term Four
Presentation Night	Week Three, Term Four
Year 12 WACE Examinations	November
STAT English Test (if required)	January of following year

Course Information

The following is a list of those courses being offered by St Joseph's College for Year 11 in 2027 which are accredited by SCSA. As such, they count towards the WACE and for either university or TAFE admission. **A reminder that courses will only run if there is sufficient interest and that the College has the resources to run them.**

In 2027 students in Year 11 will be able to study a combination of ATAR, non-ATAR, Endorsed Programs and Certificate courses. However, **final timetables will be dependent on scheduling and availability.**

When completing Subject Selection Forms all students must choose:

- a Religion and Life course
- an English course
- a Mathematics course

Some students may be required to complete the Workplace Learning Endorsed Program if required by their Certificate course.

St Joseph's College Courses 2027

List A (Arts/English/Languages/Humanities and Social Sciences)

Year 11, 2027	Year 12, 2027
Compulsory	
Religion and Life ATAR Unit 1 and 2	Religion and Life ATAR Unit 3 and 4
Religion and Life General Unit 1 and 2	Religion and Life General Unit 3 and 4
Literature ATAR Unit 1 and 2	Literature ATAR Unit 3 and 4
English ATAR Unit 1 and 2	English ATAR Unit 3 and 4
English General Unit 1 and 2	English General Unit 3 and 4
Other Course Selections (List A)	
Modern History ATAR Unit 1 and 2	Modern History ATAR Unit 3 and 4
Media Production and Analysis General Unit 1 and 2	Media Production and Analysis General Unit 3 and 4

List B (Mathematics/Science/Technology)

Year 11, 2027	Year 12, 2027
Other Course Selections (List B)	
Biology ATAR Unit 1 and 2	Biology ATAR Unit 3 and 4
Chemistry ATAR Unit 1 and 2	Chemistry ATAR Unit 3 and 4
Human Biology ATAR Unit 1 and 2	Human Biology ATAR Unit 3 and 4
Physics ATAR Unit 1 and 2	Physics ATAR Unit 3 and 4
Mathematics Specialist ATAR Unit 1 and 2	Mathematics Specialist ATAR Unit 3 and 4
Mathematics Methods ATAR Unit 1 and 2	Mathematics Methods ATAR Unit 3 and 4
Mathematics Applications ATAR Unit 1 and 2	Mathematics Applications ATAR Unit 3 and 4
Physical Education Studies ATAR Unit 1 and 2	Physical Education Studies ATAR Unit 3 and 4
Physical Education Studies General Unit 1 and 2	Physical Education Studies General Unit 3 and 4
Materials, Design and Technology – Textiles General Unit 1 and 2	Materials, Design and Technology – Textiles General Unit 1 and 2

In addition to the List A and B courses, Curtin UniReady is being offered through the ViSN platform. More detail is provided in the specific course information later in this handbook.

If a student wishes to study a WACE course not listed, families should consult the Deputy Principal to discuss alternative options.

Students who have not yet met the OLN requirement may be placed in General or Foundation courses for Religion and Life, English, and/or Mathematics.

All Year 12 students enrolled in ATAR courses must complete the corresponding ATAR examination at the end of the year. Failure to sit the examination results in no grade or mark for that course.

A study line in Year 12 is permitted only when the following conditions are met:

- ATAR Religion and Life is studied in both Years 11 and 12.
- At least five ATAR courses are undertaken in both Year 11 and Year 12.

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 Science General English Principles English General	C B B C B
Chemistry	B	Science Principles Chemical Sciences Strand Mathematics Principles Mathematics General English Principles English General	B B C B C B
English	A	English Principles English General	C B
Literature	A	English Principles	B
Human Biology	B	Science Principles Biological Science Strand Science General English Principles English General	C B B 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	C C
Physical Education Studies	B	Science Principles Health Education Physical Education	B B B
Physics	B	Science Principles Physical Sciences Strand Mathematics Principles Mathematics General English Principles English General	B B B A C B
Religion and Life	A	Religious Education	B

Endorsed Programs	
Year 11, 2027	Year 12, 2028
Workplace Learning Work Placement 1 and 2	Workplace Learning Work Placement 3 and 4

All students undertaking a Certificate Course MUST enrol in Workplace Learning.

VET Certificates
Certificate II in Workplace Skills
Certificate III in Business
Certificate II in Construction (Pathways-Trade)
Certificate II in Engineering (Pathways)
Certificate II in Sports Coaching
Certificate II in Outdoor Recreation
Certificate II in Visual Arts
Certificate II in Music Industry
Certificate III in Music Industry

The previously offered **Certificate II in Applied Fashion Technology** will not run in 2027. In its place will be **Materials Design and Technology (Textiles) General**. Details of this course are on the final page of the handbook.

Due to the practical nature of a certificate course it can take the average student to take two to three years to complete one certificate.

If your child has an individual interest in an industry/certificate that is not listed above, please speak to the Head of VET regarding possible options. For example; childcare, tourism and digital technology. Other options may be available to accommodate your child's interest.

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.

Vocational Education and Training Delivered to Secondary Students (VETDSS) 2027

All Profile certificates are delivered at Southern Regional TAFE, Albany Campus.

To access a VETDSS course, students must complete an application process with the Head of VET. All VETDSS programs are competitive entry and require an interview with Southern Regional TAFE.

Students who secure a place typically attend TAFE one or two days per week and are responsible for keeping up to date with their schoolwork. Students attending TAFE two days per week complete five school courses and receive a study line in place of a sixth.

RECOMMENDED BACKGROUND

- An attendance above 90%
- minimum Year Ten completion with a C grade average in Mathematics and English.
- Completion of all three OLNA Assessments or NAPLAN equivalent

School Based Traineeships

The College offers **school-based traineeships** across a range of vocational areas. Trainees are paid while training in the workplace and, upon successful completion, receive at least a Certificate II qualification.

Students attend the workplace one day per week in Year 11 and/or Year 12 (approximately 7.5 hours) to complete the practical component. They must also complete the theory component at home and during exam breaks.

Traineeships are administered by ATC Work Smart as our Registered Training Organisation, which engages employers and provides ongoing student support throughout the traineeship.

WACE COURSE DETAILED INFORMATION

RELIGION AND LIFE ATAR

Overview

This subject is suitable for students who are university bound. Students will sit external examinations when they have completed Units 3 and 4 and may use this as part of their Tertiary Entrance Aggregate (TEA).

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

The connections between religion and life occur in many areas of human activity. Religion motivates and influences how people interact with each other and the world around them.

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

Year 11

Unit 1

The focus of this unit is the place of religion in society. It examines the responses of people to religion, in particular how people understand the response of religion to their concerns, needs and questions.

Unit 2

The focus of this unit is religious identity and purpose. It investigates how religion shapes, forms and supports people in life. The unit also examines how religion impacts on, and interacts with, groups in society. Students develop the skills required for conducting an inquiry, processing information, and communicating findings about the interplay between religion and life.

Year 12

Unit 3

The focus for this unit is the connection between past and present experiences of religion. Students analyse the impact of changes within society and how these changes shape the way individuals and groups interact with religion. They further develop research skills for conducting an inquiry, processing information, and communicating findings about the interplay between religion and life.

Unit 4

The focus for this unit is the interplay between religion and life. Students explore how religion responds to, and interacts with, issues that arise within society.

Prerequisites

Year 11: attain a minimum B grade in the Year Ten English Principles and a minimum B grade in Year Ten Religious Education.

Year 12: attain a minimum C grade in Religion and Life ATAR Unit 1 and 2.

RELIGION AND LIFE GENERAL

Overview

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

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

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

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

Year 11**Unit 1**

The focus of this unit is religion as a human activity. It explores how people search for meaning in life and the characteristics of religion. Students conduct research and develop the skills required for processing information and communicating findings about religion and life.

Unit 2

The focus of this unit is the role religion plays in society. It considers the responses offered by religion to issues that exist in society. Students conduct research and develop the skills required for processing information and communicating findings about religion and life.

Year 12**Unit 3**

The focus of this unit is the role religion plays in the lives of people. It explores how people interact with and respond to religion. Students conduct research and consolidate the skills required for processing information and communicating findings about religion and life.

Unit 4

The focus of this unit is religious identity. It examines in more detail the influence of religion on people and how religious people interact with society. Students conduct research and consolidate the skills required for processing information and communicating findings about religion and life.

Prerequisites

There are no prerequisites for either the Year 11 or Year 12 units.

ENGLISH ATAR	
	Overview This subject is suitable for students who are university bound. Students will sit external examinations when they have completed Units 3 and 4 and may use this as part of their Tertiary Entrance Aggregate. The English ATAR course focuses on developing students' analytical, creative, and critical thinking and communication skills in all language modes. It encourages students to critically engage with texts from their contemporary world, with texts from the past and with texts from Australian and other cultures. Such engagement helps students develop a sense of themselves, their world and their place in it. Students refine their skills across all language modes by engaging critically and creatively with texts. They learn to speak and write fluently in a range of contexts and to create a range of text forms. They hone their oral communication skills through discussion, debate and argument, in a range of formal and informal situations. The English ATAR course focuses on developing students' analytical, creative, and critical thinking and communication skills in all language modes. It encourages students to critically engage with texts from their contemporary world, with texts from the past and with texts from Australian and other cultures. Year 11 Unit 1 Students explore how meaning is communicated through the relationships between language, text, purpose, context and audience. This includes how language and texts are shaped by their purpose, the audiences for whom they are intended and the contexts in which they are created and received. Through responding to and creating texts, students consider how language, structure and conventions operate in a variety of imaginative, interpretive and persuasive texts. Unit 2 Students analyse the representation of ideas, attitudes and voices in texts to consider how texts represent the world and human experience. Analysis of how language and structural choices shape perspectives in and for a range of contexts is central to this unit. Year 12 Unit 3 Students explore representations of themes, issues, ideas and concepts through a comparison of texts. They analyse and compare the relationships between language, genre and contexts, comparing texts within and/or across different genres and modes. Students recognise and analyse the conventions of genre in texts and consider how those conventions may assist interpretation. Unit 4 Students examine different interpretations and perspectives to develop further their knowledge and analysis of purpose and style. They challenge perspectives, values and attitudes in texts, developing and testing their own interpretations through debate and argument. Through close study of texts, students explore relationships between content and structure, voice and perspectives and the text and context. Prerequisites Year 11: attain a minimum C grade in Year Ten English Principles or a minimum B grade in English General. Year 12: attain a minimum C grade in English ATAR Unit 1 and 2.

LITERATURE ATAR

Overview

This subject is suitable for students who are university bound. Students will sit external examinations when they have completed Units 3 and 4 and may use this as part of their Tertiary Entrance Aggregate.

The Literature ATAR course focuses on the study of literary texts and developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language; evaluate perspectives and evidence; and challenge ideas and interpretations. The Literature ATAR course explores how literary texts construct representations, shape perceptions of the world and enable us to enter other worlds of the imagination. In this subject, students actively participate in the dialogue of literary analysis and the creation of imaginative and analytical texts in a range of modes, media and forms.

Students enjoy and respond creatively and critically to literary texts drawn from the past and present and from Australian and other cultures. They reflect on what these texts offer them as individuals, as members of Australian society and as world citizens.

The key difference between ATAR English and Literature is the depth of analysis, and a narrower focus of text types in Literature.

The Literature ATAR course focuses on the study of literary texts and developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language; evaluate perspectives and evidence; and challenge ideas and interpretations.

Year 11

Unit 1

Unit 1 develops students' knowledge and understanding of different ways of reading and creating literary texts drawn from a widening range of historical, social, cultural and personal contexts. Students analyse the relationships between language, text, contexts, individual points of view and the reader's response. This unit develops knowledge and understanding of different literary conventions and storytelling traditions and their relationships with audiences. A range of literary forms is considered: prose fiction, poetry and drama.

Unit 2

Unit 2 develops students' knowledge and understanding of intertextuality, the ways literary texts connect with each other. Drawing on a range of language and literary experiences, students consider the relationships between texts, genres, authors, readers, audiences and contexts. The ideas, language and structure of different texts are compared and contrasted. Exploring connections between texts involves analysing their similarities and differences through an analysis of the ideas, language used and forms of texts.

Year 12

Unit 3

Unit 3 develops students' knowledge and understanding of the relationship between language, culture and identity in literary texts. Students inquire into the power of language to represent ideas, events and people, comparing these across a range of texts, contexts, modes and forms. Through critical analysis and evaluation, the values and attitudes represented in and through texts and their impact on the reader are examined. Throughout the unit, students create analytical responses that are characterised by a confident, engaging style and informed observation.

Unit 4

Unit 4 develops students' appreciation of the significance of literary study through close critical analysis of literary texts drawn from a range of forms, genres and styles. Students reflect upon the creative use of language, and the structural and stylistic features that shape meaning and influence response. The unit focuses on the dynamic nature of literary interpretation and considers the insights texts offer, their use of literary conventions and aesthetic appeal. Analytical responses demonstrate increasing independence in interpreting texts and synthesising a range of perspectives into critical and imaginative responses.

Prerequisites

Year 11: attain a minimum B grade in Year Ten English Principles.

Year 12: attain a minimum C grade in English ATAR Unit 1 and 2.

ENGLISH	ENGLISH GENERAL	
	Overview This subject is suitable for students who are VET Pathway bound. The English General course focuses on consolidating and refining the skills and knowledge needed by students to become competent, confident and engaged users of English in everyday, community, social, further education, training and workplace contexts. Students comprehend, analyse, interpret and evaluate the content, structure and style of a wide variety of oral, written, multimodal, digital and media texts. Students learn how the interaction of structure, language, audience and context helps to shape how the audience makes meaning. Both independently and collaboratively, they apply their knowledge to create analytical, imaginative, interpretive and persuasive texts in different modes and media.	The English General course is designed to provide students with the skills that will empower them to succeed in a wide range of post-secondary pathways. The course develops students' language, literacy and literary skills to enable them to communicate successfully both orally and in writing and to enjoy and value using language for both imaginative and practical purposes. Year 11 Unit 1 Focuses on students comprehending and reporting to the ideas and information presented in texts. Unit 2 Focuses on interpreting ideas and arguments in a range of texts and contexts. Year 12 Unit 3 Focuses on exploring different perspectives presented in a range of texts and contexts. Unit 4 Focuses on community, local or global issues and ideas presented in texts and on developing students. Prerequisites It is essential that students have demonstrated the Literacy requirement for Graduation. This standard is determined by the successful completion of the Online Literacy and Numeracy Assessment (OLNA).

MEDIA PRODUCTION AND ANALYSIS GENERAL

Overview

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

The Media Production and Analysis General course aims to prepare all students for a future in a digital and interconnected world by providing the skills, knowledge and understandings to tell their own stories and interpret others' stories. Students learn the languages of media communication and how a story is constructed using representations. Students are encouraged to explore, experiment and interpret their world, reflecting and analysing contemporary life while understanding that this is done under social, cultural and institutional constraints. Students as users and creators of media products, consider the important role of audiences and their context.

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

Year 11

Unit 1

The focus for this unit is on the mass media. Within this broad focus, students reflect on their own use of the media, common representations, including the examination of characters, stars and stereotypes and the way media is constructed and produced.

Unit 2

The focus for this unit is on point of view, a concept that underpins the construction of all media work. In this unit, students will be introduced to the concept and learn how a point of view can be constructed. They will analyse media work and construct a point of view in their own productions.

Year 12

Unit 3

The focus for this unit is on entertainment. Within this broad focus, teachers select learning contexts interesting to students and build upon the informal understandings they have already acquired.

Unit 4

The focus for this unit is on representation and reality. Representation is the act of re-presenting or constructing identities, places or ideas based on shared values and understandings. Students will consider different types of representations and how they relate to the construction of reality within media work.

MODERN HISTORY ATAR

Overview

This subject is suitable for students who are university bound. Students will sit external examinations when they have completed Units 3 and 4 and may use this as part of their Tertiary Entrance Aggregate. Studying the Modern History ATAR course enables students to become critical thinkers and helps inform their judgements and actions in a rapidly changing world. Students are exposed to a variety of historical sources, including government papers, extracts from newspapers, letters, diaries, photographs, cartoons, paintings, graphs and secondary sources, in order to determine the cause and effect, and the motives and forces influencing people and events. Through the process of historical inquiry, students are encouraged to question and evaluate historical sources; identify various representations and versions of history; use evidence to formulate and support their own interpretations; and communicate their findings in a variety of ways.

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

Year 11

Unit 1 - Elective 3: The French Revolution (1774-1804)

This unit provides an introduction to significant developments in the modern period that have defined the modern world, and the ideas that underpinned them, such as liberty, equality and fraternity.

Unit 2 - Elective 6: Nazism in Germany

This unit examines significant movements developed in response to the ideas studied in Unit 1 that brought about change in the modern world and that have been subject to political debate. The unit focuses on the ways in which individuals, groups and institutions challenge authority and transform society.

Year 12

Unit 3 - Elective 2: Russia and the Soviet Union 1914-1945

This unit examines the 'nation' as the principal form of political organisation in the modern world; the crises that confronted nations in the 20th century; their responses to these crises, and the different paths they have taken to fulfil their goals.

Unit 4 - Elective 1: The Changing European World since 1945

This unit focuses on the distinctive features of the modern world that emerged in the period 1945–2001. It aims to build students' understanding of the contemporary world – that is, why we are here at this point in time.

Prerequisites

Year 11: attain a minimum C grade in Year Ten Humanities and a minimum C grade in Year Ten English Principles.

Year 12: attain a minimum C grade in Modern History ATAR Unit 1 and 2.

PHYSICAL EDUCATION STUDIES ATAR

Overview

This subject is suitable for students who are university bound. Students will sit external examinations when they have completed Units 3 and 4 and may use this as part of their Tertiary Entrance Aggregate.

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

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

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

Year 11

Unit 1

The focus of this unit is to explore anatomical and biomechanical concepts, the body's responses to physical activity, and stress management processes, to improve the performance of themselves and others in physical activity.

Unit 2

The focus of this unit is to identify the relationship between skill, strategy and the body in order to improve the effectiveness and efficiency of performance.

Year 12

Unit 3

The focus of this unit is to provide opportunities for students to build upon their acquired physical skills and biomechanical, physiological and psychological understandings to improve the performance of themselves and others in physical activity.

Unit 4

The focus of this unit is to extend the understanding by students of complex biomechanical, psychological and physiological concepts to evaluate their own and others' performance.

Prerequisites

Year 11: attain a minimum B grade in Year Ten Science Principles. In addition, students must attain a minimum B grade in Year Ten Health Education and a minimum B grade in Year Ten Physical Education.

Year 12: attain a minimum C grade in Physical Education ATAR Unit 1 and 2.

Please note that students cannot enrol in both Physical Education Studies General and Physical Education Studies ATAR.

MATHEMATICS SPECIALIST

Overview

This subject is suitable for students who are university bound. Students will sit external examinations when they have completed Units 3 and 4 and may use this as part of their Tertiary Entrance Aggregate.

Mathematics Specialist is the only ATAR Mathematics course that should not be taken as a stand-alone course. It is recommended to be studied in conjunction with the Mathematics Methods ATAR course, as preparation for entry into specialised university courses such as Engineering, Physical Sciences and Mathematics.

This course will appeal to passionate mathematicians who wish to develop their skills even further.

The Mathematics Specialist ATAR course provides opportunities, beyond those presented in the Mathematics Methods ATAR course, to develop rigorous mathematical arguments and proofs and to use mathematical and statistical models more extensively.

Year 11

Unit 1

Contains three topics: Combinatorics, Vectors in the plane, and Geometry that complement the content of the Mathematical Methods ATAR course. The three topics considerably broaden students' mathematical experience and therefore begin an awakening to the breadth and utility of the course.

Unit 2

Contains Four topics: Trigonometry, Matrices, Proof and Real and complex numbers. Trigonometry contains techniques that are used in other topics in both this Unit and Unit 3. Real and complex numbers provides a continuation of students' study of numbers, and the study of complex numbers is continued. This topic also contains a section on proof by mathematical induction. The study of Matrices is undertaken, including applications to linear transformations of the plane.

Year 12

Unit 3

Contains three topics: Complex numbers, Functions and sketching graphs and Vectors in three dimensions. Three-dimensional vectors are studied and vector equations and vector calculus are introduced, with the latter extending students' knowledge of calculus from the Mathematics Methods ATAR course.

Unit 4

Contains three topics: Integration and applications of integration, Rates of change and differential equations and Statistical inference. The study of differentiation and integration of functions continues, and the calculus techniques developed in this and previous topics are applied to simple differential equations, in particular in biology and kinematics. These topics demonstrate the real-world applications of the mathematics learned throughout the Mathematics Specialist ATAR course.

Prerequisites

It is essential that students attain minimum A grade in Year Ten Mathematics Principles.

Year 12: attain a minimum C grade in Mathematics Specialist Unit 1 and 2.

The CAS calculator is used throughout this course.

MATHEMATICS METHODS

Overview

This subject is suitable for students who are university bound. Students will sit external examinations when they have completed Units 3 and 4 and may use this as part of their Tertiary Entrance Aggregate.

This course focuses on the use of calculus and statistical analysis. Mathematics Methods provides a foundation for further studies in disciplines in which mathematics and statistics have important roles. It is also advantageous for further studies in the Health and Social Sciences. In summary, this course is designed for students whose future pathways may involve mathematics and statistics and their applications in a range of disciplines at the tertiary level.

This course will appeal to the more able mathematical student and one who is confident with algebra.

Mathematics Methods is an ATAR course which focuses on the use of calculus and statistical analysis.

Year 11

Unit 1

Begins with a review of the basic algebraic concepts and techniques required for a successful introduction to the study of functions and calculus. Simple relationships between variable quantities are reviewed, and these are used to introduce the key concepts of a function and its graph.

Unit 2

Exponential functions are introduced and their properties and graphs examined. Arithmetic and geometric sequences and their applications are introduced and their recursive definitions applied. Rates and average rates of change are introduced and this is followed by the key concept of the derivative as an 'instantaneous rate of change'. These concepts are reinforced, geometrically, and algebraically.

Year 12

Unit 3

The study of calculus continues by introducing the derivatives of exponential and trigonometric functions and their applications, as well as some basic differentiation techniques and the concept of a second derivative, its meaning and applications. The aim is to demonstrate to students the beauty and power of calculus and the breadth of its applications. The unit includes integration, both as a process that reverses differentiation and as a way of calculating areas.

Unit 4

The logarithmic function and its derivative are studied. Continuous random variables are introduced and their applications examined. Probabilities associated with continuous distributions are calculated using definite integrals. Students are introduced to statistical inference.

Prerequisites

Year 11: attain a minimum B grade in Year Ten Mathematics Principles.

Year 12: attain a minimum C grade in Mathematics Methods Unit 1 and 2.

The CAS calculator is used throughout this course.

MATHEMATICS APPLICATIONS

Overview

This subject is suitable for students who are university bound. Students will sit external examinations when they have completed Units 3 and 4 and may use this as part of their Tertiary Entrance Aggregate.

This course focuses on the use of mathematics to solve problems in contexts that involve financial modelling, geometric and trigonometric analysis, graphical and network analysis, and growth and decay in sequences. It also provides opportunities for students to develop systematic strategies based on the statistical questions that involve analysing univariate and bivariate data, including time series data.

The Mathematics Applications course is designed for students who want to extend their mathematical skills beyond Year Ten level, but whose future studies or employment pathways do not require knowledge of calculus. The course is designed for students who have a wide range of educational and employment aspirations, including continuing their studies at university or a TAFE.

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

Year 11

Unit 1

'Consumer arithmetic' reviews the concepts of rate and percentage change in the context of earning and managing money. 'Algebra and matrices' and 'shape and measurement' continues the knowledge and skills students developed in the Year 7–10 curriculum.

Unit 2

'Univariate data analysis and the statistical investigation process' develop students' ability to organise and summarise univariate data. 'Applications of trigonometry' extends students' knowledge of trigonometry to solve practical problems involving non-right-angled triangles in both two and three dimensions. 'Linear equations and their graphs' uses linear equations and straight-line graphs to model and analyse practical situations.

Year 12

Unit 3

'Bivariate data analysis' introduces students to methods for identifying, analysing and describing associations between pairs of variables. 'Growth and decay in sequences' employs recursion to generate sequences that can be used to model and investigate patterns of growth and decay in discrete situations. 'Graphs and networks' introduces students to the language of graphs and the way in which graphs can be used to analyse everyday situations.

Unit 4

'Time series analysis' continues students' study of statistics. 'Loans, investments and annuities' aims to provide students with sufficient knowledge of financial mathematics to solve practical problems. 'Networks and decision mathematics' uses networks to model and aid decision making in practical situations.

Prerequisites

Year 11: attain a minimum C grade in Year Ten Mathematics Principles or minimum B grade in Year Ten Mathematics General.

Year 12: attain a minimum C grade in Mathematics Applications Unit 1 and 2.

The CAS calculator is used throughout this course.

MATHEMATICS ESSENTIAL

Overview

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

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

The Mathematics Essential General course focuses on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives. It provides students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning and community settings.

Year 11

Unit 1

This unit provides students with the mathematical skills and understanding to solve problems relating to calculations, applications of measurement, the use of formulas to find an unknown quantity and the interpretation of graphs.

Unit 2

This unit provides students with the mathematical skills and understanding to solve problems related to representing and comparing data, percentages, rates and ratios and time and motion. Students further develop the use of the mathematical thinking process and apply the statistical investigation process.

Year 12

Unit 3

This unit provides students with the mathematical skills and understanding to solve problems related to measurement, scales, plans and models, drawing and interpreting graphs and data collection. Students use the mathematical thinking process and apply the statistical investigation process.

Unit 4

This unit provides students with the mathematical skills and understanding to solve problems related to probability, earth geometry and time zones, loans and compound interest. Students use the mathematical thinking process and apply the statistical investigation process to solve problems involving probability.

Students interested in studying an electrical trade are advised to complete this mathematics course, providing the pre-requisites can be met.

Prerequisites

It is essential that students have demonstrated the Numeracy requirement for Graduation. This standard is determined by the successful completion of the Online Literacy and Numeracy Assessment (OLNA).

BIOLOGY ATAR

Overview

This subject is suitable for students who are university bound. Students will sit external examinations when they have completed Units 3 and 4 and may use this as part of their Tertiary Entrance Aggregate.

This course is highly recommended for students who:

1. wish to follow a career in areas such as Medicine, Botany, Zoology, Physiology, Biochemistry, Genetics, Microbiology, Agriculture, Psychology, Environmental Sciences, Anthropology, Law, Geology, Marine Biology and Biotechnology.
2. Have a strong academic background in Year Ten and do not have specific career goals at present, but might choose to do Nursing, Journalism, Politics, Sociology, Education, or join the Armed Forces. In these careers, Biological Sciences provides a broad background to many issues of public concern, such as the application of techniques being developed in the area of reproductive and molecular biology, pollution and destruction of the ozone layer, the greenhouse effect, environmental management and conservation.

Biology is the study of the fascinating diversity of life as it has evolved and as it interacts and functions. Investigation of biological systems and their interactions, from cellular processes to ecosystem dynamics, has led to biological knowledge and understanding that enable us to explore and explain everyday observations, find solutions to biological issues, and understand the processes of biological continuity and change over time.

This course explores ways in which scientists work collaboratively and individually in a range of integrated fields to increase understanding of an ever-expanding body of biological knowledge.

Year 11**Unit 1**

Students analyse abiotic and biotic ecosystem components and their interactions, using classification systems for data collection, comparison and evaluation.

Unit 2

Students investigate the interdependent components of the cell system and the multiple interacting systems in multicellular organisms.

Year 12**Unit 3**

Students investigate mechanisms of heredity and the ways in which inheritance patterns can be explained, modelled and predicted; they connect these patterns to population dynamics and apply the theory of evolution by natural selection to examine changes in populations.

Unit 4

Students investigate system change and continuity in response to changing external conditions and pathogens; they investigate homeostasis and the transmission and impact of infectious disease; and they consider the factors that encourage or reduce the spread of infectious disease at the population level.

Prerequisites

Year 11: attain a minimum C grade in Year Ten Science Principles with a minimum B grade in the Biological Science strand, as well as a minimum C grade in Year Ten English Principles or B grade in Year Ten English General.

Year 12: attain a minimum C grade in Biology ATAR Unit 1 and 2.

CHEMISTRY ATAR

Overview

This subject is suitable for students who are university bound. Students will sit external examinations when they have completed Units 3 and 4 and may use this as part of their Tertiary Entrance Aggregate.

Studying Chemistry provides students with a suite of skills and understandings that are valuable to a wide range of further study pathways and careers. An understanding of chemistry is relevant to a range of careers, including those in forensic science, environmental science, engineering, medicine, dentistry, pharmacy and sports science. Additionally, chemistry knowledge is valuable in occupations that rely on an understanding of materials and their interactions, such as art, winemaking, agriculture and food technology. Some students will use this course as a foundation to pursue further studies in chemistry, and all students will become more informed citizens, able to use chemical knowledge to inform evidence-based decision making and engage critically with contemporary scientific issues.

Chemistry is the study of materials and substances and the transformations they undergo through interactions and the transfer of energy. Chemists can use an understanding of chemical structures and processes to adapt, control and manipulate systems to meet particular economic, environmental and social needs.

Year 11**Unit 1**

Students use models of atomic structure and bonding to explain the macroscopic properties of materials. Students develop their understanding of the energy changes associated with chemical reactions and the use of chemical equations to calculate the masses of substances involved in chemical reactions.

Unit 2

Students continue to develop their understanding of bonding models and the relationship between structure, properties and reactions, including consideration of the factors that affect the rate of chemical reactions. Students investigate the unique properties of water and the properties of acids and bases and use chemical equations to calculate the concentrations and volumes of solutions involved in chemical reactions.

Year 12**Unit 3**

Students investigate the concept of reversibility of reactions and the dynamic nature of equilibrium in chemical systems; contemporary models of acid-base behaviour that explain their properties and uses; and the principles of oxidation and reduction reactions, including the generation of electricity from electrochemical cells.

Unit 4

Students develop their understanding of the relationship between the structure, properties and chemical reactions of different organic functional groups. Students also investigate the process of chemical synthesis to form useful substances and products and the need to consider a range of factors in the design of these processes.

Prerequisites

Year 11: attain a minimum B grade in Year Ten Science Principles with a minimum B grade in the Chemical Sciences strand. A minimum C grade in Year Ten Mathematics Principles or minimum B grade in Mathematics General, as well as a minimum C grade in Year Ten English Principles or B grade in Year Ten English General.

Year 12: attain a minimum C grade in Chemistry ATAR Unit 1 and 2.

HUMAN BIOLOGY ATAR

Overview

This subject is suitable for students who are university bound. Students will sit external examinations when they have completed Units 3 and 4 and may use this as part of their Tertiary Entrance Aggregate.

Human Biology provides opportunities to develop competence in the process and manipulative skills of science. Designing and carrying out controlled experiments, collecting and interpreting are all included in the practical work.

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

Human Biology covers a wide range of ideas relating to the functioning human. Students learn about themselves, relating structure to function and how integrated regulation allows individuals to survive in a changing environment. They research new discoveries that are increasing our understanding of the causes of dysfunction, which can lead to new treatments and preventative measures. Reproduction is studied to understand the sources of variation that make each of us unique individuals. Through a combination of classical genetics, and advances in molecular genetics, dynamic new biotechnological processes have resulted. Population genetics is studied to highlight the longer term changes leading to natural selection and evolution of our species.

Year 11

Unit 1

Students analyse how the structure and function of body systems, and the interrelationships between systems, support metabolism and body functioning.

Unit 2

Students study the reproductive systems of males and females, the mechanisms of transmission of genetic material from generation to generation, and the effects of the environment on gene expression.

Year 12

Unit 3

This unit explores the nervous and endocrine systems and the mechanisms that help maintain the systems of the body to function within normal range, and the body's immune responses to invading pathogens.

Unit 4

This unit explores the variations in humans, their changing environment and evolutionary trends in homonoids.

Prerequisites

Year 11: attain a minimum C grade in Year Ten Science Principles with a minimum B grade in the Biological Sciences strand, as well as a minimum C grade in Year Ten English Principles or B grade in Year Ten English General.

Year 12: attain a minimum C grade in Human Biology ATAR Unit 1 and 2.

PHYSICS ATAR

Overview

This subject is suitable for students who are university bound. Students will sit external examinations when they have completed Units 3 and 4 and may use this as part of their Tertiary Entrance Aggregate.

Studying senior secondary science provides students with a suite of skills and understandings that are valuable to a wide range of further study pathways and careers. Studying physics will enable students to become citizens who are better informed about the world around them and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues. The Physics ATAR course will also provide a foundation in physics knowledge, understanding and skills for those students who wish to pursue tertiary study in science, engineering, medicine and technology.

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

Year 11

Unit 1

Students investigate Motion and Forces in two dimensions as well as Mechanical and Thermal energy production by considering heating processes.

Unit 2

Students describe, explain and predict radioactivity and nuclear reactions with the introduction of Standard Model phenomenon, investigate energy transfer and transformation in electrical circuits and investigate the application of wave models to sound phenomena.

Year 12

Unit 3

Students investigate models of motion in Gravitational field, Satellite motion, Torque and the Special Theory of Relativity.

Unit 4

Students use the theory of electromagnetism to explain the production and propagation of electromagnetic waves and investigate how shortcomings in existing theories led to the development of the quantum theory of light and matter as well as the theory of Big Bang.

Prerequisites

Year 11: attain an overall minimum B grade in the Year Ten Science Principles with a minimum B grade in the Physical Sciences strand. In addition, students must attain a minimum B grade in Year Ten Mathematics Principles or minimum A grade in Mathematics General, as well as a minimum C grade in Year Ten English Principles or B grade in Year Ten English General.

Year 12: attain a minimum C grade in Physics ATAR Unit 1 and 2.

CURTIN UNIREADY IN SCHOOLS

Overview

This subject is suitable for students who are interested in Curtin University pathway but via a General pathway.

The UniReady pathway prepares students for university by developing study and communication skills specific to university level requirements. Students can only access the UniReady in Schools Program if they are enrolled/registered at a participating UniReady School. Students who participate in the program are not only part of their school but also have a Curtin Student ID and are considered part of the Curtin community.

At St Joseph's College, UniReady will only be offered via CEWA's Virtual Schools Network (ViSN) learning platform. Places will be limited and students will be selected based on their suitability to study the course with greater independence than other courses.

UniReady is an academic pathway program that prepares Year 11 and 12 students for university study by developing academic literacy, numeracy and critical thinking skills. Successful completion provides Curtin University's minimum entry requirement equivalent to a 70 ATAR and English proficiency. Students aiming for courses with high ATAR entry requirements should consider an alternative pathway.

It must also be understood that the course can only generate a 70 ATAR for admission to Curtin University. Other universities will not allow entry through this pathway.

Core Units

Fundamentals of Academic Writing
Foundations of Communication

Optional Units

Introduction to Humanities
Introduction to Commerce
Introduction to Health Services
Mathematics Basics

Prerequisites

Year 11: At least a C in General English in Year Ten. In addition, a pass in each of the analytical tasks in Year Ten. For Semester One, analytical tasks include those below.

General English:

- Task One: Persuasive Letter
- Task Two: Music Lyrics Analysis
- Task Three: Examination

Principles of English:

- Task Two: Avatar Essay
- Task Four: Examination
- Task Five: Additional Essay

Please be advised there is a significant charge for Curtin UniReady. In 2026 it was \$1450.

PHYSICAL EDUCATION STUDIES GENERAL

Overview

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

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

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

Physical Education Studies General explores how psychological, biomechanical and physiological factors influence performance. Through active participation, students develop skills as performers, leaders, coaches, analysts and planners while applying theory in practical physical activity settings.

Year 11

Unit 1

The focus of this unit is the development of students' knowledge, understanding and application of anatomical, physiological and practical factors associated with performing in physical activities.

Unit 2

The focus of this unit is the impact of physical activity on the body's anatomical and physiological systems. Students are introduced to these concepts which support them to improve their performance as team members and/or individuals.

Year 12

Unit 3

The focus of this unit is simple movement, biomechanical, physiological, psychological, functional anatomy and motor learning concepts. The understanding of the relationship between skill, movement production and fitness will be further enhanced as students develop and improve.

Unit 4

The focus of this unit is for students to assess their own and others' movement competency and identify areas for improvement. They will build on their knowledge of training principles, nutrition and goal setting concepts to enhance their own and others' performance in physical activity.

Prerequisites

No prerequisites

Please note that students cannot enrol in both Physical Education Studies General and Physical Education Studies ATAR.

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 11 and two C grades towards Year 12 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 11 and 12, taking this course of work is recommended.**

BSB30120 CERTIFICATE III IN BUSINESS

Overview

This qualification reflects the varied roles of individuals across different industry sectors who apply a broad range of competencies using some discretion, judgment and relevant theoretical knowledge. They may provide technical advice and support to a team

This course is offered in partnership via auspicing with registered organisation: iVet RTO Number 32413.

Students complete 12 (13) Units of Competency to achieve the qualifications: BSB30120 Certificate III in Business.

YEAR ONE

BSBWHS311	Assist with maintaining workplace safety
BSBCRT311	Apply critical thinking skills in a team environment
BSBTEC201	Use business software applications
BSBTEC202	Use digital technologies to communicate in a work environment
BSBTEC301	Design and produce business documents
BSBTEC302	Design and produce spreadsheets
BSBTEC303	Create electronic presentations
BSBXCM301	Engage in workplace communications
BSBPEF201	Support personal wellbeing in the workplace
BSBPEF301	Organise personal work priorities
BSBSUS211	Participate in sustainable work practices
BSBTWK301	Use inclusive work practices
BSBXTW301	Work in a team

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 11 and four C grades towards Year 12 Western Australian Certificate of Education (WACE) achievement.

Prerequisites

Completion of BSB20120 Certificate II in Business.

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 11 and two C grades towards Year 12 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 11 and two C grades towards Year 12 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 11 and 12 CUA30920 Certificate III in Music, which is also offered in partnership with The College of Sound and Music Production, the Registered Training Organisation (RTO: 41549).**

CUA30920C CERTIFICATE III IN MUSIC INDUSTRY

Overview

This subject is suitable for students considering either an ATAR or VET Pathway in Year 11 and Year 12.

This qualification reflects the role of individuals who apply a broad range of competencies in a varied work context in the music industry, using some discretion and judgement and theoretical knowledge. They may provide support to a team.

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.

CUA30920 Certificate III in Music Industry is for students who would like to continue their musical development and be involved in the music industry.

This certificate is only available for students who are experienced musicians and have already completed the CUA20620 Certificate II in Music Industry.

Within the CUA30920 Certificate III in Music Industry students complete 11 (11) Units of Competency.

BSBWHS211	Contribute to health and safety of self and others
CUAMCP311	Compose simple music compositions
CUAIND314	Plan a career in the creative arts industry
CUAMPF212	Incorporate music technology into performances
CUAMPF213	Perform simple repertoire in ensembles
CUAMPF311	Develop technical skills for musical performances
CUAMPF313	Contribute to backup accompaniment as part of a group
CUAMPF314	Make music demos
CUACMP311	Implement copyright arrangements
CUAIND313	Work effectively in the music industry
CUASTA212	Assist with bump in and bump out of shows

The completion of this course will provide two C grades towards Year and four C grades towards Year 12 Western Australian Certificate of Education (WACE) achievement.

Prerequisites

Completion of CUA20620 Certificate II in Music Industry.
An audition may be required.

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 11 and two C grades towards Year 12 Western Australian Certificate of Education (WACE) achievement.

In this certificate students are involved in the creation of stage backdrops for the 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 twelve (12) Units of Competency.

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

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 12 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

Year 11/12 SIS20419 OUTDOOR RECREATION

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 11 (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

UNITS OF COMPETENCY - OUTDOOR RECREATION

HLTAID011	Provide first aid (**Credit transfer from Sport Coaching).
HLTWHS001	Participate in workplace health and safety
SISOBWG001	Bushwalk in tracked environments
SISOCNE001	Paddle a craft using fundamental skills
SISXPLD004	Facilitate groups
SISOCYT002	Ride bicycles on roads and pathways, easy conditions
SISOFLD001/SISOFLD002	Assist in conducting recreation sessions and Minimise environmental impact
SISOSNK001	Snorkel
SISXIND002	Maintain sport, fitness and recreation industry knowledge
SISXFAC001	Maintain equipment for activities
SISOFLD002	Minimise environmental impact
SISOFLD001	Assist in conducting recreation sessions.

The completion of this course will provide four C grades towards Year 11 and four C grades towards Year 12 Western Australian Certificate of Education (WACE) achievement.

Prerequisites

There are no prerequisites for this course.

MATERIALS DESIGN AND TECHNOLOGY (TEXTILES) GENERAL COURSE

VOCATIONAL EDUCATION AND TRAINING

Overview

The Materials Design course is all about designing and making fashion garments. Students who are creative and enjoy art and sewing are encouraged to undertake the Course. Students will design and make clothing garments and accessories. By studying the Fashion and Design course, you will learn design and construction skills as well as fashion illustration techniques that will give you an excellent grounding to pursue a career in the exciting world of fashion.

The Materials Design and Technology course (in the context of TEXTILES) aims to provide students with an understanding of the design process used to create a textiles product. Students will experiment with fabric embellishment techniques, such as beading, screen printing, dying, hand stitching and machine embroidery.

Students will also examine the impact 'Fast Fashion' has on the environment. Students will learn about how clothing companies are using more sustainable and ethical ways of production to appeal to consumer needs.

Possible career opportunities include:

- fashion designer
- fashion buyer/stylist
- pattern maker
- production machinist
- textile designer

The Materials Design and Technology General course is a practical course. Students can choose to work with metal, textiles or wood, with the design and manufacture of products as the major focus. Students have the opportunity to develop and practise skills that contribute to creating a physical product, while acquiring an appreciation of the application of a design process, and an understanding of the need for materials sustainability. Students will learn and practise manufacturing processes and technologies, including principles of design, planning and management.

COURSE AIM

The Materials Design and Technology (Textiles) course aims to prepare all students for a future in a technological and material world by providing the foundation for lifelong learning about how products are designed and how materials are developed and used.

COURSE DESCRIPTION

Materials Design and Technology (Textiles) is a practical course where students can choose to work with textiles in the design and manufacture of products. This is also a course about ideas, innovation and creativity. In order to do these well, students research and test the different characteristics of materials, and use strategies to develop innovative and creative ideas.

Year 11

- Unit 1: Creative thinking strategies applied to Textile design projects
- Unit 2: design for a client, target audience or market

Year 12

- Unit 3: Self-directed Textile designs to meet needs
- Unit 4: Creative and critical thinking applied to historical and contemporary design projects

Skills Outline

- Design fundamentals and skills portfolio
- Design techniques
- Recycled Garment project
- Nature of materials
- Properties of new and traditional materials

Prerequisites

There are no prerequisites for this course.