

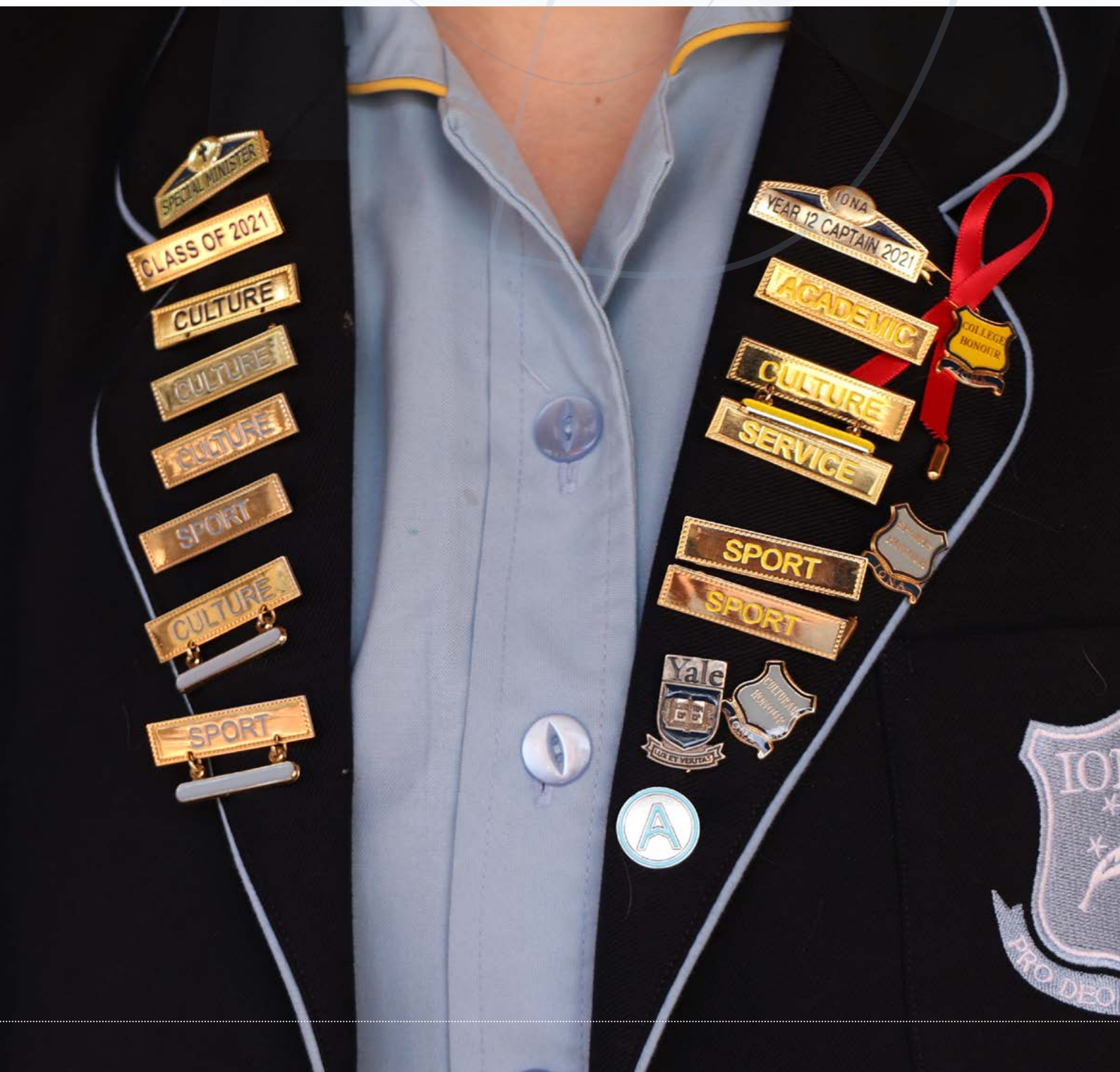
I O N A P R E S E N T A T I O N C O L L E G E

WACE INFORMATION HANDBOOK

2023 / 2024



IONA
PRESENTATION COLLEGE



CONTENTS

INTRODUCTION	2
GENERAL ADVICE	3
TIMELINE OF THE SUBJECT SELECTION PROCESS	4
WACE REQUIREMENTS 2023 AND BEYOND	5
PATHWAYS AND COURSES	6
PATHWAYS	6
WORKPLACE LEARNING	7
COURSES OFFERED AT IONA FOR 2023	8
SELECTING COURSES	10
GRADING	11
FINAL ATAR MARKS	11
SECONDARY GRADUATION	12
ENGLISH	
ENGLISH • LITERATURE	13
HEALTH AND PHYSICAL EDUCATION	
PHYSICAL RECREATION • PHYSICAL EDUCATION CERTIFICATE • PHYSICAL EDUCATION STUDIES	19
HUMANITIES AND SOCIAL SCIENCES	
ECONOMICS • GEOGRAPHY • MODERN HISTORY • POLITICS AND LAW	23
LANGUAGES	
FRENCH • INDONESIAN • ITALIAN	29
MATHEMATICS	
SPECIALIST • METHODS • APPLICATIONS • ESSENTIAL	35
PERFORMING ARTS	
DANCE • DRAMA • MUSIC	39
PRODUCTION ARTS	
VISUAL ARTS • DESIGN • MEDIA	45
RELIGIOUS EDUCATION	51
SCIENCE	
BIOLOGY • CHEMISTRY • HUMAN BIOLOGY • PHYSICS • PSYCHOLOGY	55
TECHNOLOGY AND APPLIED STUDIES	
CHILDREN, FAMILY AND COMMUNITY • FOOD SCIENCE AND TECHNOLOGY • MATERIALS, DESIGN TECHNOLOGY - TEXTILES	63
USEFUL INFORMATION	69
IONA PRESENTATION COLLEGE ACADEMIC AWARDS	70
SCHOOL CURRICULUM AND STANDARDS AUTHORITY ACADEMIC AWARDS	70
BEYOND IONA	71
CONTACTS - GENERAL	74
CONTACTS - IONA PRESENTATION COLLEGE	76

INTRODUCTION

This Year 11 and 12 Course Information Booklet aims to assist both students and parents in making choices related to pathways and subject selection.

Entering Year 11 signifies an important time in a student's educational journey at the College. Students in Years 11 and 12 have an exciting opportunity to choose their desired pathway and courses of study based on interest and ability, with an eye to future directions for study and careers. We trust that the information contained in this booklet will provide valuable assistance in guiding this process

During Year 10, students, with the assistance of their parents and the College will embark on the journey of making the first series of decisions regarding their future. Year 10 students will be guided through this process by key personnel at the College and will participate in the 'Careers' program.

Choosing the correct courses is highly important to a student's success. We encourage students to be informed decision makers and seek advice from the Dean of Senior Students, Heads of Learning Area, Subject Teachers, Homeroom Teachers and their parents. Students are encouraged to select subjects that they have an aptitude and passion for.

Guide to key abbreviations:

ABBREVIATION	FULL TERM
ATAR	Australian Tertiary Admission Rank
OLNA	Online Literacy and Numeracy Assessment
SRMS	Student Record Management System
the Authority	School Curriculum and Standards Authority
TISC	Tertiary Institutions Service Centre
VET	Vocational Education and Training
WACE	Western Australian Certificate of Education
WASSA	Western Australian Statement of Student Achievement
WASN	Western Australian student number

At Iona Presentation College all Year 11 and 12 students:

- Choose an ATAR or an ACCESS (General) 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
- Choose either ATAR English, ATAR Literature or General English
- Choose at least one List A and one List B course
- Study Units 1 and 2 in Year 11 as well as Units 3 and 4 in Year 12
- Usually study the same courses in Year 11 and Year 12
- May combine a limited number of courses from each pathway.

Please be aware some courses may not be offered if insufficient numbers enrol.

GENERAL ADVICE

Seek Sound Advice

- Collect relevant information about university, training and career options post-school. Find out about the courses and careers that interest you and check whether there are any pre-requisites that you need to factor into your course selection.
- Talk with the people who know your skills, abilities and interests, as well as those who have a sense of your goals and aspirations. Take the time you need to talk about the decisions you are making.

Make Wise Choices

- Play to your strengths and build on your talents and skills. Choosing a subject on the basis of how you think it is scaled at the expense of one that you are good at or really enjoy doing may not pay the dividend you hope it will in the long run.
- Be passionate about what you are doing and work hard. It is worth bearing in mind that an easy option is not always the best option. When selecting your courses, balance being kind to yourself with offering yourself a challenge.
- Be positive and clear about your goals from the outset. You should review your goals from time to time to check how you are going in making progress.

Establish Good Routines

- It is important to get into good habits early. Develop an effective routine that works for you and remember that you will need to be flexible, as well as committed, to it. Set yourself a regular schedule and map out your longer-term commitments.
- Strike a balance between your commitments and priorities, including study, family, friends, Co-curricular activities and part-time work. It is important to stay connected with your family and friends. Share your schedule and plans with your family and friends, so they understand your commitments and priorities.

Manage your stress

- Manage your commitments and aim to include some downtime in your schedule, even when you expect to be busy. If you are feeling overwhelmed, take a break and do something which makes you feel positive. Keeping a balanced lifestyle and continue to do the things you love can help you stay relaxed and focused when it is time to study.
- **Talk about how you are feeling about the things that may be causing you stress, especially if you have difficulty sleeping or concentrating. Check in with your teachers, Heads of Years, College Psychologists, Principal, Deputy Principal, parents, family and friends about how you are feeling. Ask for help if you need it.**



TIMELINE OF THE SUBJECT SELECTION PROCESS

EVENT	DATE
Careers Program	Term 2 Term 3
Individual student interviews with the Dean of Senior Students	Term 2 Weeks 6-10
Year 10 Careers Day	Term 2 Week 7
Year 10 Parent/Daughter Information Evening - course selection Year 11, 2023	Term 2 Week 9
Subject Selections for Year 11, 2023 - OPEN online	Term 2 Week 10
Semester Reports released	Term 3 Week 1
Year 10 Parent/Daughter Teacher Conferences	Term 3 Week 2
Subject Selections for Year 11, 2023 - CLOSE online	Term 3 Week 2
CONFIRMATION OF COURSES. Students may request changes by completing a <i>Subject Change Form</i> . Parent/s must give approval. Consultation with the Dean of Senior Students is essential. All changes are dependent on class numbers and gridline availability of the new course.	Term 4 Weeks 7-8



WACE REQUIREMENTS 2023 AND BEYOND

1

GENERAL REQUIREMENTS

You must:

- demonstrate a minimum standard of literacy (reading and writing) and a minimum standard of numeracy
- complete a minimum of 20 units, or equivalent
- complete
 - at least four Year 12 ATAR coursesOR
 - at least five Year 12 General courses and/or ATAR courses or equivalentOR
 - a Certificate II (or higher) VET qualification in combination with ATAR, General or Foundation courses.

2

LITERACY AND NUMERACY STANDARD

For the WACE literacy and numeracy standard you may:

- pre-qualify through achieving Band 8 or higher in the reading, writing and numeracy tests of the Year 9 National Assessment Program – Literacy and Numeracy (NAPLAN),
- OR;
- demonstrate the minimum standard of literacy and numeracy by successfully completing the relevant components of the Online Literacy and Numeracy Assessment (OLNA) in Year 10, 11 or 12.

3

BREADTH AND DEPTH

You must complete a minimum of 20 units, which may include unit equivalents attained through VET and/or endorsed programs. This requirement must include at least:

- a minimum of ten Year 12 units, or the equivalent
- four units from an English course, post-Year 10, including at least one pair of Year 12 units from an English learning area course
- one pair of Year 12 units from each of List A (arts/languages/social sciences) and List B (mathematics/science/technology) subjects.

4

ACHIEVEMENT STANDARD

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

5

UNIT EQUIVALENTS

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 with a maximum of four units with endorsed programs – two in Year 11 and two in Year 12.

PATHWAYS AND COURSES

The College offers the School Curriculum and Standard Authority (SCSA) Western Australian Certificate of Education (WACE) accredited courses.

PATHWAYS

In Years 11 and 12 students at Iona embark on one of the following academic pathways:

ACCESS LEARNING PATHWAY

No external examinations

Externally Set Task (EST) in courses in which students will complete in Year 12. These are compulsory

Courses include structured workplace learning (Year 11) and VET Certificate courses at TAFE (Year 12)

A total of six courses including Religion and Life

This pathway provides access to TAFE and can also lead to alternative entry pathways to university

ATAR PATHWAY

External examinations are sat at the end of Year 12

A total of six courses including Religion and Life

A minimum of four ATAR courses are required **

ATAR score 50% school assessment and 50% WACE external examination based on best four scores

Students are aiming for a broad range of University Entry options

Students have the opportunity to change subjects in the first five weeks of Term 1, Year 11 if they feel that the course content is too difficult or is not what they expected.

** Please note that all students who complete a General course in Year 12 will need to sit the Externally Set Task in Term 2 of Year 12



WORKPLACE LEARNING

Workplace Learning is a structured out-of-school endorsed learning program that provides students with the opportunity to develop work skills in an actual workplace, while continuing their school education. It counts as one of their courses in Year 11 when students enroll in Workplace Learning. This gives students' industry recognition and provides links to further education and training. Students applying to TAFE score points in the Work Experience category for their Workplace Learning involvement, and this attributes to their secondary graduation.

Workplace learning enhances the Access Learning pathway and is highly recommended for those students.

A student in the Year 11 Access Learning program must:

- Study the following courses
 - Religion and Life
 - English General or English ATAR
 - Career and Enterprise
 - Three other courses
 - Workplace Learning Endorsed Program
- Be able to achieve an acceptable standard in all of her courses
- Attend two work placements (one each Semester) organised by our cluster contracted organisation (this involves one day out of school each week, with a minimum of 110 hours)
- Be able to catch up on schoolwork missed on her work placement days.

In Year 12 the Access Learning Program follows a similar pattern, but with the following changes:

- Students complete additional VET qualifications through Registered Training Organisations (RTO) such as Fremantle Education Centre or TAFE:
 - These qualifications are nationally accredited and recognised as part of the Australian Qualifications Framework
 - They can lead to future study pathways in TAFE colleges and universities.
 - Successful completion provides students with additional points towards TAFE admission and may make them eligible for advanced standing in subsequent study.
 - Students may also complete a work placement component as part of their VET qualification with a Certificate III and IV of Education Support.

Students undertaking VET courses must be responsible for:

- Attending all scheduled training days with the RTO
- Completing VET Certificate courses at TAFE as appropriate
- Completing all assignments and work placement projects
- Recording and managing their learning on relevant documentation
- Maintaining satisfactory results in all subjects at school
- Studying six courses, consisting of:
 - Religion and Life
 - English General
 - Career and Enterprise
 - Three other courses
 - Achieving an acceptable standard in their chosen courses.

Workplace Learning Enrolment Procedure:

- An application form for Workplace Learning is completed at the end of Term 4
- Students must have an exemplary attendance and behaviour record, a positive attitude towards school and be motivated to learn from different situations. Not all applicants are accepted.
- Students undergo a formal interview to ensure they are mature and motivated to succeed in an adult working environment.

COURSES OFFERED AT IONA FOR 2023

LIST A (ARTS/LANGUAGES/HUMANITIES/SOCIAL SCIENCES)

ATAR

YEAR 11 COURSE	WACE EXAM	YEAR 10 PRE-REQUISITE (AT A MINIMUM)
Dance ATAR	Yes	65% Dance
Drama ATAR	Yes	65% Drama
Economics ATAR	Yes	62% HASS Advanced 68% HASS Standard
English ATAR	Yes	58% English Standard 85% English General
French: Second Language ATAR	Yes	60% French
Geography ATAR	Yes	62% HASS Advanced 65% HASS Standard
Indonesian: Second Language ATAR	Yes	60% Indonesian
Italian: Second Language ATAR	Yes	60% Italian
Literature ATAR	Yes	55% English Advanced 72% English Standard
Media Production and Analysis ATAR	Yes	65% Media Production HOLA approval
Modern History ATAR	Yes	62% HASS Advanced 68% HASS Standard
Music ATAR	Yes	65% Music HOLA approval
Politics and Law ATAR	Yes	62% HASS Advanced 68% HASS Standard
Religion and Life ATAR	Yes	68% Religious Education plus 65% HASS Standard plus 65% English Standard
Visual Arts ATAR	Yes	65% Visual Arts HOLA approval

GENERAL

YEAR 11 COURSE	WACE EXAM	YEAR 10 PRE-REQUISITE (AT A MINIMUM)
Career and Enterprise General	No	None
Children, Family and Community General	No	None
English General	No	None
Music General	No	None
Religion and Life General	No	None

PLEASE NOTE If insufficient students choose a course, the College will not offer the course.

LIST B (MATHEMATICS/SCIENCE/TECHNOLOGY)

ATAR

YEAR 11 COURSE	WACE EXAM	YEAR 10 PRE-REQUISITE (AT A MINIMUM)
Biology ATAR	Yes	69% Biology Science Topic Advanced/Standard/General
Chemistry ATAR	Yes	65% Chemistry Science Topic Advanced 70% Chemistry Science Topic Standard plus 55% Mathematics Extension/Advanced 75% Mathematics Standard
Human Biology ATAR	Yes	69% Biology Science Topic Advanced/Standard
Mathematics Applications ATAR	Yes	50% Mathematics Advanced 70% Mathematics Standard
Mathematics Methods ATAR	Yes	60% Mathematics Extension 75% Mathematics Advanced
Mathematics Specialist ATAR	Yes	60% Mathematics Extension 75% Mathematics Advanced
Materials Design and Technology - Textiles ATAR	Yes	65% Textiles
Physical Education Studies ATAR	Yes	68% Physical Education Studies HOLA approval
Physics ATAR	Yes	65% Chemistry Science Topic Advanced 70% Chemistry Science Topic Standard plus 55% Mathematics Extension/Advanced 75% Mathematics Standard
Psychology ATAR	Yes	69% Biology Science Topic Advanced/Standard

GENERAL

YEAR 11 COURSE	WACE EXAM	YEAR 10 PRE-REQUISITE (AT A MINIMUM)
Design - Graphics General	No	None
Food Science and Technology General	No	None
Human Biology General	No	None
Materials Design and Technology - Textiles General	No	65% in Year 9 and/or 10 Textiles
Mathematics Essential General	No	None

CERTIFICATE COURSE

YEAR 11 COURSE	WACE EXAM	YEAR 10 PRE-REQUISITE (AT A MINIMUM)
Physical Education Certificate II Sport Coaching	No	None

PLEASE NOTE If insufficient students choose a course, the College will not offer the course.

SELECTING COURSES

Please note that if insufficient students choose a course, the College will not offer the course.

Pre-requisites

If students do not meet the pre-requisite in Semester 1 of Year 10, they will not be able to select the course during the online subject selection process. However, parents and student are encouraged to communicate with the subject teacher, Head of Learning Area and Dean of Senior Students if they believe they should be considered for a particular course. Additionally, if significant academic improvement is shown in Semester 2, course choices can be altered if pre-requisites are met and permission is granted by the Dean of Senior Students. This may be limited by class sizes and gridline availability.

Students who do not meet the pre-requisites for particular courses will not be permitted to study them in Year 11, unless there are extenuating circumstances. In these situations, a parent interview with the Dean of Senior Students and Head of Learning Area will be arranged.

Enrolment Criteria for WACE Second Language Courses (French, Italian, Indonesian)

Those who wish to study a WACE Language course, must complete an application form to SCSA early in Year 10 to ensure that permission has been granted to participate in the course. Enrolment criteria considerations include residency in the country where that language is spoken and exposure to that language either at school or in the home. The application form is available on the School Curriculum and Standards Authority website and the process for this application will be discussed during Year 10 Language lessons and communicated to parents via the College

Course Continuation

To continue with a course in Year 12, students should have received a minimum final mark of 60% in a relevant ATAR Units 1 and 2 to undertake ATAR Units 3 and 4 as well as a final examination mark above 55%. Students who achieve lower than a C grade in Year 11 will not receive approval to continue with the course in Year 12. The Head of Learning Area and the Dean of Senior Students will counsel students.

Students have the option in Year 12 to drop a subject and pick a study class, however, graduation requirements must be met.

Externally Set Tasks General Courses

All students enrolled in a General Year 12 Course and/or a Foundation Year 12 Course are required to complete the Externally Set Task (EST) developed by the School Curriculum and Standards Authority (SCSA) for that course. The EST is compulsory and forms part of the school-based assessment and is included as a separate assessment type with a weighting of 15% for the pair of units. The ESTs are administered in schools during designated weeks in Term 2.

Early Finishing Courses

Students enrolled in Chemistry, Human Biology, Materials Design Technology, Media Production and Analysis, Physics, Psychology or Visual Arts may have Semester 2 Examinations during the October holiday.

Examinations ATAR Courses

Semester One Examinations	Years 11 and 12	Scheduled between Term 2, Weeks 5-7
Semester Two Examinations	Year 11	Week 1, October Holidays
	Early Finishing Courses	
	Year 12	October Holidays,
	WACE Trial	dates determined by WACE
	Year 11	Term 4, Weeks 5-6
	Year 12	
	WACE Examinations	End October/November

GRADING

With the exception of Physical Recreation, all of the courses offered at Iona are governed by the syllabuses and assessment structures of the SCSA (School Curriculum and Standards Authority). In accordance with SCSA guidelines, students are awarded a grade at the end of each Year 11 and Year 12 course unit:

- A** Excellent Achievement
- B** High Achievement
- C** Satisfactory Achievement
- D** Limited Achievement
- E** Inadequate Achievement

These grades appear on the student's Statement of Results, issued by SCSA when the student finishes school, and are based on assessments carried out by school staff throughout the year, including school-based examinations.

For Year 12 courses at ATAR Units 3 and 4, in addition to the grade (determined, as above, by the school), students will be awarded a mark based on 50% of a mark submitted by the school (covering Year 12 work only) and 50% of the mark attained in the WACE examination.

Students on the Access Learning pathway generally take courses at the General course level in both Years 11 and 12 and therefore do not sit WACE examinations. However, a student may take a combination of ATAR and General Courses.

FINAL ATAR MARKS

The final mark awarded in each WACE examination course for a given student is a 50:50 combination of the student's school mark (based on Year 12 work only and awarded by the school) and her WACE examination mark. The marks undergo considerable statistical adjustment, however:

Moderation

The school mark is adjusted so that differences in marking standards between schools are accounted for. The students' performance on the external examination is used to regulate this procedure.

Standardisation

The moderated school mark is "standardised" so that the spread of students' marks throughout the state in each subject is the same from year to year. This procedure is also applied to the raw examination marks, thereby eliminating the influence of varying difficulty in examination papers in a given subject from year to year.

Scaling

The 50:50 combined mark (already moderated and standardised) is then "scaled" to account for the varying difficulty between courses. A complex mathematical procedure that looks at students' marks in all courses across the state is used to determine the degree of scaling for each course

For More information please refer to

www.tisc.edu.au/static-fixed/statistics/misc/marks-adjustment-process.pdf

www.tisc.edu.au/static-fixed/statistics/misc/average-marks-scaling.pdf

SECONDARY GRADUATION

CERTIFICATION

Western Australian Certificate of Education (WACE)

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

- Demonstrate a minimum standard of literacy and numeracy which requires students to have reached Band 8 in Reading, Writing and Numeracy in either Year 9 NAPLAN, Year 10 Online Literacy and Numeracy Assessment (OLNA) or in further OLNA opportunities in Years 11 and 12
- Complete a minimum of 20 units over two years (one unit is completed for each semester a course is studied)
- Complete four or more Year 12 ATAR courses, five General Courses or four General courses and a Certificate II or higher
- Complete a minimum of ten Year 12 units or equivalent
- Complete two Year 11 English units and one pair of Year 12 English units
- Study one pair of Year 12 course units from List A (arts/ languages/ social sciences) and List B (mathematics/ science /technology)
- Achieve 14 'C' Grades in Year 11 and Year 12, including at least six 'C' Grades in Year 12

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

WASSA (Western Australian Statement of Student Achievement) formally records:

- A statement of literacy and numeracy achieved
- Course Results
- VET qualifications
- Endorsed Programs
- Community Service hours

COURSE COMPLETION REQUIREMENTS

Regardless of the course in Year 11 and 12, the following relate to the completion of courses:

- A student must complete all assessment requirements set by the College under the School Curriculum and Standards Authority Assessment Structure. Completion of assessment enables the College to award a grade for the course.
- The College requires students to complete assessments by submission dates as per the College Assessment Policy.
- All assessments must be completed prior to the submission of results to the School Curriculum and Standards Authority. The last day of submission of results is set by the School Curriculum and Standards Authority.

Unit Equivalence

Unit Equivalence can be obtained through VET programs and/or endorsed programs. The maximum unit equivalence available through these programs is eight units - four Year 11 units and four Year 12 units. Students may obtain unit equivalence as follows:

- Up to eight unit equivalents through completion of VET programs, or
- Up to four unit equivalents through completion of endorsed programs, or
- Up to eight equivalents through a combination of VET and endorsed programs, but with endorsed programs contributing no more than four unit equivalents.

The amount of unit equivalence allocated to VET Qualifications and endorsed programs is as follows:

- Certificate I is equivalent to two Year 11 units
- Certificate II is equivalent to two Year 11 and two Year 12 units
- Certificate III or higher is equivalent to two Year 11 and four Year 12 units

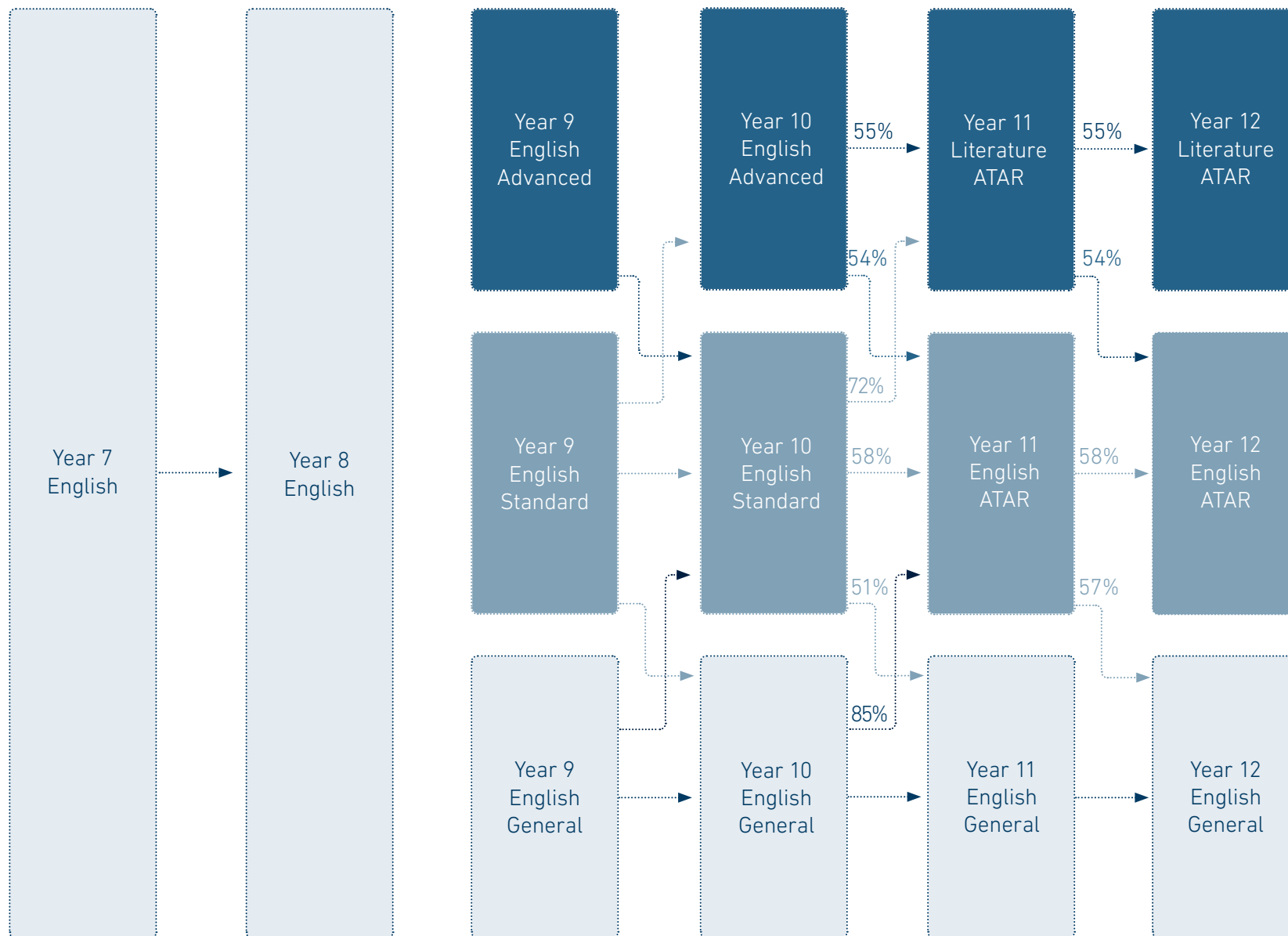
Endorsed Programs - unit equivalence is identified on the Authority's approved list of endorsed programs. These requirements are on the School Curriculum and Standards Authority Website at scsa.wa.edu.au

ENGLISH

ENGLISH
LITERATURE



ENGLISH PATHWAYS



Where appropriate, movement between General, Standard and Advanced courses will be considered.

Attainment of course pre-requisites in accordance with the College WACE Information Handbook is required for entry into Year 11/12 courses.

ENGLISH ATAR | LIST A

What is English ATAR?

English ATAR examines the use and effects of language in a wide range of texts and contexts. It involves analysing and evaluating texts; and creating imaginative, interpretive, persuasive and analytical responses.

A student should select English ATAR in Year 11 if she:

- Already has sound English skills and would like to extend them
- Enjoys examining a variety of texts, and discussing aspects of her world and society, and
- Enjoys writing and speaking in a variety of modes

The English ATAR examination (3 hours, 3 sections)

Section I: Comprehending - Three questions in response to previously unseen written and visual text/s

Section II: Responding - Written response referencing previously studied texts

Section III: Composing - Production of a sustained imaginative, interpretative or persuasive written text

To achieve success in English ATAR, a student will:

- Show an interest in exploring a wide range of text types
- Be interested in expressing her understanding in a variety of ways: creative and analytical writing, individual and group presentation
- Independently read regularly and widely
- Independently view a range of varied texts
- Independently practice her writing skills

Whatever course a student elects to follow in Years 11 and 12, she will be encouraged to:

- Develop her appreciation of the texts she will encounter in her life
- Express herself effectively
- Learn about the power of language to reflect and shape our lives, and
- Develop her ability to think critically about her world

A student's English teacher best knows which course will suit her. We strongly advise a student to consult her teacher when she is making her subject selection.

What are the pre-requisites?

58% in Year 10 English Standard

85% in Year 10 English General

LEARN MORE

senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/english

TALK TO

Ms Perera

samantha.perera@iona.wa.edu.au

LITERATURE ATAR | LIST A

What is Literature ATAR?

Literature ATAR develops students' appreciation of the pleasure to be gained from reading literature. They will examine how personal, social, historical and cultural factors influence the creation and reading of literary texts.

A student should select Literature ATAR in Year 11 if she:

- Has strong reading comprehension and analytical writing skills
- Enjoys reading complex texts, particularly prose, poetry and drama texts
- Enjoys dealing with complex ideas, and is interested in social and historical contexts.

The Literature ATAR examination (3 hours, 2 sections)

Section I: Analytical Essay - close reading of a prose, poem or drama text

Section II: Two essay responses referencing texts studied

To achieve success in Literature ATAR, a student will:

- Maintain her own rigorous and challenging reading program of a broad range of prose, poetry and drama texts in particular
- Independently attend a variety of theatrical productions
- Independently practise and develop her analytical writing skills
- Independently extend her wider reading to develop her knowledge of historical and cultural influences in literature.

Whatever course a student elects to follow in Years 11 and 12, she will be encouraged to:

- Develop her appreciation of the texts she will encounter in her life
- Express herself effectively
- Learn about the power of language to reflect and shape our lives, and
- Develop her ability to think critically about her world.

A student's English teacher best knows which course will suit her. We strongly advise a student to consult her teacher when she is making her subject selection.

What are the pre-requisites?

72% in Year 10 English Standard

55% in Year 10 English Advanced

LEARN MORE

senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/english/literature

TALK TO

Ms Perera

samantha.perera@iona.wa.edu.au

ENGLISH LITERATURE or ENGLISH | LIST A

The lists below give an indication of how the two courses - Literature and English differ from each other. They do not cover aspects that are common to both. As of 2021, it is possible for a student to study both Literature and English

ENGLISH	LITERATURE
Study a broad range of non-fiction, fiction, print, and non-print (visual) texts; (particularly those in circulation in our society).	Close focus on drama, poetry and prose fiction texts; other text types are considered but not the focus of study.
Write in a variety of styles and for a range of purposes: e.g. opinionative essays; stories; short-answer responses.	Most writing takes the form of analytical, referential essays; creative writing forms a small part of assessment tasks.
Discuss the features of various genres and how they convey ideas.	Explore how genres and literary approaches develop and change over time (social/historical influences on/ of texts); and how they represent ideas.
Examine how texts influence audience responses.	Examine how texts reflect, privilege and challenge ideologies.
Consider the social, functional and interest value of texts.	Consider the ideological and aesthetic value of texts.
Private study: expects independent, wide reading/ viewing of a broad range and variety of texts.	Private study: expects independent, deep reading of a range of texts covering literary periods, and a variety of sub-genres. Also requires wider reading of critical matter concerning texts.
Private study: regular practice of writing in different modes - e.g. short answer, essay.	Private study: regular writing practice to apply understandings of literary terminology and concepts.
Three hour exam:	Three hour exam:
<ul style="list-style-type: none"> Comprehending: extended short answers in response to written and visual texts Responding: written response referencing previously studied texts Composing: production of a sustained imaginative, interpretative or persuasive written text 	<ul style="list-style-type: none"> Analytical essay: close textual analysis of a poem, prose or drama extract Two referential essays

LEARN MORE

senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/english/literature

TALK TO

Ms Perera

samantha.perera@iona.wa.edu.au

ENGLISH GENERAL | LIST A

What is English General?

English General develops and builds the skills students require for effective communication and engagement in their societies. It involves the study of English in everyday, community, social, further education, training and workplace contexts.

A student should select English General in Year 11 if she:

- Wishes to consolidate and develop her English skills
- Is interested in a range of text types, and
- Is interested in writing and speaking in a variety of formats and styles.

English General externally set task (Year 12 only)

- One (1) hour written task
- Between one and two questions, maybe some with reference to previously unseen stimulus materials.

To achieve success in English General, a student will:

- Show an interest in exploring a wide range of text types
- Be interested in expressing her understanding in a variety of ways: creative and analytical writing, individual and group presentation
- Independently read regularly and widely
- Independently view a range of varied texts
- Independently practice her writing skills.

Whatever course a student elects to follow in Years 11 and 12, she will be encouraged to:

- Develop her appreciation of the texts she will encounter in her life
- Express herself effectively
- Learn about the power of language to reflect and shape our lives, and
- Develop her ability to think critically about her world.

A student's English teacher best knows which course will suit her. We strongly advise a student to consult her teacher when she is making her subject selection.

LEARN MORE

senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/english

TALK TO

Ms Perera

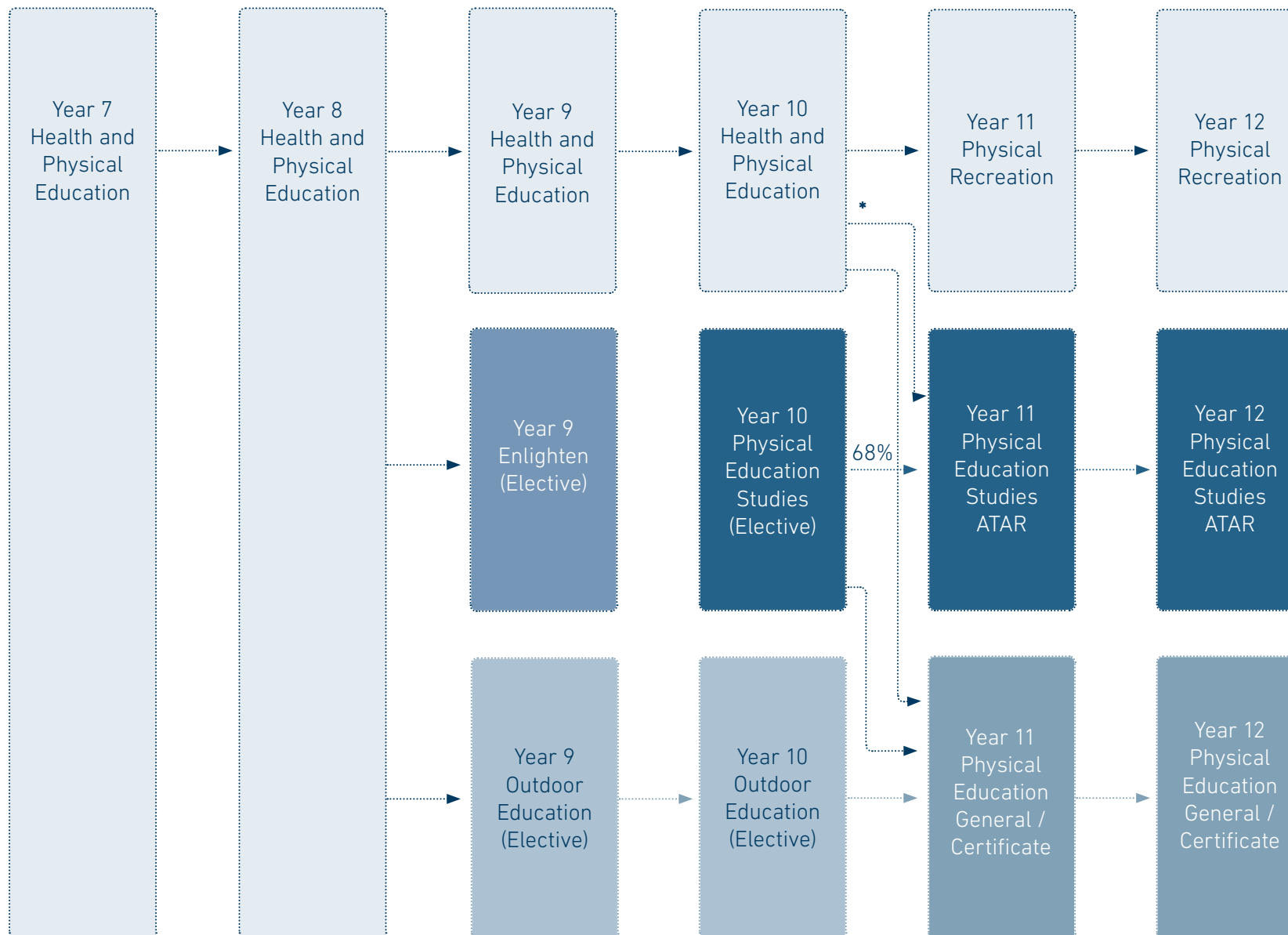
samantha.perera@iona.wa.edu.au

HEALTH AND PHYSICAL EDUCATION

PHYSICAL EDUCATION CERTIFICATE
PHYSICAL EDUCATION STUDIES
PHYSICAL RECREATION



HEALTH AND PHYSICAL EDUCATION PATHWAYS



* With HOLA Approval

Attainment of course pre-requisites in accordance with the College WACE Information Handbook is required for entry into Year 11/12 courses.

PHYSICAL EDUCATION STUDIES ATAR | LIST B

Why should I choose Physical Education Studies?

If you enjoy and are good at sport, and want to learn about how we produce movement, then Physical Education studies is a great subject choice for you!

Study in this course will allow you to improve and develop your practical skills and knowledge in sport-related areas. It provides students with a diverse range of employment opportunities in the sport and recreation industries, education, sport science, health and medical fields linked to physical activity and sport. Physical Education Studies emphasises learning in, about and through movement.

What content will I study in Year 11 and 12?

30% Practical, 70% Theory

- Developing physical skills, strategies and tactics
- Functional Anatomy
- Motor Learning and Coaching
- Biomechanics
- Exercise Physiology
- Sports Psychology

How will I be assessed?

Performance (30%): Decision-making skills, perform movement skills, implement strategies and tactics.

Response (15%): Students apply their knowledge and skills when responding to a series of stimuli or prompts. (Response to, analysis and evaluation of physical activity)

Investigation (15%): Research work in which students plan, conduct and communicate an investigation. (Investigative research on own or others participation in physical activity)

Examination (40%): Students apply their knowledge and skills when responding to a series of stimuli or prompts. (Response to, analysis and evaluation of physical activity)

What are the Prescribed Sports?

AFL	Badminton	Basketball	Cricket
Hockey	Netball	Soccer	Tennis
Touch	Volleyball		

What are the pre-requisites?

68% in Year 10 Physical Education Studies

HOLA approval

LEARN MORE

senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/health-and-physical-education/physical-education-studies

TALK TO

Ms Anderson

tessa.anderson@iona.wa.edu.au

Course Name

Year 11: Physical Education Certificate II Sport Coaching

Year 12: Physical Education Certificate III Sport and Recreation

Qualification Description

YEAR 11 SPORT COACHING

- This qualification reflects the role of individuals who apply the skills and knowledge to coach participants up to an intermediate level in a specific sport.
- This qualification provides a pathway to work in community coaching roles working or volunteering at community-based sport clubs and organisations in the Australian sport industry. Individuals with this qualification possess a range of well-developed skills where discretion and judgement are required.
- This course is a very practical, hand-on experience.
- Possible job titles include:
 - Assistant coach

What Content will I study?

7 units must be completed:

- 3 Core Units
- 4 Elective Units

CORE UNITS

- Provide first aid
- Work safely
- Work in a community coaching role

ELECTIVE UNITS

- Meet participant coaching needs
- Continuously improve officiating skills and knowledge
- Participate in conditioning for sport
- Conduct sport coaching sessions with foundation level participants

YEAR 12 SPORT AND RECREATION

- This qualification reflects the multi-skilled role of individuals in operational and customer support positions in the sport or community recreation industry. These individuals are competent in a range of activities and functions requiring autonomous work within a defined range of situations and environments.
- They work in locations such as fitness centres, sporting grounds or complexes, leisure and aquatic centres and community recreation centres.
- Possible job titles include:
 - Recreation Officer
 - Activity Operation Officer
 - Sport and Recreation Attendant
 - Community Activities Officer
 - Leisure Services Officer

What Content will I study?

15 units must be completed:

- 9 Core Units
- 6 Elective Units

CORE UNITS

- WHS hazard identification and risk assessment
- Organise personal work priorities and development
- Participate in workplace health and safety
- Use social media tools for collaboration and engagement
- Conduct non-instructional sport, fitness and recreation sessions
- Plan and conduct programs
- Provide quality service
- Respond to emergency situations
- Provide first aid

ELECTIVE UNITS

- Facilitate groups
- Conduct sport, fitness or recreation events
- Educate use groups
- Use business technology
- Organise workplace information
- Conduct sport coaching sessions with foundation level participants

TALK TO

Ms Anderson

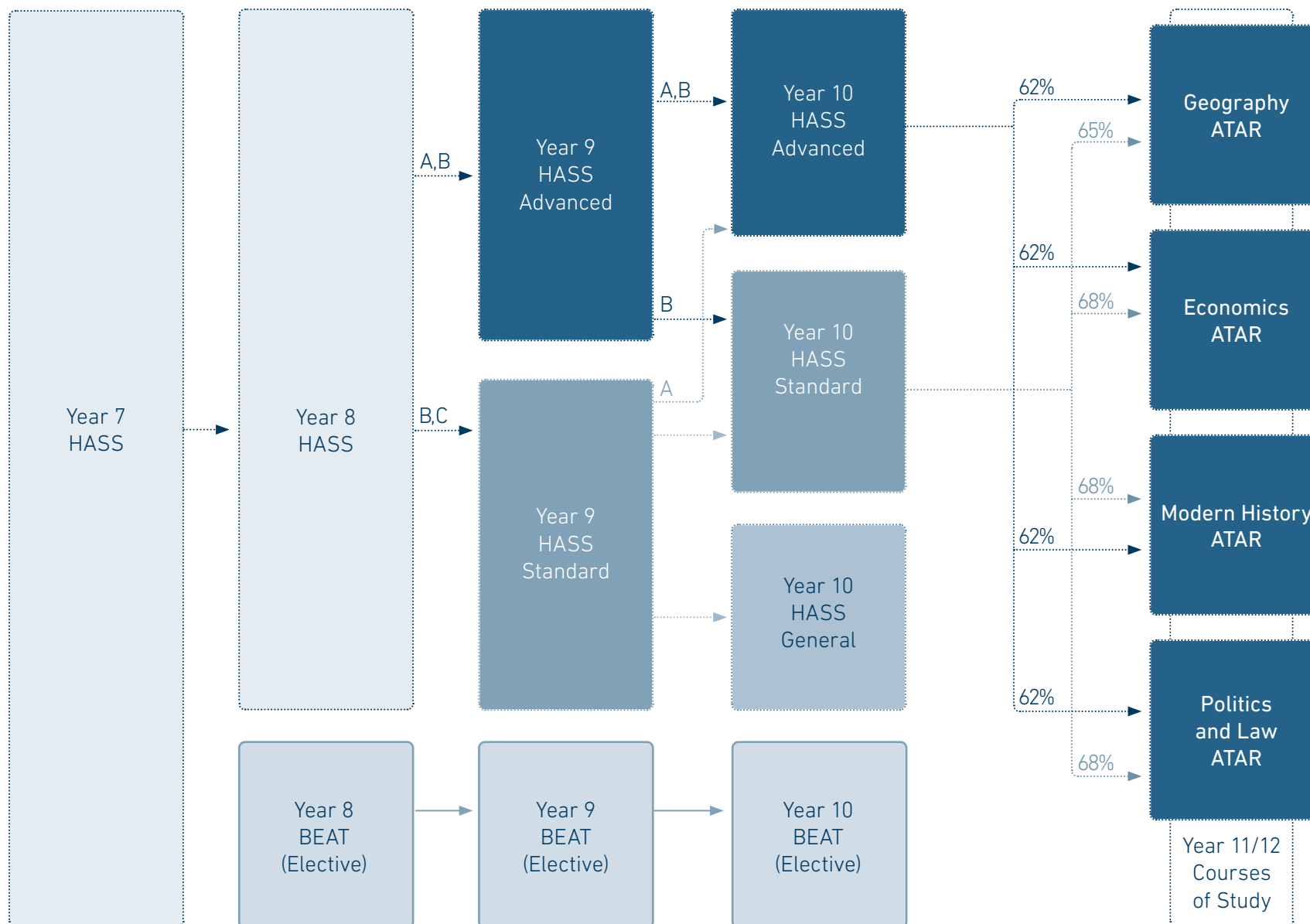
tessa.anderson@iona.wa.edu.au

HUMANITIES AND SOCIAL SCIENCES

ECONOMICS
GEOGRAPHY
MODERN HISTORY
POLITICS AND LAW



HUMANITIES AND SOCIAL SCIENCE PATHWAYS



Where appropriate, movement between General, Standard and Advanced courses will be considered.

Attainment of course pre-requisites in accordance with the College WACE Information Handbook is required for entry into Year 11/12 courses.

ECONOMICS ATAR | LIST A

What is Economics?

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.

How will Economics help me in the future?

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.

What careers can Economics lead to?

Knowledge of economics is useful for a wide range of careers in business, finance, accounting, international relations, law, education and government. The study of Economics can be a valuable background to studying Economics at university which can lead to careers as an Economist, Finance Manager, Mathematician, Financial Broker, Financial Dealer, Financial Investment, Financial Manager, Financial Consultant and many positions in the area of Commerce.

What content will I study in Year 11 and 12?

YEAR 11

Economics ATAR Unit : Microeconomics

This unit is an introduction to microeconomics and explores the role of the market in determining the wellbeing of individuals and society. Students explore the workings of real world markets with an emphasis on the Australian economy.

Economics ATAR Unit 2: Macroeconomics

This unit is an introduction to macroeconomics and explores economic growth, inflation and unemployment with an emphasis on the Australian economy. Students learn it is important to measure and monitor changes in these macroeconomic indicators as changes in the level of economic activity affect the wellbeing of individuals and society.

YEAR 12

Economics ATAR Unit 3: Australia and the Global Economy

This unit explores the interdependence of Australia and the rest of the world. Australia is a relatively open economy and, as such, is influenced by changes in the world economy.

Economics ATAR Unit 4: Economic Policies and Management

This unit explores the economic objectives of the Australian Government and the actions and policies taken in the pursuit of these objectives. Changes in the level of economic activity influence the policy mix and the government's capacity to achieve its objectives.

What are the pre-requisites?

62% in Year 10 HASS Advanced

68% in Year 10 HASS Standard

LEARN MORE

senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/humanities-and-social-sciences/economics

TALK TO

Mrs Carbone
Mrs Ainsworth

vanessa.carbone@iona.wa.edu.au
cheryl.ainsworth@iona.wa.edu.au

GEOGRAPHY ATAR | LIST A

What is Geography?

Geography is the study of physical and cultural environments. It provides students with the knowledge and skills to observe and describe places on the surface of the Earth, and to analyse and provide explanations on human and physical phenomena and their complex interactions. Geography is a field of inquiry that brings together the human and physical dimensions of the world in the study of people, places and environments.

How will Geography help me in the future?

Students develop a range of skills that help them to understand the physical world, interpret the past, scrutinise the present and explore sustainable strategies for the future care of places. They are able to understand recent and future developments such as urban planning, climate change, environments at risk, sustainable development practices and the unequal distribution of resources throughout the world.

What careers can Geography lead to?

The skills learned in the Geography course are useful in careers associated with government, tourism, town planning, agriculture, mining, environmental planning, teaching, overseas aid programs, foreign affairs and trade.

What content will I study in Year 11 and 12?

YEAR 11

Geography ATAR Unit 1:

Students explore various natural hazards, their impact on standards of living, and the active search for proposed solutions. Students will develop their geographical mapping skills.

Geography ATAR Unit 2:

Students explore the concept of 'globalisation' by comparing settlement patterns, living standards and resource use in Australia and developing countries.

Students will conduct geographical inquiry on the globalisation of music.

YEAR 12

Geography ATAR Unit 3:

Students will examine the impact of climate change and land cover change on our world, and how society can mitigate and adapt to those changes.

Geography ATAR Unit 4:

Students will examine city planning by comparing Perth with a selected 'megacity'. They will also explore the challenges in designing cities to be more productive, vibrant and sustainable.

What are the pre-requisites?

65% in Year 10 HASS Standard

62% in Year 10 HASS Advanced

LEARN MORE

senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/humanities-and-social-sciences/geography

TALK TO

Mrs Carbone
Mrs Wolfe

vanessa.carbone@iona.wa.edu.au
lisa.wolfe@iona.wa.edu.au

MODERN HISTORY ATAR | LIST A

What is Modern History?

A society without knowledge of its history is like a person without a memory. History is a study of the past, and a search to understand ourselves and others. Through exploring the past, a society can obtain insights into its current practices, problems and values. We can also gain ideas about what may happen in similar circumstances in the future.

How will Modern History help me in the future?

History teaches the skills of critical thinking and analysis. Students will learn to analyse, research, make informed judgements and construct logical arguments. These are essential skills in many fields of work and study.

What careers can Modern History lead to?

Modern History will prepare students for careers in law, humanities, journalism, politics, business, government, education, industry, tourism, the travel industry, media and the arts.

What content will I study in Year 11 and 12?

YEAR 11

Modern History ATAR Units 1 and 2

There are a variety of topics will be taught, based on student interest, teacher expertise, and available resources.

Topics include:

- Capitalism: the American experience 1907 - 1941
- Nazism in Germany: 1918 - 1945

YEAR 12

Modern History ATAR Units 3 and 4

There is a selection of topics that will be determined in 2020 for teaching in Year 12 2021.

Topics include:

- Russia and the Soviet Union 1914-1945 (World War I to World War II)
- The struggle for peace in the Middle East 1945-2000

What are the pre-requisites?

68% in Year 10 HASS Standard

62% in Year 10 HASS Advanced

LEARN MORE

senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/humanities-and-social-sciences/modern-history

TALK TO

Mrs Carbone
Mr Clarke

vanessa.carbone@iona.wa.edu.au
matt.clarke@iona.wa.edu.au

POLITICS AND LAW ATAR | LIST A

What is Politics and Law?

Politics and Law is a study of the processes of decision-making concerning society's collective future. The Politics and Law course develops understanding of the principles, structures, institutions and processes of political and legal systems, primarily in Australia, but also in other countries. It explores how society is governed and the values on which society is based.

How will Politics and Law help me in the future?

Students will become well informed about current issues and learn to debate and construct analytical arguments. The Politics and Law course continues to develop the skills of inquiry, with a greater focus on problem solving, decision-making and analysis. The skills and values developed in the Politics and Law course allow students to become informed, active participants in the political and legal decisions that affect their lives.

What careers can Politics and Law lead to?

Politics and Law is a valuable background to careers such as law, international relations, diplomatic work, public administration, business, community development, teaching, political advocacy, journalism, government and commerce.

What content will I study in Year 11 and 12?

YEAR 11

Politics and Law ATAR Unit 1:

This unit introduces students to the principles, structures and processes of political and legal systems. Students will learn how government and the legal system operates.

Politics and Law ATAR Unit 2:

This unit explores how well our political and legal systems work. What are their strong points, their faults and flaws, and how can they be made more effective?

YEAR 12

Politics and Law ATAR Unit 3:

This unit focuses in detail on the role of political and legal institutions and the Australian Constitution, and the power that they have to change and shape society.

Politics and Law ATAR Unit 4:

Students critically examine how political and legal systems respond to accountability and human rights issues, and the ways countries can uphold or undermine democratic values.

What are the pre-requisites?

62% in Year 10 HASS Advanced

68% in Year 10 HASS Standard

LEARN MORE

<https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/humanities-and-social-sciences/politics-and-law>

TALK TO

Mrs Ainsworth
Mrs Powell
Mrs Carbone

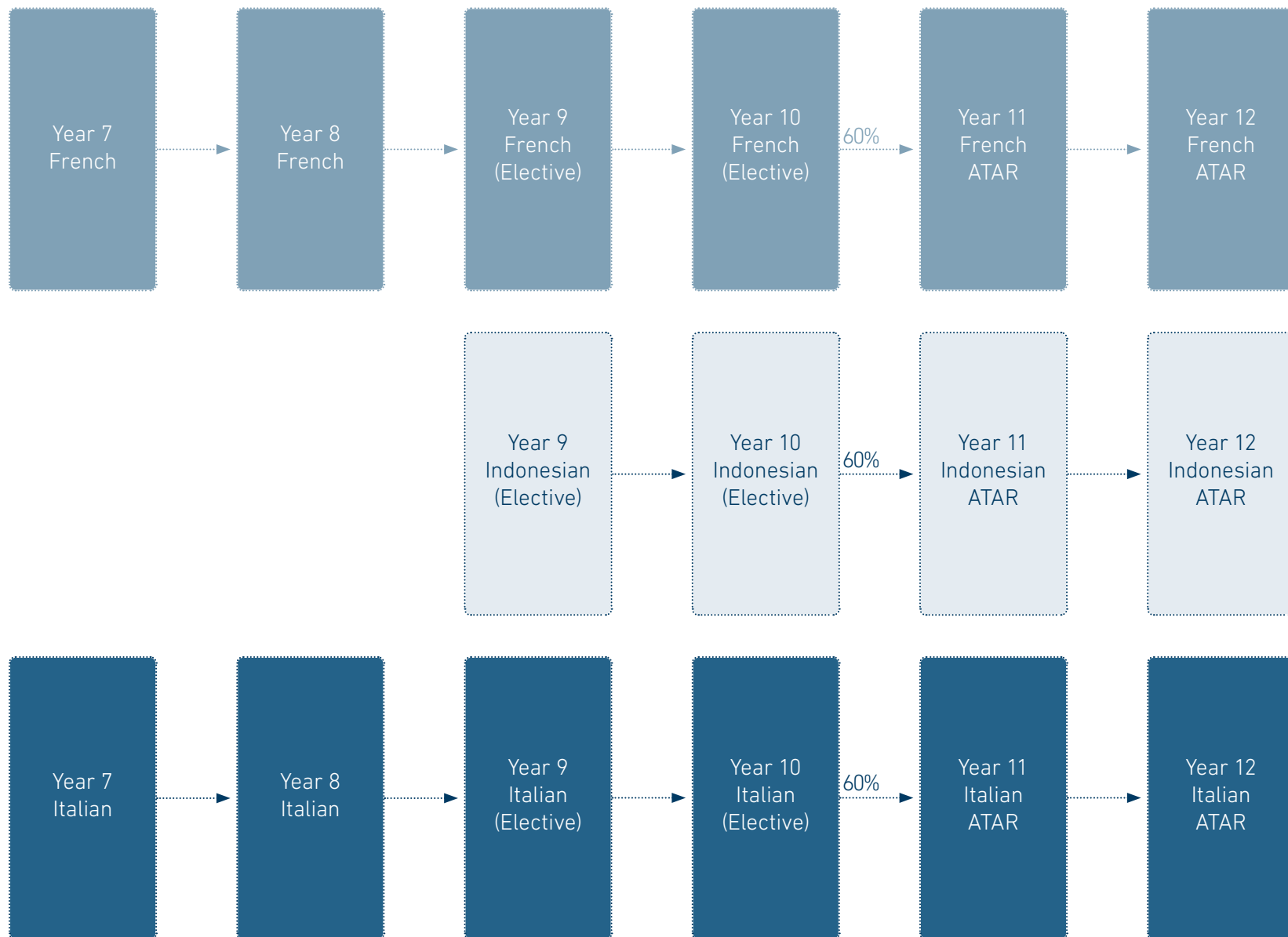
cheryl.ainsworth@iona.wa.edu.au
debra.powell@iona.wa.edu.au
vanessa.carbone@iona.wa.edu.au

LANGUAGES

FRENCH
INDONESIAN
ITALIAN



LANGUAGES



Attainment of course pre-requisites in accordance with the College WACE Information Handbook is required for entry into Year 11/12 courses.

LANGUAGES | LIST A

Why choose a language?

Languages can help you with your career choices.

They can open many doors

- Commerce - import/export clerk, interpreter, bank officer, trade officer, import/export
- Education: language teacher, speech pathologist, translator, teacher's aide
- Engineering: engineers in French-speaking countries, such as working for UNESCO
- Hospitality: hotel manager, receptionist, waiter, food critic
- International relations - diplomat, interpreter, foreign affairs officer, media film and television, journalist, singer, actor
- Marketing: human resources, working in industries; import/export products (Australian companies - technology, food and beverages, aboriginal art, lighting, clothing and textiles, cosmetics, plants and flowers, wool, coal)
- Public Relations: fashion (designer, stylist), flight attendant, banker, public relations officer, local government, social worker, welfare worker, lawyer, barrister
- Security: customs officer, immigration officer, defence, counter-terrorism
- Social justice: work in a range of professions (e.g. Medicine, law, education) in the field of social justice
- Tourism: small business, niche tourism, eco-tourism, tourist guide, travel consultant.

Bonus for Languages other than English

They can help you enter your chosen course at university.

All universities offer a 10% TER (ATAR) bonus to WA Certificate of Education students who undertake study of a language other than English in Year 12. This represents the value the institutions have in second language skills. A LOTE bonus of 10% of a LOTE scaled score is added to the best four scaled scores. You receive the LOTE bonus irrespective of whether your LOTE course scaled score was counted as one of the best four.

<https://www.tisc.edu.au/static-fixed/guide/slar-2023.pdf> (page 5)

Rationale for Language Learning

- Communicate in another language
- Develop a sense of Social Justice
- Enhance intellectual and social development
- Enhance understanding of their first language and culture
- Expand knowledge and approach to tasks with insights gained from another culture and language
- Participate in the life of another culture and gain an understanding of the similarities and differences between cultures
- Enhance their self-esteem

LEARN MORE

senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/languages

TALK TO

Ms Champalle

catherine.champalle@iona.wa.edu.au

FRENCH ATAR | LIST A

Course Outcomes

The French: Second Language ATAR course is designed to facilitate achievement of the following outcomes.

- **Outcome 1-** Listening and responding
Students listen and respond to a range of texts.
- **Outcome 2-** Spoken interaction
Students communicate in French through spoken interaction.
- **Outcome 3-** Viewing, reading and responding
Students view, read and respond to a range of texts.
- **Outcome 4-** Writing
Students write a variety of texts in French.

External Examinations and Competitions

The Alliance Francaise Examinations for Years 10, 11 and 12 students of French

A student should continue with French if she:

Enjoys the lessons and is achieving an A /B or good C grade

Wishes to go on study tours such as France or La Reunion

Wishes to participate in exchange student experiences

What content will I study in Year 11 and 12?

YEAR 11

Unit 1 C'est la vie! (That's life!)

The Individual: My daily routine

The French speaking communities: French sports and leisure

The Changing world: Leading a healthy lifestyle

Unit 2 Voyages (Travel)

The Individual: My travel tales and plans.

The French-speaking communities: Australia as a travel destination

The changing world: Travel in a modern world.

YEAR 12

Unit 3 Les medias (The media)

The Individual: Technology and me

The French-speaking communities: Film and music

The Changing world: In the media

Unit 4 Le monde qui nous entoure (The world around us)

The Individual: Planning my future

The French-speaking communities: Migrant experiences

The changing world: Youth issues.

What are the pre-requisites?

60% in Year 10 French

LEARN MORE

senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/languages/french-second-language

TALK TO

Ms Champalle

catherine.champalle@iona.wa.edu.au

INDONESIAN ATAR | LIST A

Course Outcomes

The Indonesian: Second Language ATAR course is designed to facilitate achievement of the following outcomes.

- **Outcome 1-** Listening and responding
Students listen and respond to a range of texts.
- **Outcome 2-** Spoken interaction
Students communicate in Indonesian through spoken interaction.
- **Outcome 3-** Viewing, reading and responding
Students view, read and respond to a range of texts.
- **Outcome 4-** Writing
Students write a variety of texts in Indonesian.

External Examinations and Competitions

The Australian Language Certificates Examinations for Years 10,11 and 12 students of Indonesian

A student should continue with Indonesian if she:

Enjoys the lessons and is achieving and A /B or good C grade

Wishes to go on study tours to Indonesia

What content will I study in Year 11 and 12?

YEAR 11

Unit 1: Saat ini aku di sini (Here and now)

The Individual: Being a teen, what does it mean?

The Indonesian - Speaking Communities: Indonesian Communities.

The Changing World: Staying connected

Unit 2: Bisa Saya bantu? (Can I help you?)

The Individual: My country, Australia

The Indonesian – Speaking Communities: On exchange

The Changing World: Careers and Travel

YEAR 12

Unit 3: Aneka wacana (Exploring texts)

The Individual: Texts and Genre

The Indonesian - Speaking Communities: Media and entertainment

The Changing World: Globalisation and the media

Unit 4: Isu hangat (Exploring issues)

The Individual: Youth issues

The Indonesian - Speaking Communities: Social issues

The Changing World: Australia/Indonesia relations

What are the pre-requisites?

60% in Year 10 Indonesian.

LEARN MORE

senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/languages/italian-second-language

TALK TO

Ms Champalle
Mrs Teh

catherine.champalle@iona.wa.edu.au
nancy.teh@iona.wa.edu.au

ITALIAN ATAR | LIST A

Course Outcomes

The Italian: Second Language ATAR course is designed to facilitate achievement of the following outcomes:

- **Outcome 1-** Listening and responding
Students listen and respond to a range of texts.
- **Outcome 2-** Spoken interaction
Students communicate in Italian through spoken interaction.
- **Outcome 3-** Viewing, reading and responding
Students view, read and respond to a range of texts.
- **Outcome 4-** Writing
Students write a variety of texts in Italian.

External Examinations and Competitions

The WAATI Examination for Years 10, 11 and 12 students of Italian

A student should continue with Italian if she:

- Enjoys the lessons and is achieving an A /B or good C grade
- Wishes to go on study tours to Italy
- Wishes to participate in exchange student experiences. What content will I study in Year 11 and 12?

What content will I study in Year 11 and 12?

YEAR 11

Unit 1 Rapporti (Relationships):

The Individual: Family, friend and school relationships

The Italian-speaking communities: Traditions, events and celebrations

The Changing world: Communicating in a modern world

Unit 2 Andiamol (Travel - Let's Go!):

The Individual: My holiday tales and plans and Destination Italy

The Italian-speaking communities: Destination Australia

The changing world: Travel in a modern world

YEAR 12

Unit 3 Grazie Italia (Thank you Italy):

The Individual: All things Italian.

The Italian-speaking communities: Italian lifestyle

The Changing world: Il made in Italy around the world

Unit 4 Ieri, oggi e domani (Yesterday, today and tomorrow):

The Individual: Reflecting on my life and planning my future

The Italian-speaking communities: Youth issues

The changing world: Environmental issues

What are the pre-requisites?

60% in Year 10 Italian

LEARN MORE

senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/languages/italian-second-language

TALK TO

Ms Champalle

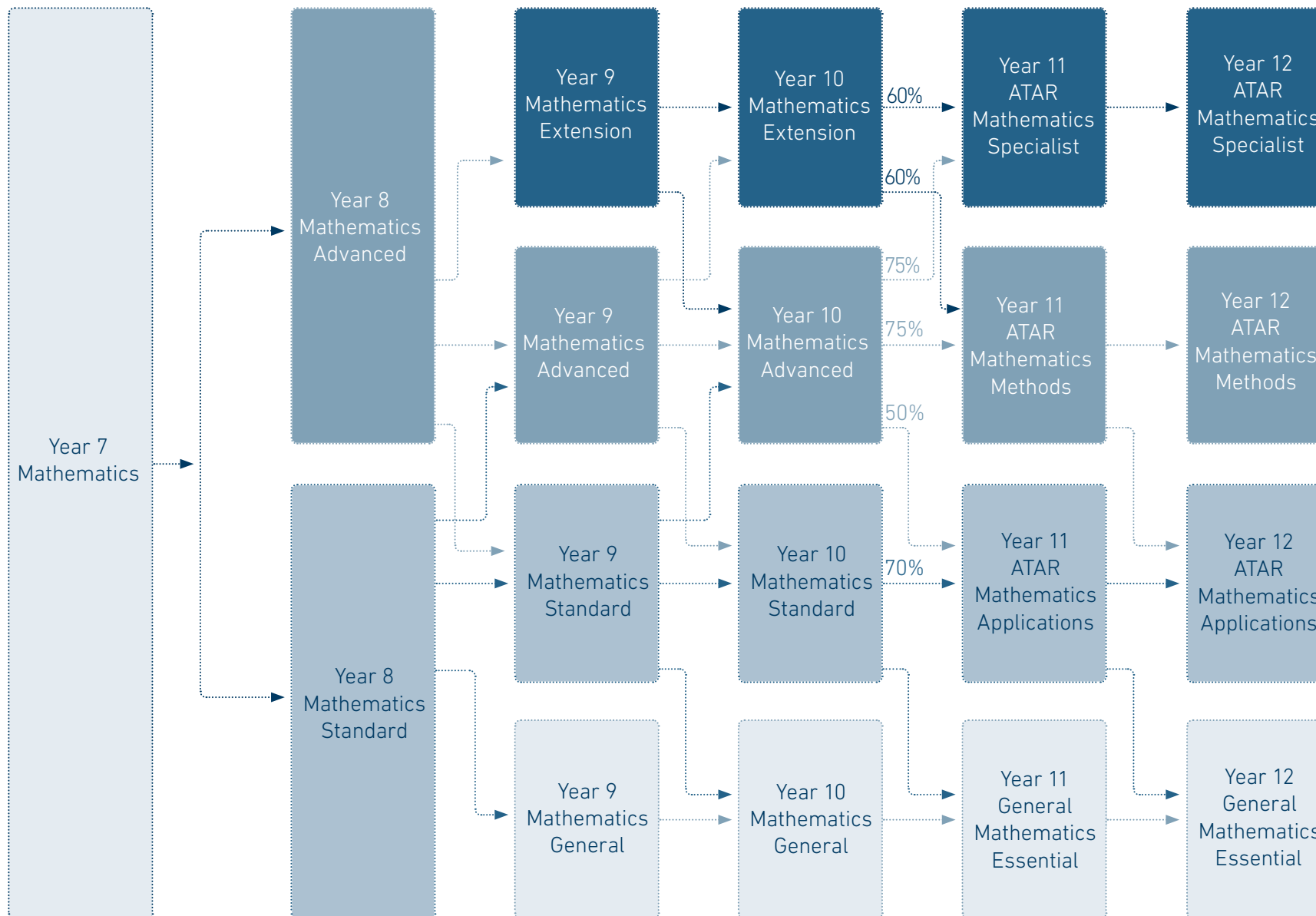
catherine.champalle@iona.wa.edu.au

MATHEMATICS

SPECIALIST
METHODS
APPLICATIONS
ESSENTIAL



MATHEMATICS PATHWAYS



Where appropriate, movement between General, Standard and Advanced courses will be considered.

Attainment of course pre-requisites in accordance with the College WACE Information Handbook is required for entry into Year 11/12 courses.

MATHEMATICS | LIST B

There are four Mathematics courses offered at Iona in Years 11 and 12, one General and three ATAR. Each course is organised into four units. Unit 1 and Unit 2 are taken in Year 11 and Unit 3 and Unit 4 in Year 12. The Western Australian Certificate of Education (WACE) examination of each of the three ATAR courses is based on Unit 3 and Unit 4 only.

The courses are differentiated, each focusing on a pathway that will meet the learning needs of a particular group of senior secondary students.

Mathematics Essential is a General course that 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.

Mathematics Applications is an ATAR course that 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 investigation process for answering questions that involve analysing univariate and bivariate data, including time series data.

Mathematics Methods is an ATAR course that 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 modelling physical processes. The study of statistics develops students' ability to describe and analyse phenomena that involve uncertainty and variation.

Mathematics Specialist is an ATAR course that 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. The Mathematics Specialist ATAR course contains topics in functions and calculus that build on and deepen the ideas presented in the Mathematics Methods ATAR course, as well as demonstrate their application in many areas. This course also extends understanding and knowledge of statistics and introduces the topics of vectors, complex numbers and matrices. The Mathematics Specialist ATAR course is the only ATAR Mathematics course that should not be taken as a stand-alone course.

	YEAR 11	YEAR 12
Pathway One (General)	Mathematics Essential (Unit 1, Unit 2)	Mathematics Essential (Unit 3, Unit 4)
Pathway Two (ATAR)	Mathematics Applications (Unit 1, Unit 2)	Mathematics Applications (Unit 3, Unit 4)
Pathway Three (ATAR)	Mathematics Methods (Unit 1, Unit 2)	Mathematics Methods (Unit 3, Unit 4)
Pathway Four (ATAR)	Mathematics Methods (Unit 1, Unit 2) plus Mathematics Specialist (Unit 1, Unit 2)	Mathematics Methods (Unit 3, Unit 4) plus Mathematics Specialist (Unit 3, Unit 4)

What are the pre-requisites?

Mathematics Essential:

None

Mathematics Applications:

70% in Year 10 Mathematics Standard, 50% in Year 10 Mathematics Advanced

Mathematics Methods:

60% in Year 10 Mathematics Extension, 75% in Year 10 Mathematics Advanced

Mathematics Specialist:

60% in Year 10 Mathematics Extension, 75% in Year 10 Mathematics Advanced Mathematics

LEARN MORE

senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/mathematics

TALK TO

Mrs Archer

linda.archer@iona.wa.edu.au

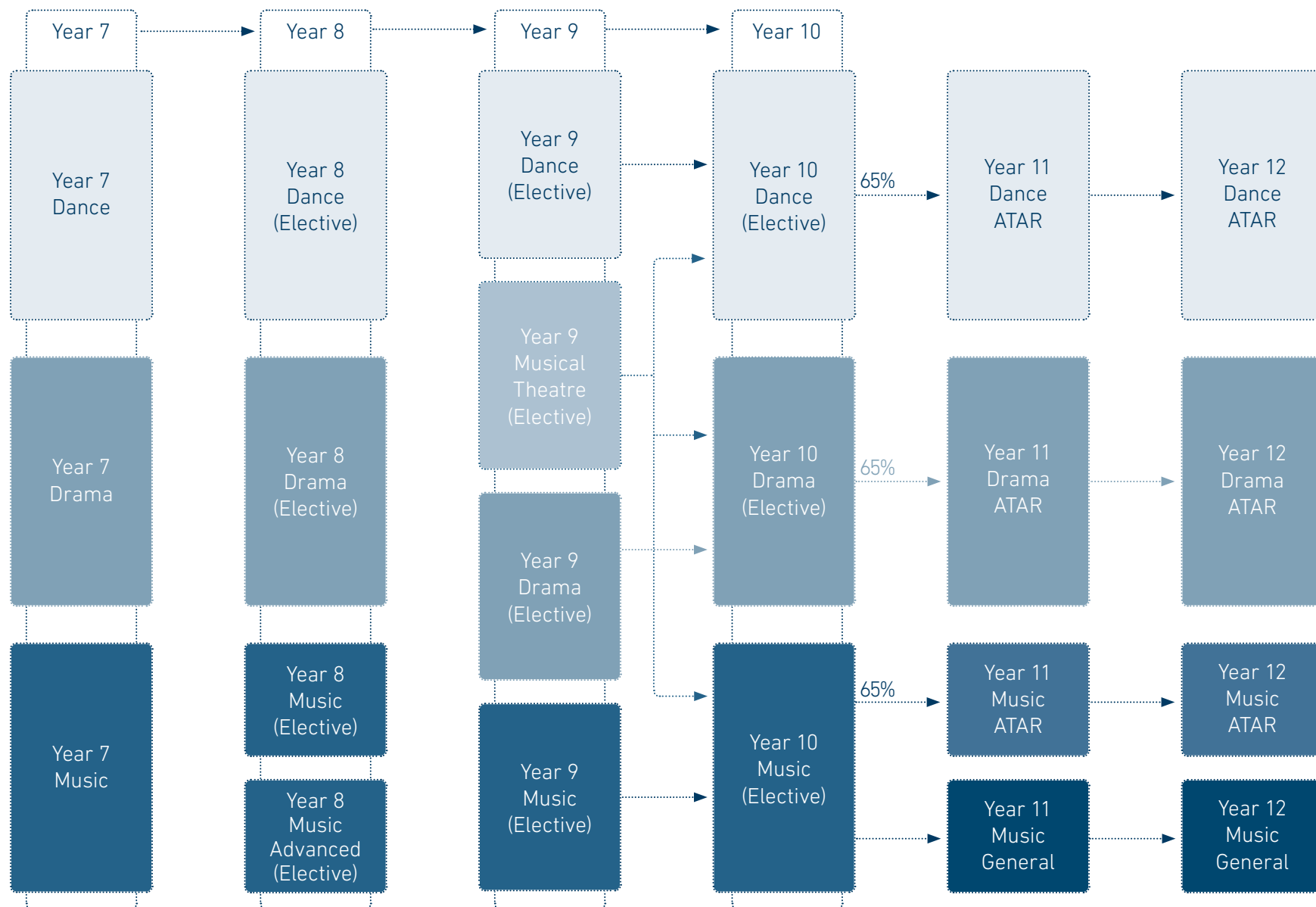
THIS PAGE IS INTENTIONALLY BLANK

PERFORMING ARTS

DANCE
DRAMA
MUSIC



PERFORMING ARTS PATHWAYS



Attainment of course pre-requisites in accordance with the College WACE Information Handbook is required for entry into Year 11/12 courses.

DANCE ATAR | LIST A

What is involved?

The Year 11 ATAR Dance Course is divided into two units, which both have a core focus. Unit 1 focuses on the exploration of popular culture and how this leads to a wider understanding of the diverse contexts and functions of dance in society. Unit 2 focuses on the diverse range and functions of dance in Australia. Students analyse critically their own cultural beliefs and values in relation to traditional and contemporary dance forms and styles, and develop an understanding of their own dance heritage.

How are students assessed?

The course assessments are made up of 60% practical and 40% written, including a Semester 1 and Semester 2 examination for each.

What activities are students involved in?

- Choreography of individual and group performances
- Viewing and analysis of professional performances
- Study of anatomy and biomechanics
- Research and case study reports
- Dance technique classes
- Study and design of set, sound, lighting and costume

Who should choose Dance?

The Year 11 Dance ATAR course is an excellent course and is not just for students wanting to pursue a career in Performing Arts. The course provides opportunities for students to experience authentic learning and develop transferable skills, which they can apply to their life and careers after school.

Benefits of the course:

Artistic: Arts appreciation, musicality, creative expression, creative design, imagination, innovation

Social: Cooperation and collaboration, communication skills

Individual: Confidence, self-discipline, resilience, accuracy, organisation, creativity

Physical: Fitness, coordination, flexibility, strength

Intellectual: Planning, sequential learning, analysis, spatial development, problem solving, right and left brain inclusion (holistic thinking).

What are the pre-requisites?

65% in Year 10 Dance

LEARN MORE

senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/arts/dance

TALK TO

Ms Lyons
Mrs Spark

emily.lyons@iona.wa.edu.au
chanelle.spark@iona.wa.edu.au

DRAMA ATAR | LIST A

Why choose Drama?

Drama, as a curriculum subject, is not solely about creating actors, directors, writers or designers but rather socially aware young people who can engage with a rapidly changing world.

Drama also builds:

Creativity - the ability to respond to situations and seek solutions

Confidence - the ability to act and react to situations and people

Collaboration - the ability to work with others on a shared event

Communication - the expression of ideas to others (within the class and to the audience)

Compassion - the thinking from another's point of view (usually within role, either in process or product drama)

Critical Thinking - the identification and evaluation of evidence to guide decision making

Culture - the exploration of difference and unity, be that historical or geographical

MYTH	FACT
I must be a talented actor	You must be a willing participant, we will give you the tools and teach you how to use them
I must be a confident person	Drama will give you the confidence that you need to succeed in any chosen career
I can only choose Drama if I have participated in the College Musical or other Co-curricular events	It is not compulsory to participate in culture activities, however it is encouraged
Drama is not an academic subject	Drama is a highly academic subject. The difference is that in drama we learn through doing, rather than just listening and memorising
I can only choose Drama if I plan to have a career in the Performing Arts	Our graduates occasionally choose a career in the Performing Arts. Drama prepares you for any future career
Drama is a good option if I am unsure which subjects to choose	Drama is a very challenging yet ultimately rewarding subject. Choose it because you enjoy it.

What are the pre-requisites?

65% in Year 10 Drama

LEARN MORE

senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/arts/drama

TALK TO

Mr Brant

josh.brant@iona.wa.edu.au

MUSIC ATAR | LIST A

Why should I take Music ATAR?

If you are a keen musician and have a passion for learning about contemporary music history, composing and developing your playing and aural abilities – this course is definitely for you! It is generally a smaller class, where teaching can be tailored to suit the needs of the class.

Will I succeed?

ATAR Music is a subject you will succeed in if you apply yourself on both your instrument and to your studies. The course is sequentially taught where students are gradually challenged.

How is the course structured?

The course is structured into 4 main components:

- Performance - 50%
- Written (Aural, Theory, Composition and History) - 50%

What would I be learning?

HISTORY In Year 11, students will develop their knowledge of the history of music through the study of a broad cross-section of musical contexts and styles. Genres covered include Jazz, Western Art and Contemporary Music.

PERFORMANCE There are opportunities for you to perform throughout the year, both within class and externally. You will receive marks for your contribution to the co-curricular program, as well as being assessed by your individual instrumental teachers.

MUSIC SKILLS In Year 11, you continue to expand your knowledge of analysing music, composing music and arranging music for particular instrumental groups. There is a focus on writing for instruments such as drum kit, guitar and bass.

AURAL you continue to build upon the skills you are establishing in Year 10. Increased difficulties of rhythmic and melodic dictation, more intricate chord progressions and also aural analysis skills.

What standard of performance do I need to have?

As a general rule, for Year 11, you need to be at an AMEB Grade 5 performance level/learning for 4 years, then in Year 12, you should be around Grade 6 AMEB level/learning for 5 years.

What are the pre-requisites?

65% in Year 10 Music
HOLA approval

LEARN MORE

senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/arts/music

TALK TO

Mrs Taylor

lynette.taylor@iona.wa.edu.au

MUSIC GENERAL | LIST A

Why should I take Music General?

If you are a keen musician or a passionate music listener, and have an interest in learning about contemporary music, creating your own music, developing your performance skills by performing for your peers and wider audience, and learning about the music and creative arts industries, this course is definitely for you! It is generally a smaller class, where teaching can be tailored to suit the needs of the class.

What would I be learning?

The beauty of the Music General course means that learning can be tailored to the interests of the individual, and the class as a whole. You can learn about Pop, Jazz, Rock, Film Music, Music Theatre, Music Technology and Computer Game Music. Within each of these areas, you can learn about the development of the genre, listen to a wide variety of pieces created in the genre, create your own piece of music that follows the ideas presented in the genre, learn a piece of music within the genre, and see live performances of the genre.

You do not need to be an expert in notating music. We use a variety of technologies to assist you in creating music and will teach you how to transfer your ideas in a tangible way. The course is split into two areas – Practical (40%) and Written (60%).

Do you need to be learning an instrument to take this course?

Of course learning an instrument is always a great way to express yourself and challenge your creativity and skill, but it is not a requirement for this course. You do not need to perform in front of anyone to take this course. You can take General Music, and your practical component will be made up of a composition portfolio or production/practical project where you can complete various activities, for example, write your own music, create your own podcast or perform as a member of a production.

Further Study:

Music (Units 3 and 4) - General

What are the pre-requisites?

None

LEARN MORE

senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/arts/music

TALK TO

Mrs Taylor

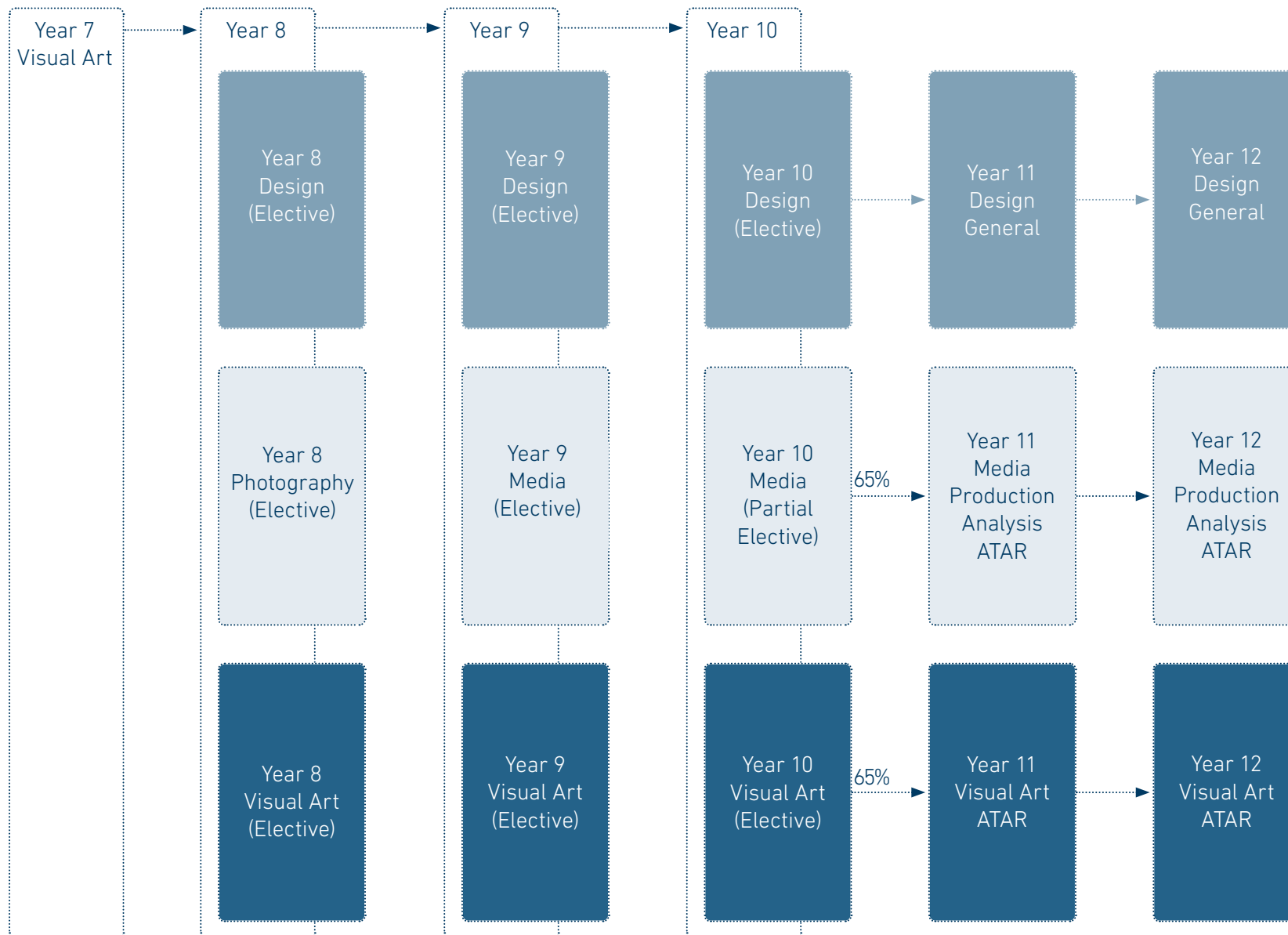
lynette.taylor@iona.wa.edu.au

PRODUCTION ARTS

DESIGN
MEDIA
VISUAL ARTS



PRODUCTION ARTS PATHWAYS



Attainment of course pre-requisites in accordance with the College WACE Information Handbook is required for entry into Year 11/12 courses.

DESIGN: GRAPHICS GENERAL | LIST B

What is Design Graphics General?

Design Graphics encourages students to be creative and innovative thinkers supporting them on the journey to develop their own design identities. This course addresses real world challenges through balancing high levels of creative and technical capability.

The Design Graphics General course is aimed at students who wish to become a creative professional in the graphic and visual design, fashion, digital or interaction design industries. The subject embraces a pluralistic approach to help students improve skills and proficiency in Adobe software applications. This subject is practical and hands-on, allowing students to develop a strong foundation in various design skills, including drawing, typography, graphic design, 2D and 3D processes, concept development, illustration, digital image and industry knowledge. Students will learn in contemporary studio environments as well as through workshops, presentations and group discussions.

Students will be involved in design competitions and projects that reflect industry practices and connect with people and ideas related to the real-life scenarios. Over the course, students will work on their design projects in a studio-based space, produce a digital portfolio of individual work that they can use to apply for other design-focused institutions or use as an entry point into the workforce. Although the Design Graphics projects are updated every year, examples of past projects include editorial magazine covers, movie poster design, digital photography and an InDesign Portfolio.

Key points:

- Girls study Design graphics four periods a week.
- The course is split into two units - Design Fundamentals and Personal Design.
- Students will become proficient in using industry software, including Adobe Illustrator, InDesign and Photoshop.
- Students have an opportunity to go on a field trip to the Perth CBD to view the work of various contemporary Perth illustrators/artists.
- Students attend incursion and excursion workshops and visit local art and design galleries.
- Finished products will be displayed at the annual Creative Arts Exhibition.
- Study and career paths include graphic design, photography, advertising and fashion.

Assessment:

The two types of assessments that occur in the unit are Production (70%) and Response (30%)

Further Study:

Design Graphics (Units 3 and 4) - General

What are the pre-requisites?

None

LEARN MORE

senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/arts/design

TALK TO

Ms Bird chantawan.bird@iona.wa.edu.au

MEDIA PRODUCTION AND ANALYSIS ATAR | LIST A

What is Media Production and Analysis?

Media is critical to our understanding of the world around us. Today media represents our primary means of communication and Iona media students develop a critical understanding of the evolving role of media in our society. In addition, through the production of students' own media productions allow them to foster the ability to be creative, develop original ideas, solve problems and demonstrate individuality.

Students studying Media Production and Analysis effectively develop screen industry production skills using state of the art production facilities. Their final graduate portfolio creates a solid body of work that students can use to assist in tertiary entrance in the field, with three screen productions produced over two years covering a variety of genres and styles. The subject also fosters critical thinking skills, encouraging students to consider how the media frames issues, represents groups and people, how institutions of power dictate narratives, and how revenue drives decision-making.

Iona girls have opportunities to go on excursions to film screenings and visit television studios, have access to visiting professionals from within the Australian film and television industry, engage in weekend and after-school workshops, and benefit from using state-of-the-art production technologies and software all year round, made accessible by the College and Media staff.

The focus of Year 11 is Unit 3 Popular Culture and Unit 4 Influence, with a heavy focus on the development of a critical and analytical engagement with popular media, and the development of vital skills in audio-visual production. Students develop and produce various audio-visual forms, such as short films, television series, documentaries and factual programming.

This ATAR course gives students the opportunity to use their Media Production and Analysis studies for the ATAR score for university entrance.

In both 2020 and 2021 the average course score was 71% with the highest standardised course combined score being 88.5% and 88.3% respectively.

In 2018 and 2019 the average course score for Media Production and Analysis was 73% with one student gaining 100% for the Practical aspect in 2019.

In 2015, Media Production and Analysis joined Production Arts Learning Area and has consistently been one of the top performing subjects at Iona since.

Media Production and Analysis examinations:

Students are required to complete 50% Practical work and 50% Written work. Students are required to sit an Examination at the end of both Semesters.

What is the prerequisite?

65% in Year 10 Media Production

HOLA approval

LEARN MORE

senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/arts/media-production-and-analysis

TALK TO

Mr De Byl
Ms Richardson

matt.debyl@iona.wa.edu.au
georgina.richardson@iona.wa.edu.au

VISUAL ARTS ATAR | LIST A

What is Visual Arts ATAR?

In the Visual Arts ATAR 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. The Visual Arts ATAR course allows students to develop aesthetic understandings and a critical awareness to appreciate and make informed evaluations of art through the engagement of their own art practice and the work of others.

Girls have an opportunity to visit Curtin University and participate in several workshops run by local/national and international artists, have access to visiting artists, after school and weekend workshops, and the allocation of a personal working space in Year 12.

The focus of Year 11 and Year 12 theory is to study a wide variety of artworks created by a vast number of artists from different backgrounds, who explore different contexts and utilise different materials to comment on numerous topics. The artworks range from traditional forms to more contemporary trends. Students also investigate four separate case study artists over the duration of the course. Conceptual individuality and skills development in practical work is explored through a variety of media

The ATAR course gives students an opportunity to use their Visual Arts studies for their ATAR score for university entrance.

2021 RESULTS

1 x Certificate of Excellence
2 x Year 12 Perspectives Exhibitors
State Top Performing Subject
Highest standardised course combined score 95%
Course average 75%

2021 RESULTS

3 x Year 12 Perspectives Exhibitors
SCSA Top Performing Subject WA
Highest standardised course combined score 88%
Course average 75%

Girls study Visual Arts ATAR for five periods a week

Students are encouraged to go on excursions and to a Visual Arts Camp. They have access to visiting artists, weekend workshops and an allocated personal working space. The students are also given opportunities to exhibit their works in external art exhibitions and competitions.

The focus of Year 11 is Modernism in Visual Art History and Australian Art, both traditional forms and contemporary trends. Conceptual individuality and skills development in practical work is explored through a variety of media.

Finished projects will be displayed at the annual creative arts exhibition - CREATE.

Visual Arts ATAR examinations:

Students are required to complete 50% practical work and 50% written work. Students are required to sit an examination at the end of both semesters.

What are the pre-requisites?

65% in Year 10 Visual Arts
HOLA approval

LEARN MORE

senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/arts/visual-arts

TALK TO

Mrs Corbett
Miss Richardson

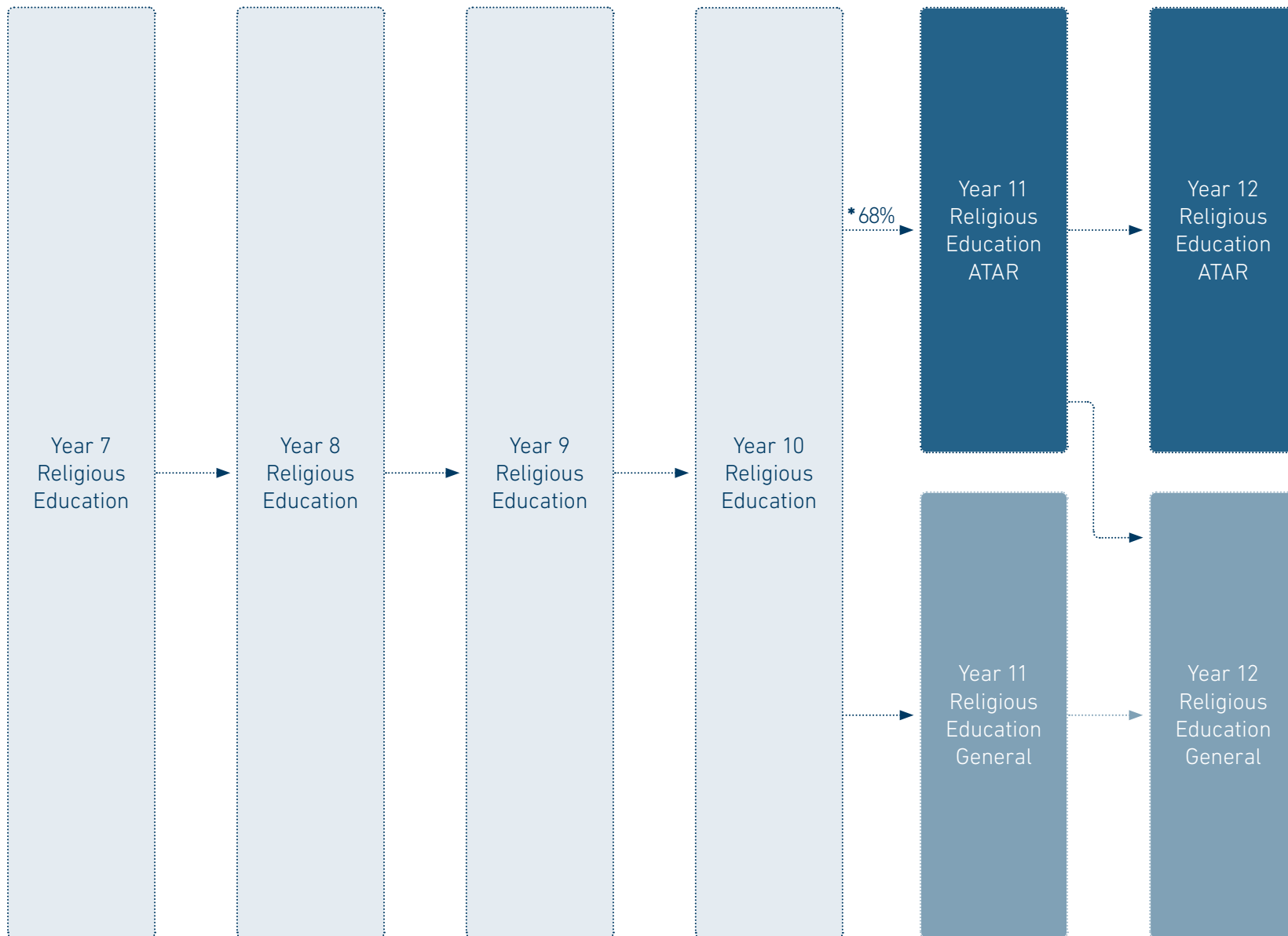
lisa.corbett@iona.wa.edu.au
georgina.richardson@iona.wa.edu.au

THIS PAGE IS INTENTIONALLY BLANK

RELIGIOUS EDUCATION



RELIGIOUS EDUCATION PATHWAYS



***Additional
pre-requisites**

65% HASS Standard
plus
65% English Standard

Attainment of course
pre-requisites in accordance
with the College WACE
Information Handbook is
required for entry into
Year 11/12 courses.

RELIGION AND LIFE ATAR | LIST A

What is Religion and Life?

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. At Iona, the course is taught in the context of the Catholic faith and will emphasise its beliefs and practices.

The Religion and Life ATAR course is both rewarding and challenging. This course allows students to develop a more adult view about the role of Catholicism and other religions within society.

In ATAR Religion and Life Source Analysis, students read and critique a variety of texts and statistics, developing important analytical skills. The Short Answer and Essay questions require very precise and detailed answers, necessitating a high level of skill in English, as marks are allocated for content and also for the quality of a student's argument and discussion.

Because of the literary demands of this course, students who are contemplating studying Religion and Life at ATAR level should have shown a high level of competency in both Religious Education and HASS. A student's marks in Essay writing and Source Analysis in both Year 10 Religion, and Year 10 HASS, are a good indicator about a student's potential in Religion and Life at ATAR level.

What content will I study in Year 11 and 12?

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. Students develop the skills required for conducting an inquiry, processing information, and communicating findings about the interplay between religion and life.

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. They further develop research skills for conducting an inquiry, processing information, and communicating findings about the interplay between religion and life.

What are the pre-requisites?

68% in Religious Education

plus

65% in HASS Standard

plus

65% in English Standard

LEARN MORE

senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/humanities-and-social-sciences/religion-and-life

TALK TO

Mrs Carr
Mrs Husband
Miss Porcaro
Miss Thomson

helen.carr@iona.wa.edu.au
heidi.husband@iona.wa.edu.au
alexia.porcaro@iona.wa.edu.au
gemma.thomson@iona.wa.edu.au

RELIGION AND LIFE GENERAL | LIST A

What is Religion and Life General?

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. At Iona, the course is taught in the context of the Catholic faith and will emphasise its beliefs and teachings.

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.

Students, using a range of primary and secondary sources, employ a variety of methods to investigate information. These methods include research, observation, analysis, discussion and involve personal interaction and reflection.

The course content is divided into three content areas:

- The nature of religion
- The influence of religion
- Religious inquiry and processes

What content will I study in Year 11 and 12?

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 consolidate the skills required for conducting an inquiry, processing information and communicating findings about 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. They further develop research skills for conducting an inquiry, processing information and communicating findings about the interplay between religion and life.

What are the pre-requisites?

None. All students are required to study Religion and Life at the College.

LEARN MORE

senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/humanities-and-social-sciences/religion-and-life

TALK TO

Mrs Husband

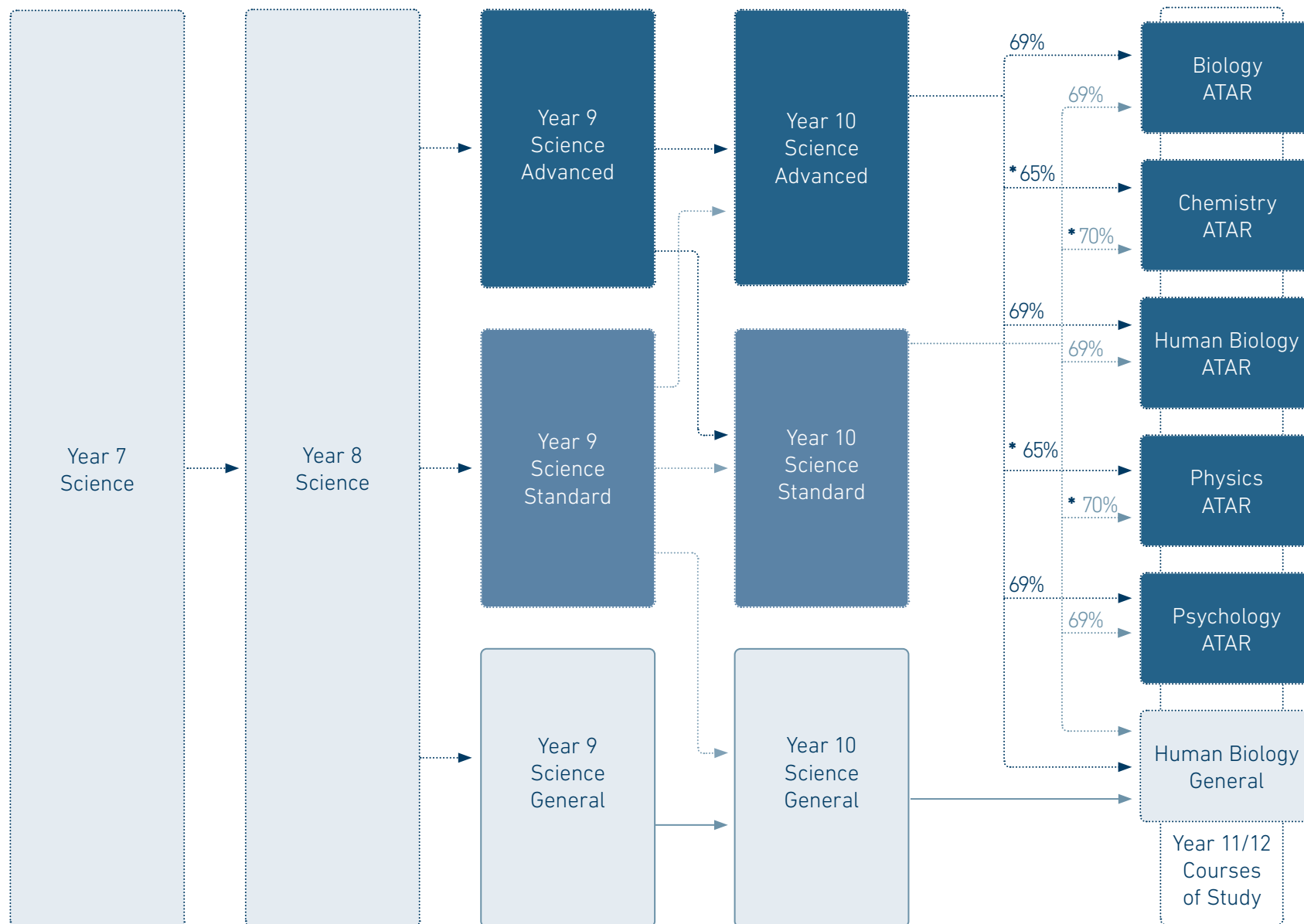
heidi.husband@iona.wa.edu.au

SCIENCE

BIOLOGY
CHEMISTRY
HUMAN BIOLOGY
PHYSICS
PSYCHOLOGY



SCIENCE PATHWAYS



*Additional pre-requisites

55% Mathematics Extension/Advanced

75% Mathematics Standard

Where appropriate, movement between General, Standard and Advanced courses will be considered.

Attainment of course pre-requisites in accordance with the College WACE Information Handbook is required for entry into Year 11/12 courses.

BIOLOGY ATAR | LIST B

What is Biology?

Students will explore biological concepts relating to microscopic organisms through ecosystems, identifying the way biological systems interact and are interrelated. Students will also view how organisms form, how they survive and the processes involved in these theories. Fieldwork, laboratory activities, investigations and other research techniques will provide evidence-based information to analyse and problem solve biological questions.

What content will I study in Year 11 and 12?

YEAR 11

Unit 1 - Ecosystems and Biodiversity

In this unit, students will analyse the biotic and abiotic components of ecosystems and dynamic processes including the movement of energy and matter, the interactions between species and the effects of interactions on population dynamics. They will use classification systems to compare organisms and evolutionary relationships. Biodiversity will be explored and the range of conservation strategies being undertaken to conserve and sustain biodiversity within ecosystems.

Unit 2 - Single cells to multicellular organisms

In the unit, students will explore the structure and function of organisms using a range of hands laboratory activities. They will study cells and the exchange of materials between cells and their external environment, the processes of photosynthesis and respiration and role of enzymes in controlling biochemical systems. The specialisation of systems in multicellular organisms including plants and animals will be studied including digestive, transport and gas exchange systems.

YEAR 12

Unit 3 - Continuity of species

This unit will focus on mechanisms of inheritance and the transmission of genetic material from one generation to another. Examination of the structural properties of the DNA molecule and the factors influencing the way the genetic code is expressed in organisms. Biotechnology technology will be studied and their application to agriculture and conservation identified. Students will study the theory of evolution by natural selection and formation of species and the evidence put forward to support the theory of evolution.

Unit 4 - Surviving in a changing environment

This unit will focus on examination of the need for organisms to survive to their internal and external environments. Students study the principles of homeostasis and the mechanisms organisms use to respond to changes in the environment such as temperature, water and salt concentrations. The cause, spread and control of infectious diseases is examined.

What are the pre-requisites?

69% in Biology Science Topic Advanced/Standard

LEARN MORE

senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/science/biology

TALK TO

Mr Tirli

jordan.tirli@iona.wa.edu.au

CHEMISTRY ATAR | LIST B

What is Chemistry?

The Chemistry ATAR course equips students with the knowledge, understanding and opportunity to investigate properties and reactions of materials.

What content will I study in Year 11 and 12?

YEAR 11

Unit 1 - Chemical fundamentals: structure, properties and reactions

In this unit, 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 - Molecular interactions and reactions

In this unit, 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 - Equilibrium, Acids and Bases, and Redox Reactions

Students investigate the concept of reversibility of reaction 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 - Organic chemistry and chemical synthesis

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.

What are the pre-requisites?

65% in Year 10 Chemistry Science Topic Advanced

70% in Year 10 Chemistry Science Topic Standard

plus

55% in Year 10 Mathematics Extension/Advanced

75% in Year 10 Mathematics Standard

LEARN MORE

senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/science/chemistry

TALK TO

Mr Larcher
Mrs Munns

carl.larcher@iona.wa.edu.au
sabina.munns@iona.wa.edu.au

HUMAN BIOLOGY ATAR | LIST B

What is Human Biology?

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.

What content will I study in Year 11 and 12?

YEAR 11

Unit 1 - The functioning human body

This unit looks at how human structure and function supports cellular metabolism and how lifestyle choices affect body functioning. In particular, the course focuses on various systems of the body: respiratory, cardiovascular, digestive, excretory and the musculoskeletal systems. Using knowledge of cell structure, function and metabolic activities, students will learn how each system is interdependent all allows the human body to function efficiently.

Unit 2 - Reproduction and inheritance

This unit provides opportunities for students to explore the transmission of genetic material to the next generation, the role of males and females in reproduction and how interactions between genetics and the environment influence early development. They will learn how processes for gamete production and zygote formation contribute to human diversity and produce new genetic combinations. Students will study the application of technological advances, the impact of medical knowledge and the issues associated with human reproduction.

YEAR 12

Unit 3 - Homeostasis and disease

This unit explores the nervous and endocrine systems, the mechanisms that help the systems of the body to function within the optimal range and the body's immune responses to invading pathogens. Students will study the complex interactions between the nervous system, the endocrine system and behavioural mechanisms in maintaining the internal environment. Students will explore the non-specific defences of the body that can be aided by the use of antibiotics and antiviral drugs and specific resistance produce long-lasting immunity. They will study how vaccinations can result in immunity to infections.

Unit 4 - Human variation and evolution

In this unit, students will explore the variations that exist between humans in their changing environment and evolutionary trends in human ancestors. They will study the effect of changing environments on genetic variation and gene pools, evolutionary mechanisms such as natural selection, migration and random events. Students will study how natural selection and isolation may lead to the evolution of new species and discuss the evidence for these changes.

What are the pre-requisites?

69% in Year 10 Biology Science Topic Advanced/Standard

LEARN MORE

senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/science/human-biology

TALK TO

Mrs Prendergast
Mrs Haskett

katrina.prendergast@iona.wa.edu.au
melissa.haskett@iona.wa.edu.au

HUMAN BIOLOGY GENERAL | LIST B

What is Human Biology General?

In the Human Biology General course, students learn about themselves, relating the structure of the different body systems to their function and understanding the interdependence of these systems in maintaining life. Reproduction, growth and development are studied to develop an understanding of the effects of lifestyle choices. Students will engage in activities exploring the coordination of the musculoskeletal, nervous and endocrine systems. They explore the various methods of transmission of diseases and the responses of the human immune system. Students research new discoveries that help increase our understanding of the causes and spread of disease in a modern world.

Practical tasks are an integral part of this course and develop a range of laboratory skills; for example, dissections and case studies. 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 implication of vaccination.

What content will I study in Year 11 and 12?

Unit 1 - Healthy Body

This unit looks at how cells are the basic structural and functional units of the human body and that materials are exchanged in a variety of ways within and between the internal and external environment to supply inputs and remove outputs for life processes. The respiratory, circulatory, digestive and urinary systems control the exchange and transport around the body for efficient functioning. The lifestyle choices we make can have consequences for the optimal functioning of these systems and that humans can intervene to treat dysfunction and influence the quality of life of the individual.

Unit 2 - Reproduction and Inheritance

This unit explores the role that males and females have in reproduction, where they will learn about the reproductive systems of males and females and how they are specialised in many different ways to produce differentiated gametes and ensure the chances of fertilisation and implantation are more likely. Sexually transmitted infections will be researched, and effects, treatments and ways to minimise infection will be examined. Students apply their knowledge to explore the structure and role of deoxyribonucleic acid (DNA) and its role during the cell division processes.

Unit 3 - Coordination

This unit explores bones, muscles, nerves and hormones and how they maintain the body to act in a coordinated manner. The structure and function of the musculoskeletal system provides for human movement, balance and growth. This is brought about by the interaction of the musculoskeletal system with the nervous and endocrine systems. Conditions affecting these systems, such as sporting injuries, hearing and vision defects, can result in a decrease or loss of function.

Unit 4 - Infectious Disease

This unit explores the causes and spread of disease and how humans respond to invading pathogens. Disease is caused by various pathogens that are transmitted between individuals and populations in many different ways. Prevention of transmission of disease and the body responses to disease will be explored and understood. Students will investigate transmission of diseases using second-hand data from a historical perspective and recent global incidences and consider how data is used to inform personal decisions and community responses related to disease prevention and control.

What are the pre-requisites?

None

LEARN MORE

senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/science/human-biology

TALK TO

Miss Bozich

olivia.bozich@iona.wa.edu.au

PHYSICS ATAR | LIST B

What is Physics?

In the Physics ATAR course students will learn how energy and energy transformations can shape the environment from the small scale such as in quantum leaps inside an atom's electron cloud, through the human scale to the large scale, in interactions between galaxies.

What content will I study in Year 11 and 12?

YEAR 11

Unit 1 - Thermal, nuclear and electrical physics

In this unit students develop an understanding of nuclear reactions and electricity. Students explore the ways physics is used to explain energy transfers and transformations that are pivotal to modern industrial societies. Students apply the nuclear model of the atom to investigate radioactivity and learn how nuclear reactions convert mass into energy. They examine the movement of electrical charge in circuits and use this to analyse electrical phenomena.

Unit 2 - Linear motion and waves

In this unit, students develop an appreciation of how motion and waves can be used to predict a wide range of phenomena. Students describe linear motion in terms of position and time data, and examine the relationships between force, momentum and energy. Students investigate common wave phenomena, including sound and earthquake waves, and compare the behaviour of these waves with the behaviour of light.

YEAR 12

Unit 3 - Gravity and Electromagnetism

In this unit, students develop a deeper understanding of motion and its causes by using Newton's Laws of Motion and the gravitational field model to analyse motion on inclined planes, the motion of projectiles and satellite motion. They investigate electromagnetic interactions and apply this knowledge to understand the operation of direct current (DC) and alternating current (AC) motors and generators, transformers and the AC electricity distribution systems. Students also investigate the production of electromagnetic waves.

Unit 4 - Revolutions in modern physics

In this unit, students examine observations of relative motion, light and matter that could not be explained by existing theories and investigate how the shortcomings of existing theories led to the development of the special theory of relativity and the quantum theory of light and matter. Students evaluate the contribution of quantum theory of light to the development of the quantum theory of the atom and examine the Standard Model of particle physics and the Big Bang theory.

What are the pre-requisites?

65% in Chemistry Science Topic Advanced

70% in Chemistry Science Topic Standard

plus

55% in Year 10 Mathematics Extension/Advanced

75% in Year 10 Mathematics Standard

LEARN MORE

senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/science/physics

TALK TO

Mr Hibble

john.hibble@iona.wa.edu.au

PSYCHOLOGY ATAR | LIST B

What is Psychology?

Have you ever wondered why you behave the way you do? What makes people tick? What part of the brain controls your aggression? Why can't you concentrate in Mathematics class? Why are you afraid of clowns?

Psychology is the study of the human mind and behaviour and tries to answer questions we have about the human condition. We look at such concepts as how you learn and how to improve your memory. In fact, it touches every area of your life and will help you to understand yourself and the people around you in ways you never imagined. The study of Psychology can lead to careers in a range of different fields, including elite sport, clinical practice, investigative research and teaching.

What content will I study in Year 11 and 12?

The content in Year 11 and Year 12 are broken down into the following sections:

CONTENT ORGANISERS	UNIT 1 AND UNIT 3	UNIT 2 AND UNIT 4
Self	Biological influences	Developmental Psychology
	Cognition	Personality
Others	Relationship Influences	Social psychology
	Communication	Culture and values
Research Methods	Planning and conduction psychological research	
	Processing and evaluating psychological research	

What are the pre-requisites?

69% in Year 10 Biology Science Topic Advanced/Standard

LEARN MORE

senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/science/psychology

TALK TO

Mrs Haskett
Mr Coutts

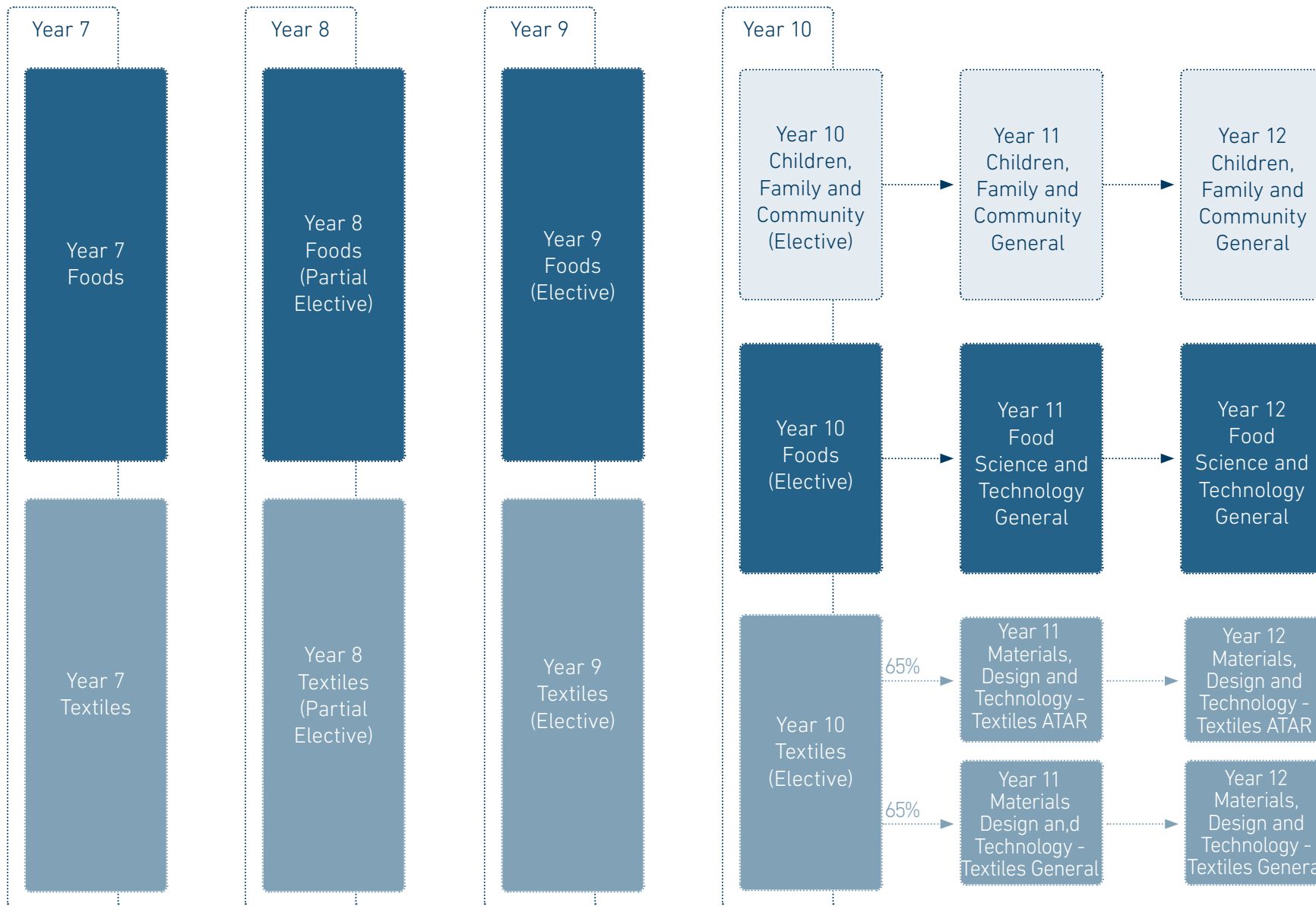
melissa.haskett@iona.wa.edu.au
brendan.coutts@iona.wa.edu.au

TECHNOLOGY AND APPLIED STUDIES

CHILDREN FAMILY AND COMMUNITY
FOOD SCIENCE AND TECHNOLOGY
MATERIALS, DESIGN TECHNOLOGY - TEXTILES



TECHNOLOGY AND APPLIED STUDIES PATHWAYS



Attainment of course pre-requisites in accordance with the College WACE Information Handbook is required for entry into Year 11/12 courses.

CHILDREN, FAMILY AND COMMUNITY | LIST A

What is Children, Family and Community?

The Children, Family and the Community General course focuses on factors that influence human development and the wellbeing of individuals, families and communities. Students explore the health of individuals and communities and the protective and preventative strategies that impact on growth and development.

They engage in research, examine goal setting, self-management, decision making, communication and cooperation skills that will assist individuals, families and communities to achieve their needs and wants.

Contemporary Australian issues or trends relating to families and communities at the state and national level are examined in practical ways.

Children Family and the Community is a hands-on course with practical aspects, various incursions and excursions and guest speakers. CFC suits both ATAR and ACCESS course students. ATAR students often select Children Family and the Community as their sixth subject.

Course Highlights include:

- Visits to local primary schools and early learning centres
- Practical based assessments
- Guest speakers

A student should select Children, Family and Community General if she:

- Thrives in a practical learning environment
- Is interested in the opportunity for future career progression into areas such as education, nursing, childcare, occupational therapy, community services, sociology, psychology.
- Is interested in working as a babysitter / nanny

Assessment Structure

- Investigation 30%
- Production 55%
- Response 15%

What are the pre-requisites?

None

LEARN MORE

senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/technologies/children,-family-and-the-community

TALK TO

Ms Kelleher
Ms Richardson

maryann.kelleher@iona.wa.edu.au
georgina.richardson@iona.wa.edu.au

FOOD SCIENCE AND TECHNOLOGY GENERAL | LIST B

What is Food Science and Technology General?

Food Science and Technology is a practical course. It provides students with opportunities to develop practical food-related skills. In this course, students develop their interests and skills through the design, production and management of food-related tasks. They develop knowledge of the sensory, physical, chemical and functional properties of food and apply these in practical situations. Students explore innovations in science and technology and changing consumer demands.

Food impacts every aspect of daily life and is essential for maintaining overall health and wellbeing, therefore, a background knowledge is highly beneficial. The Food Science and Technology General course provides the opportunities for students to explore and develop food related interests in food science and potential careers in hospitality, food retail, nutrition, wellness and food writing.

Food Science and Technology is a practical subject, with assessment content allocated as outlined below:

Assessment Structure

- Investigation 30%
- Production 60%
- Response 10%

A student should select Food Science and Technology General if she:

- Thrives in a hands-on learning environment
- Is interested in food production
- Wishes to enhance her employability
- Is interested in local foods, sustainability and food production services.

Course Highlights include:

- Local Foods Tour
- Opportunity to gain Food Safety certification
- In school immersions with local experts

What are the pre-requisites?

None

LEARN MORE

senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/technologies/food-science-and-technology

TALK TO

Ms Richardson georgina.richardson@iona.wa.edu.au

MATERIALS, DESIGN AND TECHNOLOGY - TEXTILES ATAR | LIST B

What is Materials, Design and Technology - Textiles ATAR?

The Materials, Design and Technology ATAR course is a practical course with a focus on Fashion and Textiles.

Working with materials, students develop a range of processing, manufacturing and organisational skills. When designing with materials, they develop cognitive skills such as critiquing, analysing, solving problems, generating innovative ideas and communicating what they do.

Students examine social and cultural values and the short-term and long-term impacts of the use and misuse of materials and associated technologies. Through this inquiry, experimentation and research, students develop their creativity and understanding of the society in which they live.

Students studying this course enjoy a practical course with numerous opportunities to work with innovators in the industry through in-class immersions and the opportunity to enter national textiles competitions and display their production pieces in the College Creative Arts Exhibition.

What content will I study in Year 11 and 12?

YEAR 11

UNIT 1

Students develop an understanding of the elements and fundamentals of design. They develop the skills and techniques appropriate to the materials being used and gain practice in planning and managing processes through the production of a design project.

UNIT 2

Students learn about the nature of designing for a client, target audience or market. They develop creative thinking strategies, and work on design projects within specified constraints as well as consider the environmental impacts and issues related to the sustainability and recycling of materials.

YEAR 12

UNIT 3

Students extend their understanding of design aesthetics and the use of creative and critical thinking strategies. Students work with an open and self-directed design brief to manage a project to design products to meet a specific need.

UNIT 4

Students investigate and analyse cultural and social factors which may have influenced historical and contemporary design. They critically examine current products and explore how emerging materials and technologies may affect, and be incorporated into, the design and development of future products.

What are the pre-requisites?

65% in Year 9 and/or 10 Textiles

LEARN MORE

senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/technologies/materials-design-and-technology

TALK TO

Mrs Costa

Ms Kelleher

Ms Richardson

leanne.costa@iona.wa.edu.au

maryann.kelleher@iona.wa.edu.au

georgina.richardson@iona.wa.edu.au

MATERIALS, DESIGN AND TECHNOLOGY - TEXTILES GENERAL | LIST B

What is Materials, Design and Technology - Textiles General?

The Materials, Design and Technology General course is a practical course. Students working with textiles design and manufacture 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.

Students studying this course enjoy a practical course with numerous opportunities to work with innovators in the industry through in-class immersions and the opportunity to enter national textiles competitions and display their production pieces in the College CREATE Exhibition.

Assessment Structure

- Design 25%
- Production 60%
- Response 15%

Course Highlights include:

- Fashion Illustration
- Opportunity to enter national textiles competitions
- Participate in the College CREATE exhibition
- In class Immersions

A student should select Materials, Design and Technology - Textiles General if she:

- Thrives in a practical learning environment
- Is interested in Fashion Design and Production
- Is interested in the opportunity for future progression into areas as diverse as fashion, costume, product and interior design.

What are the pre-requisites?

65% in Year 9 and/or 10 Textiles

LEARN MORE

senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/technologies/materials-design-and-technology

TALK TO

Mrs Costa	leanne.costa@iona.wa.edu.au
Ms Kelleher	maryann.kelleher@iona.wa.edu.au
Ms Richardson	georgina.richardson@iona.wa.edu.au



USEFUL INFORMATION

IONA PRESENTATION COLLEGE ACADEMIC AWARDS

Course Prizes

A prize will be awarded for the highest achievement in each SCSA course in Year 11 and Year 12.

Dux and Proxime Accessit

Prizes will be awarded for overall first (Dux) and second (Proxime Accessit) place in Year 11 and Year 12 ATAR courses, these results being determined by obtaining an aggregate of all final course marks in ATAR courses.

Prizes will also be awarded for overall first (Dux) and second (Proxime Accessit) place in Year 11 and Year 12 WACE General courses - awarded to students enrolled in the ACCESS program. These results being determined by obtaining an aggregate of all final course marks in General and ATAR courses.

Iona Academic Excellence Award

Awarded to Year 12 students who have demonstrated academic excellence across Years 11 and 12 in SCSA ATAR and GENERAL Courses.

Criteria 14 A Grades, or equivalent across Years 11 and 12.

SCHOOL CURRICULUM AND STANDARDS AUTHORITY ACADEMIC AWARDS

The criteria for prizes and awards for 2023 school leavers are on the School Curriculum and Standards Authority website. Below is a summary of the awards.

Beazley Medal: WACE

This is awarded to the highest achieving student in the State and is based on the scaled examination scores of five courses with two List A and two List B courses.

Beazley Medal: VET

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

General Exhibitions

These are awarded to the 40 highest achieving students in the State and will include five courses with two List A and two List B courses.

Subject Exhibitions (ATAR Courses)

These are awarded to the student achieving the highest examination mark for a particular course.

Subject Certificates of Excellence (ATAR Courses)

A course exhibition is 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

VET exhibition may be awarded to the eligible student who has demonstrated the most outstanding performance in an AQF VET Certificate II or higher and in their other course achievements. The student who is ranked first in the selection process for a VET certificate of excellence will be awarded the VET exhibition in that industry 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 13 training package industry areas and who are in the top 0.5 per cent of candidates.

Certificates of Merit and Distinction

Certificates of Merit and Certificates of Distinction recognise student achievement based on the grades awarded to students by their school in Years 11 and 12.

The point allocation for a Certificate of Merit (150-189 points) or a Certificate of Distinction (190-200 points) is as follows:

- A Grade in an ATAR unit = 10 points
- B Grade in an ATAR unit = 9 points
- A Grade in a General unit = 8 points
- Certificate IV = 54 points (replaces two Year 11 and four Year 12 units)
- Certificate III = 48 points (replaces two Year 11 and four Year 12 units)
- Certificate II = 24 points (replaces two Year 11 and two Year 12 units)

BEYOND IONA

UNIVERSITY ENTRANCE

The following requirements must be met by students who are considering applying for University entry in 2023 and beyond. Further details are available at the TISC website tisc.edu.au

Achievement of WACE

- Graduating with a WACE is a requirement for entry to university.
- Students must meet the requirement for English competence as set out by the individual universities.

ATAR Score (Australian Tertiary Admission Rank)

The following points apply to this requirement:

All ATAR courses Units 3 and 4 are eligible for use in determining an ATAR.

Units 3 and 4 have to be completed in order to derive an ATAR using this particular course. For the requirements of sufficient depth of study, it is advisable that students complete four units of study in the particular course over Years 11 and 12.

The final course result will be calculated using 50% of the school assessment and 50% from the external examination in that course (WACE examinations).

The ATAR for a particular student will be determined as an aggregation of the student's four best scores. The ATAR is a number from 1 to 100 indicating the student's rank in the state. The combination of the four final results will produce a Tertiary Entrance Aggregate (TEA) out of 400 which is converted to a score out of 100 which is the ATAR.

Students will need to avoid any pairing of prohibitive courses as determined by the School Curriculum and Standards Authority eg: Mathematics Applications and Methods.

All universities other than ECU will place a five-year period on the accumulation of final course levels of achievement. ECU will have no such time limit.

University Pre-requisites?

Some universities continue to apply pre-requisites 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.

Notre Dame University notredame.edu.au/study/admission-requirements

TISC tisc.edu.au

Alternate University Entrance

In recent years, universities have increasingly recognised the achievement of students involved in Vocational Education Programs. The universities recognise that very high achievement in this learning context demonstrates a commitment to study and developing skills. As such, all universities have alternate forms of entry. Many past Iona Presentation College students involved in the ACCESS Pathway have qualified for university entrance via this pathway when the opportunity for further tertiary study would have been denied through the ATAR Pathway.

Pathways offered through Curtin include:

- UNIREADY Enabling Program (one semester)
- Enabling Course in Science, Engineering and Health

Pathway offered through ECU includes:

- Portfolio Entry - apply directly to ECU Admissions

Pathway offered through Murdoch

- On Track - apply directly to the University

Students must pass these units with a minimum grade >65 in each unit and meet other admission requirements.

Notre Dame University - Tertiary Pathway Program

The University of Notre Dame Australia has an enviable record of both student success and pastoral care. It has three campuses available for study: Fremantle, Broome and Sydney. Notre Dame recognises that suitability for tertiary study need not rely solely on an ATAR score. The university is active in interviewing applicants for positions in its many courses. Applications to Notre Dame are made separately to public universities. Students do not make application through TISC.

Entrance to the University of Notre Dame (Australia) is made through private application and interview. The selection process is based on the student's:

Secondary Graduation

Personal qualities, motivation and academic potential

Contribution to Church, school and community life

Academic achievement (including ATAR)

- Minimum ATAR of 90 for Law
- Minimum ATAR of 90+ for Physiotherapy
- Minimum ATAR of 70 for all other courses*

Interview

The University of Notre Dame offers a Tertiary Pathway Program (TPP). The TPP is designed for students who have not achieved the minimum entry requirement for admission into an undergraduate degree. The Tertiary Enabling Program prepares students for undergraduate study (Education, Business or Nursing). It is a one semester course, offered in Semesters 1 and 2.

TAFE ADMISSIONS

tasonline.tafe.wa.edu.au

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 her achievement in an 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.

If a student is using courses to gain entry to TAFE, the General courses are the appropriate form of study for this. Students should not undertake the study of ATAR courses with the view to entering TAFE. A student applying for a competitive TAFE course is given an entrance score, which is derived from the selection criteria. It will be different for each TAFE course applied for. Selection depends on the students ranking compared with other applicants, and the number of places being offered in the relevant course.

Some possibilities:

- Some qualifications may require specific courses to have been studied at school
- Folio and/or interview requirements may apply to some qualifications
- All TAFE applications need to be underpinned by documented evidence of a student's academic record.

Approximately 30% of TAFE courses are highly competitive and have selection criteria - only the best applicants are offered places. A student applying for a competitive TAFE course is given an entrance score, which is derived from the selection criteria, and which will be different for each TAFE course applied for (students typically apply for a number of TAFE courses, listing them in order of preference). Selection depends on the student's ranking compared with other applicants, and the number of places being offered in the relevant course.

Points are awarded to each applicant according to the following areas:

- **School Results** (up to 42 points).
- **Work Experience** (up to 29 points). Scoring is based on 0.002 points per hour worked and includes work both paid and unpaid, work experience, and work completed through Workplace Learning placements as well as Community Service.
- **Qualification** (up to 29 points). Any student who achieves a VET Certificate is awarded points based on the achievement level (Eg Certificate IV Business Studies is worth more than a Certificate I in Hospitality).

TAFE Qualifications

A TAFE course can run from six months to three years depending on the level of certification or diploma. This is a very practical tool with highly relevant application to industry and responsiveness to the employment market.

As the workforce becomes more flexible and adaptable the need for prospective employees to demonstrate both theoretical knowledge and applicable skills will increase. It is not uncommon now to see a cross-over between studying at TAFE and a university. Firstly, students who study at TAFE develop the skills, maturity and foundational knowledge to move to a university course.

TAFE offers different levels of certification as well as diploma studies and associate degrees. The higher the certification and level of study, the more demanding are the skills and knowledge levels. TAFE provides good links between the different levels of qualifications as well as positioning students with higher TAFE qualifications for university consideration.

What the different certification and higher study diplomas mean:

Certificates I and II: These provide direct entry to the job market. A student exiting with these levels of study has skills related to industry and can undertake positions of employment requiring limited responsibilities.

Certificate III: This certification assists with employment in junior to intermediate levels in areas related to the service industries. Apprenticeships and traineeships relate to this level of certification.

Certificate IV: A more substantial level of knowledge and skills acquisition related to your area or industry. The level of responsibility for others increases with this certification.

Diploma and Advanced Diploma: This level of study prepares you for professional and managerial status.

CONTACTS - GENERAL

Apprenticeships and Traineeships

All the info on how to train on the job.

W dtwd.wa.gov.au/apprenticeship-office

ATAR examinations

- Examination information
- University entrance
- Special provisions

W senior-secondary.scsa.wa.edu.au/assessment/examinations

ATAR (Past) course examinations

W senior-secondary.scsa.wa.edu.au/further-resources/past-atar-course-exams

Courses – Year 11 and 12

W senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials

Curtin University

Future Students Centre

Kent Street

BENTLEY WA 6102

T 1300 222 888

E prospectivestudentservices@curtin.edu.au

W study.curtin.edu.au

Disability adjustments

W senior-secondary.scsa.wa.edu.au/assessment/disability-adjustment-guidelines

Edith Cowan University

Student Recruitment

Building 2, 100 Joondalup Drive

JOONDALUP WA 6027

T 134 328

E futurestudy@ecu.edu.au

W ecu.edu.au

Employment Services

Wage rates, conditions of employment, rights, choices in the workplace etc. can be found through this site.

W commerce.wa.gov.au/labour-relations/wa-pay-rates

Labour Market Insights

Guide to Australian Careers. Career quiz, explanation of careers in demand where you live and future industry outlook.

W labourmarketinsights.gov.au

Murdoch University (Including Rockingham Campus enquiries)

Prospective Students and Admissions Centre

South Street

MURDOCH WA 6150

T 1300 687 3624

E admissions@murdoch.edu.au

W murdoch.edu.au

My Future

A resource program which has information on all sorts of career related topics e.g. education and training, employment and career development.

W myfuture.edu.au

Online Literacy and Numeracy Assessment (OLNA)

W senior-secondary.scsa.wa.edu.au/assessment/olna

School-based assessment

W senior-secondary.scsa.wa.edu.au/assessment/school-based-assessment

School Curriculum and Standards Authority (SCSA)

FACEBOOK

W facebook.com/SCSAWA

STUDENT INFORMATION WEBSITE

W student.scsa.wa.edu.au/

STUDENT PORTAL

W student.scsa.wa.edu.au/student-portal

YEAR 12 INFORMATION HANDBOOK

W scsa.wa.edu.au/publications/year-12-information

Study Link

Allows you to search the world for study options. With a database of over 200,000 courses, you are sure to find that area of study that interests you!

W studylink.com

TAFE

W fulltimecourses.tafe.wa.edu.au

The University of Notre Dame Australia

19 Mouat Street

FREMANTLE WA 6160

P PO Box 1225, FREMANTLE WA 6959

T (08) 9433 0555

W notredame.edu.au

E future@nd.edu.au

The University of Western Australia

Admissions Centre

35 Stirling Highway

CRAWLEY WA 6009

T 131 892

W uwa.edu.au

E admissions@uwa.edu.au

The Western Australian Certificate of Education (WACE)

W senior-secondary.scsa.wa.edu.au/the-wace

Vocational Education and Training (VET)

- How VET contributes to the WACE
- News and frequently asked questions:
W senior-secondary.scsa.wa.edu.au/vet/faqs
- VET industry specific courses
- VET credit transfer
- WACE recognition of VET accredited courses

W senior-secondary.scsa.wa.edu.au/vet

WA Academy of Performing Arts (WAAPA)

2 Bradford Street

MOUNT LAWLEY WA 6050

T 134 328

W waapa.ecu.edu.au

WACE (Past) examinations

W senior-secondary.scsa.wa.edu.au/further-resources/past-wace-examinations

Western Australian Statement of Student Achievement (WASSA)

W senior-secondary.scsa.wa.edu.au/certification/wassa

CONTACTS - IONA PRESENTATION COLLEGE

COLLEGE LEADERSHIP TEAM

Rod O'Meara

Dean of Senior Students

rod.omeara@iona.wa.edu.au

Jordan Tirli

Dean of Students

jordan.tirli@iona.wa.edu.au

Ryan Shelton

Deputy Principal - Learning and Innovation

ryan.shelton@iona.wa.edu.au

HEADS OF YEAR

Fiona Wilkinson

Head of Year 10

Semester 2 2022

Melissa Haskett

Head of Year 11

melissa.haskett@iona.wa.edu.au

Brendan Coutts

Head of Year 12

brendan.coutts@iona.wa.edu.au

HEADS OF LEARNING AREA

Sam Perera

English

sam.perera@iona.wa.edu.au

Rebecca Neesham

Gifted and Talented

rebecca.neesham@iona.wa.edu.au

Tessa Anderson

Health and Physical Education

tessa.anderson@iona.wa.edu.au

Vanessa Carbone

Humanities and Social Science

vanessa.carbone@iona.wa.edu.au

Catherine Champalle

Languages

catherine.champalle@iona.wa.edu.au

Michelle Perche

Learning Enhancement

michelle.perche@iona.wa.edu.au

Linda Archer

Mathematics

linda.archer@iona.wa.edu.au

Lynette Taylor

Music

lynette.taylor@iona.wa.edu.au

Josh Brant

Performing Arts

josh.brant@iona.wa.edu.au

Georgie Richardson

Production Arts; Technology and Applied Studies

georgie.richardson@iona.wa.edu.au

Heidi Husband

Religious Education

heidi.husband@iona.wa.edu.au

Carl Larcher

Science

carl.larcher@iona.wa.edu.au

THIS PAGE IS INTENTIONALLY BLANK

For further enquiries please contact

Rod O'Meara

Dean of Senior Students

rod.omeara@iona.wa.edu.au

Ryan Shelton

Deputy Principal - Learning and Innovation

ryan.shelton@iona.wa.edu.au



IONA
PRESENTATION COLLEGE

Senior School
33 Palmerston Street
Mosman Park
Western Australia 6012

T 08 9384 0066
E admin@iona.wa.edu.au
w www.iona.wa.edu.au