



CAPE NATURALISTE
COLLEGE

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YEAR 11 2019 COURSE INFORMATION HANDBOOK

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STUDENT PARTICIPATION REQUIREMENT

Students are no longer able to leave school at the end of Year 10 without being formally engaged in a worthwhile pathway. Young people are required to remain in education, training or approved employment until the end of the year in which they would normally finish Year 12.

The vast majority of students will return to school in Year 11 and work towards attaining their Western Australian Certificate of Education (WACE) by the end of Year 12.

Some students may undertake full time study at a Registered Training Organisation such as South West Institute of Technology, or start working in approved employment.

It is also possible, in some circumstances, to undertake a combination of these options including school. Cape Naturaliste College has links with Southwest Institute of Technology (SWIT) and we promote a range of courses that can be undertaken in addition to a regular Year 11 and 12 program at school. These programs are called Pre-Apprenticeships in Schools, and VET in Schools and information about these courses is contained in this handbook. Students who wish to undertake these programs must also select a full program at Cape Naturaliste College in addition to completing the SWIT application forms which will be available on the Cape Naturaliste College website.

Students and parents who are interested in options that involve employment or privately sourced training programs are encouraged to discuss their specific situation with the Senior School Associate Principal.

The Western Australian Statement of Student Achievement (WASSA)

The WASSA is issued to each Year 12 student at the completion of their senior secondary schooling. Senior secondary school typically takes two years. The WASSA lists all courses and programs that a student has completed and the grades and marks achieved.

The WASSA formally records, as relevant:

- achievement of WACE requirements
- achievement of the literacy (reading and writing) standard
- achievement of the numeracy standard
- achievement of awards
- school grades, school marks and combined scores in ATAR courses
- school grades and school marks in General and Foundation courses
- completed Preliminary units
- completed VET industry specific courses
- successfully completed VET qualifications and VET units of competency
- completed endorsed programs
- number of community service hours undertaken (if reported by the school).

WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION (WACE)

The WACE is awarded by the School Curriculum and Standards Authority (Authority) when students successfully meet the requirements of the WACE. If you wish to achieve a WACE, the Authority requires you to complete at least four Year 12 Australian Tertiary Admission Rank (ATAR) courses or a Certificate II (or higher) VET qualification.

WACE Requirements for 2016 and beyond

To meet the WACE requirements, you must:

- demonstrate a minimum standard of literacy and a minimum standard of numeracy (see below)
- demonstrate breadth and depth of study through the number and level of units studied
- meet a minimum achievement standard through the number and level of C grades

The last two requirements may be met partly through unit equivalents (see below) and recognition by the Authority of other studies (refer to the WACE Manual). They may also be offset by special considerations (refer to the WACE Manual).

Literacy and numeracy standards

You must demonstrate minimum literacy and numeracy standards based on skills regarded as essential for individuals to meet the demands of everyday life and work. These standards are equivalent to Level 3 of the *Australian Core Skills Framework*.

For the WACE literacy standard, you must:

- complete at least four units of an English course (English, Literature or English as an Additional Language or Dialect) post-Year 10, studied over at least two years
- meet the minimum standard of literacy either by achieving Band 8 or higher in the reading and writing components of the Year 9 National Assessment Program – Literacy and Numeracy (NAPLAN) or by successfully completing the literacy components of the Authority's Online Literacy and Numeracy Assessment (OLNA) in Year 10 or subsequently.

For the WACE numeracy standard, you must achieve either Band 8 **or** higher in the numeracy component of Year 9 NAPLAN or successfully complete the numeracy component of the OLNA in Year 10, or subsequently. This means that if you have achieved Band 8 or above in the reading, writing or numeracy component of the Year 9 NAPLAN you will be considered to have *pre-qualified* for that component.

Sitting the OLNA

If you **have not** pre-qualified in reading, writing or numeracy you are required to sit the corresponding component/s of the OLNA in Semester 1 of Year 10. If you do not meet the standard in Semester 1, then you must sit the OLNA in Semester 2, Year 10, and, if required, Semester 1, Year 11. You will have up to six opportunities (in March and September of each year) before completing Year 12 to demonstrate the WACE minimum standard of literacy and numeracy. Year 10 Information Booklet 2017 Page 2 If you are an international and/or mature-age student, you are required to sit the OLNA at the first available opportunity.

- If you **have not** pre-qualified through NAPLAN, and choose **not** to sit the OLNA, you will **not** qualify for the WACE.
- If you have a condition/s that may significantly limit your capacity to participate in the OLNA, disability adjustment provisions for timed assessments are available.

- If you are a student with a disability or have additional needs and choose not to sit the assessment or have not demonstrated the standard through your performance in Year 9 NAPLAN you will not qualify for the WACE. It is important that you and your parents/guardians/carers discuss your options with appropriate staff members at your school.
- After discussions with parents/guardians/carers, and the school, you may choose not to sit the OLNA. However, this means that you will **not** achieve the WACE.

Breadth and depth

You must complete a minimum of 20 units, which may include unit equivalents (see below) attained through VET or endorsed programs. This requirement includes at least:

- a minimum of ten Year 12 units (including unit equivalents)
- two completed Year 11 units from an English course and one pair of completed Year 12 units from an English course (English, Literature, English as an Additional Language or Dialect)
- one pair of Year 12 units from each of List A subjects (the arts, languages and social sciences) and List B subjects (mathematics, science and technology) see (Appendix 1).

Achievement standard

You must achieve at least 14 C grades (or equivalents) in Year 11 and Year 12 units, including at least six C grades in Year 12 units (or equivalents).

Unit equivalents:

The WACE requirements for at least 20 units and at least 14 C grades may be met partly through unit equivalents. These are units within VET and endorsed programs of least 55 nominal hours. They are known as unit equivalents because they are considered equivalent to one unit of a Year 11 or Year 12 course.

Unit equivalents can be obtained through VET qualifications and/or endorsed programs. The maximum number of unit equivalents available through VET and endorsed programs is four Year 11 units and four Year 12 units. You may obtain unit equivalents through:

- up to eight unit equivalents through completion of VET qualifications, or
- up to four unit equivalents through completion of endorsed programs, or
- up to eight unit equivalents through completion of a combination of VET qualifications and endorsed programs, but with endorsed programs contributing no more than four unit equivalents (two Year 11 units and two Year 12 units).

For VET qualifications:

- a Certificate I is equivalent to two Year 11 units
- a Certificate II is equivalent to two Year 11 and two Year 12 units
- a Certificate III or higher is equivalent to two Year 11 and four Year 12 units
- a partially completed Certificate III or higher is equivalent to two Year 11 and two Year 12 units (credit is allocated only if the criteria for partial completion are met).

For endorsed programs, unit equivalents are identified on the Authority's approved list of endorsed programs

<http://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/endorsed-programs>

HOW TO USE THIS BOOK

This book presents a summary of the courses available and other vital information necessary to make good choices.

Parents and students are reminded that further advice and information is available from the Senior School Associate Principal, Year 11 and 10 Year Coordinators or the Year 10 Careers Teacher.

Pathways – ATAR / VET

There are two basic pathways that students in Year 11 can select. Students who have demonstrated the capacity for Australian Tertiary Admission Rank (ATAR) courses and wish to study at University as a school leaver will choose an ATAR pathway. Students who plan to study at TAFE or enter the work force will choose a Vocational Education and Training (VET) pathway where they study a mixture of Certificate and General Courses.

All Year 11 students, regardless of the pathway they select, will study 6 courses in 2017.

ATAR Pathway

To be in an ATAR pathway students must study at least 4 ATAR courses; however, it is recommended that students undertake five ATAR courses. In addition to their ATAR courses these students will also select one or two General or Certificate courses to complement their program. Some ATAR students will be required to undertake a certificate course to ensure they remain eligible for their WACE should they choose to change their program during year eleven or twelve and study less than 4 ATAR courses.

In some cases 6 ATAR courses may be an appropriate program of study.

VET Pathway

Students undertaking a VET pathway will select 2 programs from the alternatives offered at Cape Naturaliste College. Each of the VET programs includes General English and Maths as well as Certificate courses. VET students will also undertake an Endorsed Program called Workplace Learning where they will develop skills in a number of work environments. VET students will also select two other General courses to complement their program.

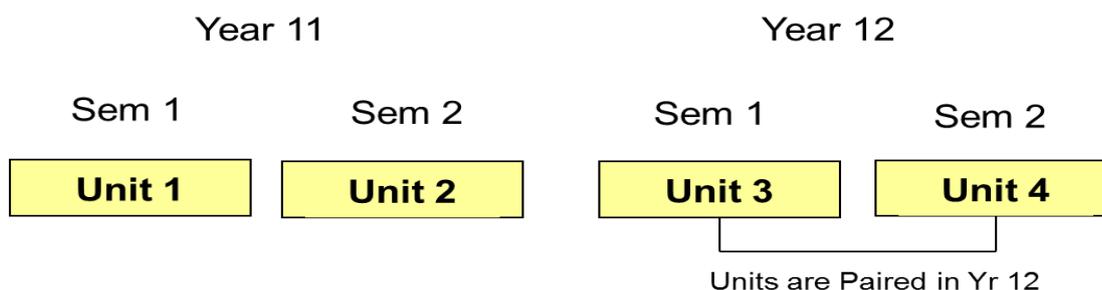
The VET programs on offer at Cape Naturaliste College are:

- Trades
- Business
- Recreation
- Tourism
- Information Technology
- Building and Construction

SELECTING COURSES

Course Units

Each course of study (both General and ATAR) has a number of units. Students usually do two units from a course of study in a year and continue the course throughout Year 11 and Year 12.



Students can change courses at the end of semester one in Year 11 and also at the end of Year 11. However, once students have started Year 12 courses, they will need to stay in the subjects all year as the units are paired and must be studied together.

List A and List B Courses

When students select their courses they must ensure that they choose at least one course from List A (Humanities / Arts) and one from List B (Maths / Science / Technologies).

Minimum Entry Requirements

It is very important when selecting a course that attention is paid to **minimum entry requirements**. Where students have not met the minimum entry requirements parents and students will need to complete an "Inappropriate Course Selection" form.

Subject Availability

It may not be possible to timetable subjects if they are chosen by a very small number of students.

The Year 10 Handbook for 2017, which includes details about the WACE and a full list of School Curriculum and Standards Authority (SCSA) courses for senior school students can be obtained at:

http://www.scsa.wa.edu.au/_data/assets/pdf_file/0011/74585/Year-10-Handbook-2017.pdf

Course Offerings for Year 11, 2019

Certificate Courses – Qualifications undertaken in addition to courses (max of two)

Code	Name	List A/B
Cert II Bus	Certificate II in Business	Unlisted
Cert II Eng	Certificate I in Engineering	Unlisted
Cert II O Rec	Certificate II in Outdoor Recreation	Unlisted
Cert II Tourism	Certificate II in Tourism	Unlisted
Cert II IT	Certificate II in Information Technology	Unlisted
Cert II Con	Certificate II in Construction Pathways	Unlisted

ATAR Courses – University Pathway

Code	Name	List A/B
AECHE	Chemistry	B
AEENG	English	A
AEECO	Economics	A
AEGEO	Geography	A
AEHBY	Human Biology	B
AEMAA	Mathematics: Applications	B
AEMAM	Mathematics: Methods	B
AEMAS	Mathematics: Specialist	B
AEMPA	Media Production and Analysis	A
AEHIM	Modern History	A
AEPHY	Physics	B

General Courses – TAFE / Employment Pathway

Code	Name	List A/B
GECS	Computer Science	B
GEFST	Food Science and Technology	B
GEENG	English	A
GEHBY	Human Biology	B
GEMDTM	Materials Design and Technology - Metal	B
GEMDTW	Materials Design and Technology - Wood	B
GEMAE	Mathematics: Essentials	B
GEMPA	Media Production and Analysis	A
GEHIM	Modern History	A
GEOED	Outdoor Education	B
GEPES	Physical Education Studies	B
GEVAR	Visual Art	A

Foundation Courses - May be offered at interview to students who will find General courses too difficult

Code	Name	List A/B
FEENG	Foundation English	A
FEMAT	Foundation Mathematics	B

VOCATIONAL PROGRAMS

At Cape Naturaliste College Vocational Programs have been developed to prepare students for further training at TAFE (or other training organisations) and/or the workforce. The Vocational Programs are structured to provide the best possible preparation for students who know they want to work in the careers covered in the programs.

The Vocational Programs offered for 2019 are:

- **Certificate II in Business**
- **Certificate II in Engineering**
- **Certificate II in Outdoor Recreation**
- **Certificate II in Tourism**
- **Certificate II in Information Technology**
- **Certificate II in Construction Pathways**

When students select a Vocational Program they will undertake a “package” of courses and qualifications. **They will also select two additional subjects of their choice** (see List A and List B courses).

Successful completion of a Vocational Program will allow the student to achieve their WACE as well as receive a national training qualification(s) and undergo training in a real workplace. Logical pathways for students who undertake these programs include: full-time enrolment in higher level TAFE courses, Apprenticeships/Traineeships or employment.

Workplace Learning

(Endorsed Program) is an important component of the Vocational Programs and aims to provide students with the knowledge, workplace skills and attitudes within work environments, as a preparation for employment. Specific technical skills and knowledge learnt during formal education help students gain and keep employment. Students need to demonstrate that they are “work ready” and responsible prior to commencing in the workplace.

CERTIFICATE II IN BUSINESS - INNOVATION AND ENTREPRENEURSHIP PROGRAM

(2 year course, usually Year 11 & 12)

The purpose of this course is to provide students with the skills and knowledge in the area of OH&S, quality assurance procedures, working with others in a team environment, using office equipment such as facsimile machines, photocopiers, binder, label makers, and business related computer software in a simulated office environment. Students will create their own fully developed business plan and will delve far deeper into the working of a small, medium and large business. Students will start to take on tasks around the school that apply to their simulated business.

Minimum entry requirements

Whilst there are no minimum entry requirements, students selecting this Program should have an interest in business. Having studied information technology in lower school electives would be helpful. Ideally, Year 12 students should have studied this qualification in Year 11.

How will this course help students in the future?

The Business qualification will allow students to develop safe work habits in an office environment. It will help them understand the challenges faced in an authentic office environment whilst developing skills related to using various types of office equipment. Students will be able to take this knowledge into the workplace or even extend their knowledge through future studies in some tertiary institutions.

CERTIFICATE II IN ENGINEERING PATHWAYS

(2 year course, usually Year 11 and 12)

The purpose of this course is to provide opportunities to extend students' skills and knowledge in the area of OH&S, quality procedures, working with others, using equipment such as oxy acetylene welding or soldering equipment, arc welding equipment and other workshop machines and hand skills in the engineering environment.

Minimum entry requirements

Whilst there are no minimum entry requirements for the Certificate II qualification in Engineering Pathways, students should have an interest in the practical aspects of design and technology as this course is largely workshop based. Only students who have completed the units of competency delivered at CNC in year 11, will achieve the full qualification in Year 12. If a student commences this course as a Year 12, they will achieve a partial-qualification.

How will this course help students in the future?

This course is aimed at students wishing to get an apprenticeship in the Engineering industry. Students should obtain a nationally recognised qualification, Certificate II in Engineering pathways by the end of Year 12. This qualification leads onto further training with a State Training Provider and provides a strong background for those wishing to commence an apprenticeship or enter the workforce.

CERTIFICATE II IN OUTDOOR RECREATION

(2 year course, usually Year 11 and 12)

This course will allow students to build confidence in the outdoors and develop outdoor leadership. Outdoor Recreation offers students the opportunity to engage in a range of outdoor activities that pose challenges and encourage students to step outside their comfort zone. Risk management assessment and strategies, emergency response and patient assessment and treatment are taught.

The course also explores personal and interpersonal skills, group development and leadership styles and strategies. The course introduces environmental interpretation skills, minimum impact practices, components of weather and examples of environmental management within Western Australia.

Outdoor activities including snorkelling, mountain biking, hiking and canoeing are introduced where technical skills are developed and improved and appropriate practices are applied to ensure safe participation.

To fulfil the requirements for this qualification, students must participate in several overnight expeditions and practical assessment days. There is a camp in both Semester 1 and 2.

Minimum entry requirements

Whilst there are no minimum entry requirements, students should have a strong interest in recreation and sporting activities, and be willing to work effectively in small groups and teams. Students must also be physically fit, capable swimmers and willing to participate in several overnight camps.

How will this course help students in the future?

This course is aimed at students wishing to seek employment or further qualifications in the sport, fitness and recreation fields. This qualification leads onto further training with a State Training Provider.

CERTIFICATE II IN TOURISM

(2 year course, usually Year 11 and 12)

Many people have thought about making a living by travelling. If that is not possible, the next best thing is to make a career in the travel industry. With more people travelling than ever before there is a significant demand for travel agents in all the tourism sectors. The Certificate II in Tourism is an entry level qualification that enables students to work in many tourism industry sectors.

This qualification recognises the diversity of tourism operations and may include theme parks/attractions, cultural and heritage sites and any small tourism business requiring multi-skilled employees.

Minimum entry requirements

Whilst there are no minimum entry requirements, students selecting this Program should have an interest in the tourism industry. Having studied information technology in lower school electives would be helpful. Ideally, Year 12 students should have studied this qualification in Year 11.

How will this course help students in the future?

With this qualification, students are able to get a job working in tourism operations, visitor centres or theme parks. They could have the opportunity to work at one of the major tourism attractions around the country or overseas.

CERTIFICATE II IN INFORMATION TECHNOLOGY

(2 year course, usually Year 11 and 12)

The purpose of this course is to provide students with skills and knowledge in intermediate computer operation as well as basic hardware configuration and maintenance. Using a variety of software applications students will demonstrate their ability to construct various types of information products as well as install and configure computer hardware. Students will be encouraged to have hands on experience in configuring operating systems, managing users, diagnosing, repairing and configuring hardware.

Minimum entry requirements

Whilst there are no minimum entry requirements, students selecting this Program should have an interest in information technology. Having studied information technology in lower school electives would be helpful. Ideally, Year 12 students should have studied this qualification in Year 11.

How will this course help students in the future?

Almost all industries have a requirement for information technology skills. The IT qualification will allow students to prove that they have the necessary skills to carry out basic information technology duties in most business environments. Students can even extend their knowledge through future studies in some tertiary institutions. The business qualifications will allow students to develop safe work habits in an office environment; it will help them understand the challenges faced in working in an authentic office environment while also developing skills related to using various types of office equipment. Students will be able to take this knowledge out into the workplace or even extend their knowledge through future studies in some tertiary institutions.

CERTIFICATE II IN BUILDING AND CONSTRUCTION

(2 year course, usually Year 11 and 12)

This qualification provides a pathway to the primary trades in the construction industry with the exception of plumbing. Trade outcomes are predominantly achieved through an Australian Apprenticeship and this Certificate II allows for inclusion of skills suited for entry to off-site occupations, such as joinery and shop fitting as well as carpentry, bricklaying and other occupations in general construction. Units of study will include OHS, measurement and calculations, workplace communication, work safety, carpentry materials, tools and handling, use of power tools and other construction based units of competency.

This Certificate II is a 2 year course that is designed to introduce learners to the recognised trade callings in the construction industry and provide meaningful credit in a construction Industry Australian Apprenticeship.

Minimum entry requirements

Whilst there are no minimum entry requirements for the Certificate II qualification in Construction Pathways, students should have an interest in the practical aspects of design, technology and the construction industry as this course is largely practical based.

How will this course help students in the future?

This course is aimed at students wishing to get an apprenticeship in the Construction industry. Students should obtain a nationally recognised qualification, Certificate II in Building and Construction pathways by the end of Year 12. This qualification leads onto further training with a State Training Provider and provides a strong background for those wishing to commence an apprenticeship or enter the workforce.

ATAR COURSES

CHEMISTRY: CHE

Chemistry ATAR

The Chemistry ATAR course equips students with the knowledge, understanding and opportunity to investigate properties and reactions of materials. Theories and models are used to describe, explain and make predictions about chemical systems, structures and properties. Students recognise hazards and make informed, balanced decisions about chemical use and sustainable resource management. Investigations and laboratory activities develop an appreciation of the need for precision, critical analysis and informed decision making.

This course prepares students to be responsible and efficient users of specialised chemical products and processes at home or in the workplace. It also enables students to relate chemistry to other sciences, including biology, geology, medicine, molecular biology and agriculture, and prepares them for further study in the sciences.

Minimum Entry Requirement

Students need an A grade for Chemistry 10.1 and an A or B for Maths in Semester 1, Year 10. A stronger indication of students' ability to succeed in this course is the result for the Chemistry 10.2 unit in semester 2, which should be an A grade. If there are concerns about a student's capacity to cope with the course, parents will be contacted.

How will this course help students in the future?

This course enables students to relate chemistry to other sciences including biology, physics, geology, medicine, molecular biology and agriculture, and to take advantage of vocational opportunities that arise through its application. It also helps them to prepare for further study and to be responsible and efficient users of specialised chemical products and processes at home or in the workplace.

ECONOMICS: ECO

Economics ATAR

Economics investigates the choices which all people, groups and societies face as they confront the ongoing problem of satisfying their unlimited wants with limited resources. Economics aims to understand and analyse the allocation, utilisation and distribution of scarce resources that determine our wealth and wellbeing. Economics develops the knowledge, reasoning and interpretation skills that form an important component of understanding individual, business and government behaviour at the local, national and global levels.

The Economics ATAR course develops reasoning, logical thinking and interpretation skills demanded by the world of work, business and government. These skills relate to a variety of qualifications in vocational, technical and university education contexts. The learning experiences available through studying this course explore the knowledge, values and opinions which surround the complex range of economic events and issues facing our community, such as unemployment, income distribution, business strategy and international relations.

Economic literacy developed through this course enables students to actively participate in economic and financial decision-making which promotes individual and societal wealth and wellbeing.

Minimum Entry Requirement

Students need an A or B grade for Humanities and Social Sciences and preferably English in Semester 1, Year 10.

How will this course help students in the future?

The Economics ATAR course encompasses the key features which characterise an economist's approach to a contemporary economic event or issue: the ability to simplify the essence of a problem; to collect economic information and data to assist analysis and reasoning; to think critically about the limits of analysis in a social context; and to draw inferences which assist decision-making, the development of public policy and improvement in economic wellbeing.

ENGLISH: ENG

In the English course, through the use of oral, written and visual communication texts students examine the relationship between language and power, and learn how to become competent, reflective, adaptable and critical users of language. Students learn about the English language, how it works and how to use it effectively.

English ATAR

The English ATAR course focuses on developing students' analytical, creative, and critical thinking and communication skills in all language modes, encouraging students to critically engage with texts from their contemporary world, the past, and from Australian and other cultures. Through close study and wide reading, viewing and listening, students develop the ability to analyse and evaluate the purpose, stylistic qualities and conventions of texts and to enjoy creating imaginative, interpretive, persuasive and analytical responses in a range of written, oral, multimodal and digital forms.

Minimum Entry Requirement

The minimum entry requirement for the ATAR English courses is an A or B grade for English in Semester 1, Year 10.

How will this course help students in the future?

Language plays a central role in all aspects of human life: it provides a vehicle for communication, a tool for thinking, a means of creativity and a source of pleasure. The English ATAR course will assist students to develop the language skills they require to study at tertiary levels and participate in the workforce. Regardless of the career path that students choose; the skills, knowledge and understandings that students will develop through the study of English ATAR will be invaluable. They will learn how to become competent, reflective, adaptable and critical users of language.

GEOGRAPHY: GEO

Geography ATAR

The study of the Geography ATAR course draws on students' curiosity about the diversity of the world's places and their peoples, cultures and environments. It provides students with the knowledge and understanding of the nature, causes and consequences of natural and ecological hazards, international integration in a range of spatial contexts, land cover transformations, and the challenges affecting the sustainability of places. In the ATAR course, students learn how to collect information from primary and secondary sources, such as field observation and data collection, mapping, monitoring, remote sensing, case studies and reports.

Minimum Entry Requirement

Students need an A or B grade for Humanities and Social Sciences and preferably English in Semester 1, Year 10.

How will this course help students in the future?

This course assists students to make informed decisions about where and how they will live, work, recreate, travel and seek opportunities. The understandings, skills, knowledge and values developed in the course will ensure students are well placed to enrol in post-school studies at tertiary levels and employment in the workforce. They are important components of all management positions in business, government and non-government agencies. They are also significant to careers associated with tourism, town planning, primary industries, such as agriculture and mining, land evaluation, environmental planning, teaching, overseas aid programs, foreign affairs and trade.

HUMAN BIOLOGICAL SCIENCE: HBS

Human Biology ATAR

The Human Biology ATAR course gives students a chance to explore what it is to be human, how the human body works, the origins of human variation, inheritance in humans, the evolution of the human species and population genetics. Through their investigations, students research new discoveries that increase our understanding of human dysfunction, treatments and preventative measures.

Practical tasks are an integral part of this course and develop a range of laboratory skills; for example, biotechnology techniques. Students learn to evaluate risks and benefits to make informed decisions about lifestyle and health topics, such as diet, alternative medical treatments, use of chemical substances and the manipulation of fertility.

Minimum Entry Requirement

Students selecting ATAR Human Biology need an A or B grade for Science in Semester 1, Year 10. A stronger indication of students' ability to succeed in this course is the result for the unit Biology 10, which should be an A or B grade.

How will this course help students in the future?

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 students' horizons and enables them to make informed choices.

MATHEMATICS (Mathematics & Mathematics Specialist)

Mathematics Pathways

Course	Pathway	Min' Entry Requirements (Yr 10 Maths)
Maths Applications: ATAR	Uni (not maths / sci course)	A, B or C Grade in 10 A or 10 B Maths
Maths Methods: ATAR	Uni (maths / sci course)	A or high B Grade in 10 A
Maths Specialist: ATAR	Uni (high Maths course/sci course)	High A grade - Extremely demanding & must be recommended by maths Dep't

Students who select Maths Specialist must also do Maths Methods.

Mathematics Applications ATAR

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

The Mathematics Applications ATAR course is designed for students who want to extend their mathematical skills beyond Year 10 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 TAFE.

Mathematics Methods ATAR

This course focuses on the use of calculus and statistical analysis. The study of calculus provides a basis for understanding rates of change in the physical world, and includes the use of functions, their derivatives and integrals, in modeling physical processes. The study of statistics develops students' ability to describe and analyse phenomena that involve uncertainty and variation.

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.

Mathematics Specialist ATAR

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

Minimum Entry Requirement

Students will have a maths pathway recommended to them at the end of semester 1, 2016. Should a student's performance change in semester 2, the recommended pathway may be changed late in 2016.

MEDIA PRODUCTION AND ANALYSIS: MPA

Media Production and Analysis ATAR

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

Minimum Entry Requirement

It would be advantageous to have studied Media in Year 10, however this is not essential. Students undertaking the ATAR course in Year 11 should have experience in Media and have attained an A or B grade for English in Semester 1, Year 10.

How will this course help students in the future?

Through multimedia, students can deconstruct a work, transform it or produce an original work combining visual, audio and print production skills. Studies in this field are of vocational relevance in a workplace dominated increasingly by multimedia applications. Media Production and Analysis aims to prepare all students for a future in a digital and global world by providing the foundation for lifelong learning about the media.

MODERN HISTORY: HIM

Modern History ATAR

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.

Minimum Entry Requirement

Students need an A or B grade for Humanities and Social Sciences and preferably English in Semester 1, Year 10.

How will this course help students in the future?

Through this course, students benefit from acquiring the literacy skills of the discipline of history such as critical thinking, research, analysis and effective written expression. These skills equip students for a world changed and linked by information and communication technology and prepare them for lifelong learning. Students are well prepared for careers involving policy making, administration and research. Learning the skills of critical inquiry is essential for people working in business, government, law, health, science, academia, industry, tourism, environment, media and the arts.

PHYSICS: PHY

Physics ATAR

In the Physics ATAR course students will learn how energy and energy transformations can shape the environment from the small scale, in quantum leaps inside an atom's electron cloud, through the human scale, in vehicles and the human body, to the large scale, in interactions between galaxies. Students have opportunities to develop their investigative skills and use analytical thinking to explain and predict physical phenomena.

Students plan and conduct investigations to answer a range of questions, collect and interpret data and observations, and communicate their findings in an appropriate format. Problem-solving and using evidence to make and justify conclusions are transferable skills that are developed in this course.

Minimum Entry Requirement

Students need an A grade for Chemistry 10.1 and Maths in Semester 1, Year 10. A stronger indication of students' ability to succeed in this course is the result for the unit Physics 10 in semester 2, which should be an A grade. If there are concerns about a student's capacity to cope with the course, parents will be contacted.

How will this course help students in the future?

Students pursuing tertiary education at university will find that their studies in Physics provide them with foundation knowledge that will support their studies in many areas (such as those requiring laboratory and technical skills, as well as those leading to physics-related vocations). This course also provides prerequisite, preferred or highly desirable knowledge and skills for many science, engineering and science-related courses at tertiary institutions.

GENERAL COURSES

COMPUTER SCIENCE: CSC

Computer Science General

In the Computer Science General Course students are introduced to the fundamental principles and skills of the computing and technology fields. Computer Science is a heavily project based and practical course whereby students get to investigate Computer Based Hardware, Home Entertainment, Home networking, Programming, and Data management. Students will have the opportunity to use Raspberry Pi computer products and home Wi-Fi routers and drones to produce their own private networks to develop their skills in creating and using technology securely and safely. This course provides students with the practical and technical skills that equip them to function effectively in a world where these attributes are vital for employability and daily life in a technological society.

Minimum Entry Requirement

Whilst there are no minimum entry requirements, students should have an interest in information technology. Having studied information technology in lower school electives would be helpful.

How will this course help students in the future?

Almost all industries have a requirement for information technology skills. This course will allow students to prove that they have the necessary skills to carry out basic information technology duties in most business environments. Students can even extend their knowledge through future studies in some tertiary institutions.

ENGLISH: ENG

English General

The English General course focuses on consolidating and refining the skills and knowledge needed by students to become competent, confident and engaged users of English in everyday, community, social, further education, training and workplace contexts. The course is designed to provide students with the skills to succeed in a wide range of post-secondary pathways by developing their language, literacy and literary skills. Students comprehend, analyse, interpret, evaluate and create analytical, imaginative, interpretive and persuasive texts in a range of written, oral, multimodal and digital forms.

Minimum Entry Requirement

Students who select the General English course in Year 11 should ideally have a C grade or better for English in Semester 1, Year 10. Students who have not met the minimum literacy standard measured through OLN testing, and are not expected to do so by the end of year 12, should undertake the Foundation English Course.

How will this course help students in the future?

Students learn that in using language they are actively engaged in social processes and the reproduction and/or re-working of social and cultural conventions. They learn about the relationship between language and power, and come to understand that well-developed language skills provide them with access to sources of power through knowledge; that language can be used to influence behaviour; how they use language can influence how others respond to them, and how others behave; and that a knowledge of language and how it works can be used to resist control by others. In English, students learn how to become competent, reflective, adaptable and critical users of language.

FOOD SCIENCE AND TECHNOLOGY: FST

Food Science and Technology General

The Food Science and Technology General course provides opportunities for students to explore and develop food-related interests and skills. Food impacts on every aspect of daily life and is essential for maintaining overall health and wellbeing. Students organise, implement and manage production processes in a range of food environments and understand systems that regulate food availability, safety and quality. Knowledge of the sensory, physical, chemical and functional properties of food is applied in practical situations. Students investigate the food supply chain and value-adding techniques applied to food to meet consumer and producer requirements. Principles of dietary planning, adapting recipes, and processing techniques, are considered for specific nutritional needs of demographic groups. Occupational safety and health requirements, safe food handling practices, and a variety of processing techniques, are implemented to produce safe, quality food products. This course may enhance employability and career opportunities in areas that include nutrition, health, food and beverage manufacturing, food processing, community services, hospitality and retail.

Minimum Entry Requirement

Students who select this course in Year 11 should have a C grade or better in a Technology & Enterprise Course (preferably Home Economics) in Semester 1, Year 10

How will this course help students in the future?

This course connects with further vocational education and training, university and employment pathways. Students will design and produce a variety of products, services or systems, while applying skills fundamental to the design of food and related technologies and working in practical environments. This course enhances employability, leading to further training and employment opportunities in areas that include food processing, hospitality, retail, community services, health and education.

HUMAN BIOLOGY: HBY

Human Biology (General Course)

The Human Biology General course gives students a chance to explore how the human body works. Students focus on bones, muscles, nerves and hormones, and how they maintain the body to act in a coordinated manner. The causes and spread of disease and how humans respond to invading pathogens are studied, as well as the role of males and females in the process of reproduction.

Students investigate the body systems through real or virtual dissections and practical examination of cells, organs and systems. They research contemporary treatments for dysfunctions of the body systems and are encouraged to use ICT to interpret and communicate their findings in a variety of ways. Second-hand data is used to investigate transmission of diseases from a historical perspective and recent global incidences.

Minimum Entry Requirement

Students who choose Human Biology General in Year 11 should have a C grade or better for Science in Semester 1, Year 10.

How will this course help students in the future?

This course will equip students to take certificate courses in the area of health or psychology and relates well to further study in sport and recreation. It is particularly suitable to students attending VET courses in nursing.

MATERIALS, DESIGNS AND TECHNOLOGY: MDT (Wood and Metal)

Materials Design and Technology General

The Materials Design and Technology General course is a practical course. Students can choose to work with metal 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.

Minimum Entry Requirement

Students who select Materials Design & Technology General in Year 11 should have a C grade or better for a Technology & Enterprise Course (preferably Design & Technology) in Semester 1, Year 10.

How will this course help students in the future?

This course connects to the world of work, further vocational education and training and university pathways. Students develop cognitive skills fundamental to designing in a practical context. This activity enhances employability and may lead to further training and employment opportunities in areas that include textiles and clothing, manufacturing, design, built environment, science and engineering.

MATHEMATICS ESSENTIAL

Mathematics Pathways

Course	Pathway	Min' Entry Requirements (Yr 10 Maths)
Maths Foundation	Employment / TAFE	OLNA: not expected to pass by Yr 12
Maths Essential: General	Employment / TAFE	C Grade in Yr 10 Maths
Maths Applications: ATAR	Uni (not maths / sci course)	A, B or C Grade in 10 A or 10 B Maths
Maths Methods: ATAR	Uni (maths / sci course)	A or high B Grade in 10 A
Maths Specialist: ATAR	Uni (high maths / sci course)	High A Grade - Extremely demanding & must be recommended by maths Dep't

NB: Foundation courses are only undertaken under the recommendation of the relevant HOLA or Associate Principal.

Mathematics Essential: General

The Mathematics Essential General course 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.

Minimum Entry Requirement

Students will have a maths pathway recommended to them at the end of semester 1, 2015. Should a student's performance change in semester 2, the recommended pathway may be changed late in 2015.

How will this course help students in the future?

People who are mathematically able can contribute greatly towards dealing with many difficult issues facing the world today; problems such as health, environmental sustainability, climate change, and social injustice. We need to understand these problems thoroughly before we can expect to solve them, and this is where mathematics and mathematical modelling are so important.

MEDIA PRODUCTION AND ANALYSIS: MPA

Media Production and Analysis General

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.

Minimum Entry Requirement

It would be advantageous to have studied Media in Year 10, however this is not essential.

How will this course help students in the future?

Through multimedia, students can deconstruct a work, transform it or produce an original work combining visual, audio and print production skills. Studies in this field are of vocational relevance in a workplace dominated increasingly by multimedia applications. Media Production and Analysis aims to prepare all students for a future in a digital and global world by providing the foundation for lifelong learning about the media.

MODERN HISTORY: HIM

Modern History General

Studying the Modern History General course exposes students to a variety of historical sources, including government papers, extracts from newspapers, letters, diaries, photographs, cartoons, paintings, graphs and secondary sources, in order to understand the historical narrative including cause and effect, and the forces influencing people and events. Through the process of historical inquiry, students are encouraged to question 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.

Minimum Entry Requirement

A keen interest in History is desirable.

How will this course help students in the future?

The Modern History General course allows students to gain insights into their own society and its values. It helps them to understand why nations and people hold certain values, and why values and belief systems vary from one group to another. This knowledge is crucial to the development of active and informed citizens in any society. The study of history ensures that they gain essential knowledge of the past – its legacy and heritage.

OUTDOOR EDUCATION: OED

Outdoor Education General

Through interaction with the natural world, Outdoor Education aims to develop an understanding of our relationships with the environment, others and ourselves. The Outdoor Education General course focuses on outdoor activities in a range of environments, including bushwalking, snorkeling, canoeing and mountain biking. It provides students with an opportunity to develop essential life skills and physical activity skills, and an opportunity to develop a comprehensive understanding of the environment and develop a positive relationship with nature. The course also provides students with opportunities to develop skills that will enable them to pursue personal interests and careers in outdoor pursuits, environmental management, or eco-tourism.

To fulfil the requirements of this course, students will be required to participate in an overnight expedition. There are two camps, one in Semester 1 and Semester 2.

Minimum Entry Requirement

Students should have a strong interest in recreation activities and be physically fit. They will also need to complete a basic aquatic fitness test including a 100m clothed swim, 15 minutes treading water and a 200m swim in approximately 7 minutes.

How will this course help students in the future?

This course is aimed at students wishing to seek employment or further qualifications in the sport, fitness and recreation fields. This qualification leads onto further training with a State Training Provider.

PHYSICAL EDUCATION STUDIES: PES

Physical Education Studies General

Physical Education Studies contributes to the development of students' physical, social and emotional growth. The Physical Education Studies General course provides students with opportunities to understand and improve performance through the integration of theoretical concepts and practical activities. Through engagement as performers, leaders, coaches, analysts and planners of physical activity, students may develop skills that can be utilised in leisure, recreation, education, sport development, youth work, health and medical fields.

Minimum Entry Requirement

Students should have a strong interest in physical activity and sports. The course involves both active participation in a range of sports, and a strong theoretical focus on the anatomy and physiology of exercise.

How will this course help students in the future?

This course is aimed at students wishing to seek employment or further qualifications in the sport, fitness and recreation fields and will develop a range of important self-management skills that are relevant to most occupations.

VISUAL ARTS: VAR

Visual Arts General

In the Visual Arts General course, students engage in traditional, modern and contemporary media and techniques within the broad areas of art forms. The course promotes innovative practice. Students are encouraged to explore and represent their ideas and gain an awareness of the role that artists and designers play in reflecting, challenging and shaping societal values. Students are encouraged to appreciate the work of other artists and engage in their own art practice.

Minimum Entry Requirement

Students who select Visual Arts General should have a C grade or better for an Arts Course (preferably Visual Art) in Semester 1, Year 10.

How will this course help students in the future?

The Visual Arts course aims to enable students to make connections to relevant fields of study and to more generally prepare them for creative thinking and problem solving in future work and life. It aims to contribute to a sense of enjoyment, engagement and fulfilment in their everyday lives, as well as to promote an appreciation for the environment and ecological sustainability.

FOUNDATION COURSES

Foundation courses are designed for students who will have difficulty passing General courses and are not likely to pass the Online Literacy & Numeracy Assessments required to achieve a WACE.

Students will only be placed in Foundation courses under recommendation from the relevant Head of Learning Area (HOLA) or Associate Principal.

ENGLISH

English Foundation

The English Foundation course aims to develop students' skills in reading, writing, viewing, speaking and listening in work, learning, community and everyday personal contexts. This course is for students who have not demonstrated the literacy standard in the OLNA. Such development involves an improvement in English literacy, where literacy is defined broadly to include reading ability, verbal or spoken literacy, the literacy involved in writing, and visual literacy. Students undertaking this course will develop skills in the use of functional language conventions, including spelling, punctuation and grammar. Good literacy skills are required for comprehending and producing texts; for communicating effectively in a learning or working environment, or within a community; or for self-reflection; and for establishing one's sense of individual worth.

MATHEMATICS

Mathematics Foundation

The Mathematics Foundation course focuses on building the capacity, confidence and disposition to use mathematics to meet the numeracy standard for the WACE. This course is for students who have not demonstrated the numeracy standard in the OLNA. It provides students with the knowledge, skills and understanding to solve problems across a range of contexts including personal, community and workplace/employment. This course provides the opportunity for students to prepare for post-school options of employment and further training.

PAIS AND VET IN SCHOOLS (SOUTH REGIONAL TAFE)

Cape Naturaliste College has links with South Regional TAFE (SRTAFE) and we promote a range of courses that can be undertaken **in addition** to a regular Year 11 and 12 program at school. These programs are called Pre-Apprenticeships in Schools, and VET in Schools.

There are a wide range of courses available to students at Certificate I, II, III and IV level that will be relevant to many students who plan to study at TAFE or seek employment at the end of Year 12.

Students who wish to undertake these programs must also select a full program at Cape Naturaliste College in addition to completing the SRTAFE application forms which will be available on the Cape Naturaliste College website. If students choose to apply, they need to submit the application form to Student Services at Cape Naturaliste College by the advertised due date.

If students are successful with their application to SRTAFE and commence the course, they may be able to reduce the number of courses they do at school. This process will occur during the first weeks of term 1, 2019.

Cape Naturaliste College has had students undertaking courses at SRTAFE for eight years now, and they provide an excellent addition to a school program and greater diversity of study areas for many students.

As most of the courses run in Bunbury, parents are reminded that they will need to make arrangements for bus travel throughout the term. Once these arrangements have been made, bus travel is free.

Due to the high academic demands of an ATAR program, we do not recommend that ATAR students attempt a PAIS or VET in school program at SRTAFE.

When they are made available, the VETiS and PAIS handbook and application forms can be downloaded (Downloads) from the Official Documents on the Year 10 Connect page.

Students undertaking a pre apprenticeship at school (PAIS) qualification, will be required to complete between 180 and 220 hours of workplace learning over the first three terms of the year. This means students will need to do work placements over the term breaks/holidays. Students who are unable to commit to this requirement are encouraged not to apply for the qualification.

VET in-school qualifications do not have a compulsory workplace requirement, however, students are strongly encouraged to participate in the colleges workplace learning program.

Further information

<http://www.southregionaltafe.wa.edu.au/courses/study-types/vet-in-schools>

ADDITIONAL INFORMATION

TRAINING WA (formally TAFE)

Training WA offers courses for vocational education and training, apprenticeships and traineeships, support for workplace learning and courses for business and industry.

To gain entry into Training WA, applicants need to meet the entrance requirements for the chosen course. Where a course is deemed to be competitive, applicants are required to meet both the entrance requirements and selection criteria. Selection criteria will focus on secondary education achievement, skill development, previous qualifications and workplace learning (paid or unpaid).

Courses that require selection criteria to be met will clearly indicate this below the entrance requirement information.

Students who are interested in applying for Training WA (STP) courses are strongly advised to access the latest information from www.trainingwa.wa.gov.au.

Students will find detailed information on the website, but if more information or clarification is needed, then contact:

Optima Building
Levels 2 and 3
16 Parkland Road
Osborne Park WA 6017

Phone: (08) 6551 1500

Web: <http://www.dtwd.wa.gov.au/career-development>

TERTIARY ENTRANCE REQUIREMENTS

UP-TO-DATE INFORMATION FOR 2021 ADMISSION IS PUBLISHED ON THE TISC WEBSITE NOW

<http://www.tisc.edu.au/static-fixed/guide/slar-2021.pdf>

www.tisc.edu.au

To be considered for university admission as a school leaver, an applicant must -

- meet the requirements for the **Western Australian Certificate of Education (WACE)** as prescribed by the School Curriculum and Standards Authority;
- achieve **competence in English** as prescribed by the individual universities;
- obtain a sufficiently high **Australian Tertiary Admission Rank (ATAR)** for entry to a particular university and/or course (Edith Cowan University may not require an ATAR for some pathways); and
- satisfy any **prerequisites** or special requirements for entry to particular courses.

It is very important that the TISC publication titled “**University Admission 2021: Admission Requirements for School Leavers**” is reviewed when making decisions about courses for 2019.

In some cases, it may also be useful to explore “Alternative Entry Requirements” for University entry. This information can be accessed via the TISC website, or directly from the various University Websites.

University Application Procedures

Information about applying to the universities and admission to undergraduate courses will be sent to Year 12 students at their schools in August 2020. Application will be via the TISC website. (Notre Dame has a direct application process)

The closing date for applications is normally the end of September. Late applications will incur a late fee. Offers of admission are made by the universities in the second half of January and in early February.

Any further information about application procedures may be obtained from TISC. Enquiries about mid-year entry, external studies and particular course requirements should be directed to the university concerned.

Applications need to be made through TISC when the applicant is:

- an Australian citizen;
- a New Zealand citizen; or
- approved/granted Australian permanent resident status.

International students do not fit these categories and will need to apply directly to the International Office at the relevant university.

Full details regarding individual university entrance requirements and processes are available from the TISC website: www.tisc.edu.au. The University Admission booklet is available on the website and on our year 10 Connect page, but please note that it is subject to change.

Please note that at the time of the publishing of this document, the University Admission booklet was not available on the TISC website.

APPRENTICESHIPS AND TRAINEESHIPS

A student enrolled in a School Based Apprenticeship (SBA) or School Based Traineeship (SBT) can begin a training qualification in Years 11 and 12 at the same time as completing the Western Australian Certificate of Education (WACE). School Based Apprentices and/or Trainees are released from their school program in a variety of ways to attend a workplace, for on-the-job training and/or a registered training organisation for off-the-job training.

Apprenticeships and traineeships combine practical experience at work with structured training that leads to a nationally recognised qualification.

If students are interested in technical trades such as bricklaying or cabinet making, then they would consider an apprenticeship. Traineeships are usually in non-trade areas such as hospitality, business, manufacturing and health.

School Based Apprenticeships (SBA):

School based apprenticeships allow students in Years 11 and 12 to start an apprenticeship while still at school. Students enter into a legal binding contract between the employer, the student and parent/guardian to complete the apprenticeship.

Apprentices enter into a contract with an employer who teaches all aspects of a trade. Apprenticeships are structured programs where students learn on the job and attend training with a registered training provider.

School Based Traineeships (SBT):

School based traineeships allow students in Years 11 and 12 to develop skills and get paid while they prepare for a career in the workforce. Students work towards secondary graduation and an industry recognised qualification.

Students enter into a legally binding contract between the employer, the student and parent/guardian to complete the traineeship and gain hands-on skills and work experience while earning a wage.

Aboriginal School Based Training (ASBT):

Aboriginal School Based Training helps students start an apprenticeship or traineeship whilst attending school.

As an apprentice or trainee, students are employed by a group training organisation, which places them with host employers. Students spend time in the workplace with the host employers and time training with the training providers. Students are paid and gain skills for the real world.

Pre Apprenticeship in Schools (PAiS):

Pre Apprenticeships in Schools are Certificate II programs that have been nominated by Western Australian industry Authorities as valid pathways from school to a traditional trade apprenticeship.

Students in Year 11 and 12 attend school, training at a registered training organisation and are linked to an employer for work placement. Students are able to undertake a Certificate II Pre-apprenticeship in Schools while still completing their WACE.

Find out more by going to:

www.apprenticentre.wa.gov.au

CAREERS AND EDUCATION WEBSITES

The information gained from the following list of websites may help students determine their post-school options.

Apprenticeships and Traineeships

<http://www.dtwd.wa.gov.au/apprenticeship-office>

Australian Defence Force Academy

www.defencejobs.gov.au

Australia wide job search

www.jobsearch.gov.au

Career, employment, training information in Western Australia

www.dtwd.wa.gov.au/careercentre

Career research

www.careersonline.com.au

Centrelink

www.centrelink.gov.au

Curtin University

www.curtin.edu.au

Edith Cowan University

www.ecu.edu.au/future-students/overview

Murdoch University

www.murdoch.edu.au

My Future

www.myfuture.edu.au

Training WA (Service Training Provider)

<http://www.dtwd.wa.gov.au/training>

Tertiary Institutions Services Centre

www.tisc.edu.au

University of Notre Dame

www.nd.edu.au

University of Western Australia

www.uwa.edu.au

Vacancies Australia wide

www.seek.com.au

Western Australian Government (go to 'Education and Training')

www.wa.gov.au