The Careers Counsellor, your Tutor and your Head of House will discuss your subject selections with you.

Two important events will be:
- Your Subject Selection Interview in Week 8/9 and
- Year 10 Parent-Teacher-Student interviews on Monday 30 June.

This Subject Selection Information Booklet should be viewed in conjunction with the Subject Selection Interview Form, which has been given to boys in print form and needs to be brought to the Subject Selection Interview in Week 8/9.

The initial online subject selection will need to be completed and submitted by **Wednesday 2 July**.

Your selections will then be reviewed and you will be asked to make your final submissions by **Friday 1 August**.
Subject selection timeline

1. **Terms 1 and 2**
   Ms Jody Clarke completes unit on careers with Year 10 students in Personal and Spiritual Development classes to discuss career decision-making, work values and job investigation and upper school subjects. The Director and Assistant Director of Studies brief students on the selection process.

2. **Wednesday 4 June**
   Year 10 Parent Information Evening, 7.30 pm in the Senior Staff Common Room.

3. **Monday 9 June**
   Year 11 Subject Selection Information Booklet and teacher recommendations made available to parents.
   Year 11 Subject Selection Interview Form distributed to boys during tutor group.

4. **Monday 16 June – Friday 27 June**
   Individual interviews with Year 10 boys to discuss subject choices. Boys must bring with them their completed Year 11 Subject Selection Interview Form. Interviews are held with Head of House, Careers Counsellor and (for boarders) their Boarding Co-ordinator. Parents are invited to attend at the date and time indicated in the covering letter. Copies of each boy's current marks will be available for reference.

5. **Wednesday 18 June**
   Combined Schools’ Tertiary Expo, held this year at Scotch College, from 5.00 pm.

6. **Monday 30 June**
   Year 10 Parent-Student-Teacher Interviews. Current grades will be confirmed.

7. **Wednesday 2 July**
   Closing date for initial subject selections (to be made online via Parent Portal).

8. **Friday 1 August**
   Closing date for changes to subject selections (via Parent Portal).

9. **Later Term 3 and Term 4**
   Subject changes permitted where it can be facilitated by the timetable. Please contact the Studies Office directly to make any changes.
What career type are you?

What parents can do to help with subject selection

Your son is the most important person in this process and should be the one who makes the final decision. As parents, you can help by encouraging your son to work through each of a series of steps toward making a decision. Each step involves exploring options.

What boys can do to select subjects effectively

Read through the next two pages and try to address the questions as best you can. There is no need for you to write any responses to questions in this section.

The way to identify your career type is by exploring the following six career categories. It works on the belief that all types of work can be categorised within these six areas and by selecting the area(s) that is(are) most suited to your personality, where you are more likely to find career satisfaction.

Based on John Holland’s Career Theory.

Possible study pathways
Technology
Skilled Trades
Sport & Recreation
Military
Science
Hospitality

Possible study pathways
Technology
Accounting/Finance
Law
Business & Commerce
Administration
Engineering

Possible study pathways
Education
Sport & Recreation
Law
Health Care
Human Resources
Hospitality
Step 1: Asking basic questions
- What am I interested in?
- What am I good at?
- Would I like to work indoors or outdoors?
- Would I like to work with my hands or with words and figures?
- Would I like to work in a team or by myself?

Your son has already covered some of this in the Year 10 Career Education Course and it may be a useful reference.

Step 2: Exploring the career interest area
- What jobs are available in this career area?
- What do these jobs involve?
- What do people who work in these jobs say about their work?

Step 3: Looking at specific jobs in the career interest area
- What qualifications are needed for this job?
- What personal qualities are required?
- What are the job prospects?
- What are the conditions of work? (place, time, travel, holidays)
- How much will I be paid?
- What prospects are there for promotion?

Who you can talk to

The Careers Counsellor, Ms Jody Clarke, will be able to give you career advice and advice about the subjects that you select in Years 11 and 12. When you choose your subjects you will need to make sure that your choices match the career choices that you want to make. Ms Clarke will help you with information related to:

- subjects required for entry to university (in WA, elsewhere in Australia or overseas)
- subjects related to careers/occupations
- relevant subjects for post-secondary courses at Registered Training Organisations (RTOs), for example TAFE and private providers.

There are other people apart from the counsellor who can assist you to make informed decisions. They could include:
- subject teachers, tutor, Head of House
- parents
- friends
- advisers from TAFE and universities and training providers
- students who are currently studying the subjects that interest you
- employers or people within an industry or organisation that interests you
- role models or successful people in the career of your choice.
For more information on courses and careers

Please use any and all of the following for further information:

- **Combined Schools’ Career Expo** at Scotch College, 18 June, 5.00 - 7.30 pm.
- **Year 10 Parent-Student-Teacher Evening** on Monday 30 June.
- **Careers Counsellor** – Ms Jody Clarke, 9442 1604
- **Training Information Centre and Career Information Centre**, 166 Murray Street, Perth (2nd Floor).

Useful Websites:

- [www.myfuture.edu.au](http://www.myfuture.edu.au)

For detailed information on Year 11 Courses visit the School Curriculum and Standards Authority website at:
- [www.scsa.wa.edu.au](http://www.scsa.wa.edu.au)

For information on University Admissions, visit the Tertiary Institutions Service Centre (TISC) at:
- [www.tisc.edu.au](http://www.tisc.edu.au)

For information on TAFE Admissions, visit TAFEWA at:
- [www.tafe.wa.edu.au](http://www.tafe.wa.edu.au)
ATAR pathway - subjects

This section describes the subject options available to students who are seeking to receive an ATAR at the end of Year 12. This is required for direct entry into university and is sought by many of our students.

Please use this section as a rough guide to which options are suitable for you. It is not prescriptive; nevertheless, it will give a clear indication of what would be an appropriate / inappropriate subject choice.

A more detailed description of each subject can be found in the attachment named ‘ATAR Course Summary (WACE 2014)’. This summary of courses is based on the WACE descriptions relevant to 2014 and earlier, although most subjects are unchanged. The first year of the new WACE is 2015, and up-to-date information is available at http://wace1516.scsa.wa.edu.au/

Students studying an ATAR pathway may choose one of their six subjects from the ‘General pathway’ section of this document. Please find these subjects listed later in this booklet. Study of one of these subjects is recommended in cases where a boy is not confident that he will be able to handle the workload of six ATAR subjects.

English

Every student must study one English subject. It is the only compulsory subject.

<table>
<thead>
<tr>
<th>Year 10 Subject</th>
<th>Year 10 Grade</th>
<th>Recommended Subject(s) (for study in Year 11 and Year 12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>A, B</td>
<td>Literature ATAR or English ATAR</td>
</tr>
<tr>
<td>English</td>
<td>C*</td>
<td>English ATAR</td>
</tr>
<tr>
<td>English</td>
<td>D, E</td>
<td>English General (see the ‘General Pathway’ at the end of this booklet)</td>
</tr>
<tr>
<td>English (Additional Language)</td>
<td>All grades</td>
<td>English as an Additional Language/Dialect ATAR</td>
</tr>
</tbody>
</table>

* Students who have achieved a low C grade may experience difficulty in further study of the subject at an ATAR level. Please refer to specific teacher recommendations for guidance.

**English ATAR** and **Literature ATAR** teach students about the English language and its literature using a range of texts. In English, these texts are novels, plays and poetry along with media texts such as feature films, documentaries and music videos. In Literature, students read and study a range of classic and contemporary texts from the genres of poetry, drama and prose fiction. Both subjects require analysis of unseen texts in their examinations.

**English General** focuses on everyday communication. Students use written, oral, multimodal and digital forms to comprehend and create a range of different text types.

**EAL/D ATAR** (English as an Additional Language/Dialect) is designed as an alternative for students who speak another language or dialect as their first or ‘home’ language. Students need to apply to the School Curriculum and Standards Authority for eligibility to study this subject in Year 12.
Mathematics

Students may study up to two Mathematics subjects.

<table>
<thead>
<tr>
<th>Year 10 Subject</th>
<th>Year 10 Result</th>
<th>Recommended Subject(s) (for study in Year 11 and Year 12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics Advanced</td>
<td>80% +</td>
<td>Mathematics Methods ATAR and Mathematics Specialist ATAR</td>
</tr>
<tr>
<td></td>
<td>70% +</td>
<td>Mathematics Methods ATAR and/or Mathematics Applications ATAR</td>
</tr>
<tr>
<td></td>
<td>Below 70%</td>
<td>Mathematics Applications ATAR</td>
</tr>
<tr>
<td>Mathematics Mainstream</td>
<td>85% +</td>
<td>Mathematics Methods ATAR and Mathematics Specialist ATAR</td>
</tr>
<tr>
<td></td>
<td>75% +</td>
<td>Mathematics Methods ATAR and/or Mathematics Applications ATAR</td>
</tr>
<tr>
<td></td>
<td>45% - 75%</td>
<td>Mathematics Applications ATAR</td>
</tr>
<tr>
<td></td>
<td>Below 45%</td>
<td>Mathematics Applications ATAR</td>
</tr>
<tr>
<td>Mathematics Support</td>
<td>any</td>
<td>Mathematics Essential (General) (see the ‘General pathway’ at the end of this booklet)</td>
</tr>
</tbody>
</table>

**Mathematics Specialist** is an ATAR course designed to develop rigorous mathematical arguments and proofs, and to use mathematical models extensively. It is suitable for students with a strong interest in mathematics, including those intending to study Mathematics, Statistics, Physical Sciences and Engineering courses in the university. It should be studied in conjunction with Mathematics Methods. It has been listed by the TISC website as recommended or a prerequisite for Science-based or Engineering degrees.

**Mathematics Methods** is an ATAR course that focuses on the use of calculus and statistical analysis. It provides a foundation for further studies in disciplines in which mathematics and statistics have important roles. It is useful for students considering Science-based or Engineering degrees after school, and has been listed by TISC as a prerequisite to some Science-based degrees.

**Mathematics Applications** is an ATAR course that focuses on the use of mathematics to solve problems in contexts that involve financial modelling and statistical analysis. It is designed for students whose future studies or employment require general mathematics skills but not calculus. It is a course that will provide good preparation for university courses in commerce, and has been listed by TISC as a prerequisite to many commerce-based degrees.

**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 and community settings. This course provides the opportunity for students to prepare for post-school options of employment and further training.
Science

Students may study any number of Science subjects. Where students have not yet studied the selected subject in Year 10, we recommend that the results they attained in the subject in Year 9, considered in combination with their other Year 10 Science results, can be used as a guide for their selections. These selections can be reviewed as trimesters are completed.

<table>
<thead>
<tr>
<th>Year 10 Subject</th>
<th>Year 10 Grade</th>
<th>Recommended Subject(s) (for study in Year 11 and Year 12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>A, B, C*</td>
<td>Biology ATAR and/or Human Biology ATAR</td>
</tr>
<tr>
<td>Chemistry</td>
<td>A, B, C*</td>
<td>Chemistry ATAR</td>
</tr>
<tr>
<td>Physics</td>
<td>A, B, C*</td>
<td>Physics ATAR</td>
</tr>
<tr>
<td>Any Science</td>
<td>A, B, C*</td>
<td>Psychology ATAR</td>
</tr>
</tbody>
</table>

* Students who have achieved a low C grade may experience difficulty in further study of the subject at an ATAR level. Please refer to specific teacher recommendations for guidance.

Biology highlights, investigates and answers questions about the living world, looking at the changing nature and the complexity of the organism and its surrounding environment. Biology gives us perspectives on ethical, environmental and sustainability issues, contributing to our understanding of the structure and function of organisms, genes and DNA, the theory of species survival and development through evolution, ecosystems, biodiversity and the biotechnological processes that are changing our world.

Chemistry equips students with the knowledge, understanding and opportunity to investigate structural properties and uses of materials, chemical reactions, problem solving and the application of chemistry principles to biological, environmental and industrial contexts. It is recommended that students studying this subject also study Mathematics: Methods.

Human Biology explores what it is to be human – how different body systems such as the nervous and endocrine systems work together to maintain homeostasis; the impact of biotechnological advances on medical interventions; the mechanisms that increase human variation; the effect of the environment on your genome (epigenetics); and the evolution of the human species over time.

Physics involves exploration of the phenomena that explain the world around us. It attempts to find patterns that relate these phenomena from the formation of the universe down to the nature of subatomic particles and everything in between. It is recommended that students studying this subject also study Mathematics: Methods.

Psychology is the scientific study of how we think, feel and act. Students learn about major psychology models and theories to answer questions about what motivates people, what influences their development and how this influences the development of society and self. Through scientific knowledge and method, these various models and theories are applied in everyday settings that will help students understand themselves and their world.
**Humanities**

Students may study any number of Humanities subjects. Where students have not yet studied the selected subject in Year 10, we recommend that the results they attained in the subject in Year 9, considered in combination with their other Year 10 Humanities results, can be used as a guide for their selections. These selections can be reviewed as trimesters are completed.

<table>
<thead>
<tr>
<th>Year 10 Subject</th>
<th>Year 10 Grade</th>
<th>Recommended Subject(s) (for study in Year 11 and Year 12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commerce or Investing &amp; Enterprise</td>
<td>A, B, C*</td>
<td>Economics ATAR and/or Accounting &amp; Finance ATAR</td>
</tr>
<tr>
<td>History or Global Perspectives</td>
<td>A, B, C*</td>
<td>Modern History ATAR and/or Ancient History ATAR and/or Politics &amp; Law ATAR and/or Philosophy &amp; Ethics ATAR</td>
</tr>
<tr>
<td>Geography</td>
<td>A, B, C*</td>
<td>Geography ATAR</td>
</tr>
<tr>
<td>Any Humanities</td>
<td>D, E</td>
<td>Geography General (see the ‘General Pathway’ at the end of this booklet)</td>
</tr>
</tbody>
</table>

* Students who have achieved a low C grade may experience difficulty in further study of the subject at an ATAR level. Please refer to specific teacher recommendations for guidance.

**Accounting and Finance** aims to make students financially literate by creating an understanding of the systems and processes through which financial practices and decision making are carried out, as well as the ethical, social and environmental issues involved. It helps students to analyse and make informed decisions about finances.'

**Ancient History** engages students in historical inquiry, revealing various perspectives and interpretations of past events and actions. The focus is on the societies of Ancient Rome and Ancient Greece.

**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.

**Geography ATAR** teaches students to observe and describe places on the surface of the Earth, and, from a spatial perspective, analyse and provide explanations on human and physical phenomena and their complex interactions. **Geography General** teaches similar concepts in less detail, placing a greater emphasis on the skills elements of the course.

**Modern History** is the study and practice of making meaning of the past with a view to understanding the present. It engages us with the ideas, beliefs and values that shape and influence our lives. The focus is on Nazi Germany, Shogunate Japan, the Russian Revolution and 1950s-1990s Australia.

**Philosophy and Ethics** teaches students how to think rather than what to think. Students are encouraged to analyse, critique and advance arguments in a clear and reasoned manner. These skills are applied to various branches of philosophy including; logic, knowledge, science, religion, meaning, human nature, ethics, politics and many others.

**Politics and Law** aims to develop knowledge of the principles, structures, institutions and processes of political and legal systems, primarily in Australia. It brings together the judicial, executive and legislative
arms of government to demonstrate how society is governed and examines the philosophy and values on which society is governed.

Art

Students may choose to study one or more Art based subjects in Year 11 and 12 even if they did not study an Art based subject in Year 10. Previous study would, however, be an advantage.

<table>
<thead>
<tr>
<th>Year 10 Subject</th>
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<th>Recommended Subject(s) (for study in Year 11 and Year 12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any Art based subject and English</td>
<td>A, B, C*</td>
<td>Visual Arts ATAR and/or Design ATAR and/or Media Production &amp; Analysis ATAR</td>
</tr>
<tr>
<td>Any Art subject</td>
<td>D, E</td>
<td>Visual Arts General (see the ‘General Pathway’ at the end of this booklet)</td>
</tr>
</tbody>
</table>

* Students who have achieved a low C grade may experience difficulty in further study of the subject at an ATAR level. Please refer to specific teacher recommendations for guidance.

Visual Arts ATAR engages students in traditional, modern and contemporary media and techniques within a broad range of art forms. Visual Arts General teaches similar concepts in less detail, placing a greater emphasis on the practical elements of the course.

Design allows students to develop a competitive edge for current and future industry and employment markets. Design will be studied within the context of Digital Photography or Graphics.

Media Production & Analysis develops students’ skills to make and understand traditional and emerging media including film, photography, newspapers, magazines, television and emerging multimedia technologies.

Drama

Students may choose to study Drama subject in Year 11 and 12 even if they did not study Drama in Year 10. Previous study would, however, be an advantage.

<table>
<thead>
<tr>
<th>Year 10 Subject</th>
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<th>Recommended Subject(s) (for study in Year 11 and Year 12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drama or English</td>
<td>A, B, C*</td>
<td>Drama ATAR</td>
</tr>
<tr>
<td>Drama or English</td>
<td>D, E</td>
<td>Drama General (see the ‘General Pathway’ at the end of this booklet)</td>
</tr>
</tbody>
</table>

* Students who have achieved a low C grade may experience difficulty in further study of the subject at an ATAR level. Please refer to specific teacher recommendations for guidance.

Drama ATAR engages students in practice and theory as students study, design and produce theatre. The subject includes improvisation and play building to create original drama and interpret a range of scripted texts. Students engage in the production process including acting, set, costume, stage management, sound, lighting, props and multimedia. Drama General teaches similar concepts in less detail, placing a greater emphasis on the practical elements of the course.
Design & Technology

Students may choose to study one or more Design & Technology based subjects in Year 11 and 12 even if they did not study a D&T subject in Year 10. Previous study would, however, be an advantage.

<table>
<thead>
<tr>
<th>Year 10 Subject</th>
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<th>Recommended Subject(s) (for study in Year 11 and Year 12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any D&amp;T subject</td>
<td>A, B</td>
<td>Engineering Studies ATAR and/or Materials Design &amp; Technology ATAR and/or Marine &amp; Maritime Studies ATAR</td>
</tr>
<tr>
<td>Any D&amp;T subject</td>
<td>C*</td>
<td>Materials Design &amp; Technology ATAR and/or Marine &amp; Maritime Studies ATAR</td>
</tr>
<tr>
<td>Any D&amp;T subject</td>
<td>D, E</td>
<td>Marine &amp; Maritime Studies General and/or Materials Design &amp; Technology General and/or (see the ‘General Pathway’ at the end of this booklet)</td>
</tr>
</tbody>
</table>

* Students who have achieved a low C grade may experience difficulty in further study of the subject at an ATAR level. Please refer to specific teacher recommendations for guidance.

**Engineering Studies** is a practical subject with a significant theoretical component, in which students design, construct and program a small mechatronic buggy. Learning activities include the design and construction of electronic circuits and mechanisms, computer aided design and manufacture.

**Materials Design & Technology ATAR** is a practical subject in which students learn to manipulate materials, tools and machinery to produce quality products in resistant materials. A major emphasis is on students designing and producing a practical product of their own choosing. This is studied in the context of wood. **Materials Design & Technology General** teaches similar concepts in less detail, placing a greater emphasis on the practical elements of the course and a lesser emphasis on design. This course may be studied in either a wood or a metal context.

**Marine & Maritime Studies ATAR** allows students to explore marine environments; technologies developed for and issues arising from human use of these environments; and the maritime industry. Students will develop knowledge of the properties inherent in a seaworthy craft and the basics of good design, and will be given the opportunity to become responsible and competent boat handlers and navigators under power. **Marine & Maritime Studies General** allows students to develop and improve boat-handling skills in both sailing and powerboats to gain recognized qualifications in the boating field. Students also learn the basics of navigation and marine environments, as well as watercraft design, construction and maintenance.
Information Technology

Students may choose to study one or more Information Technology based subjects in Year 11 and 12 even if they did not study an Information Technology subject in Year 10. Previous study would, however, be an advantage.

<table>
<thead>
<tr>
<th>Year 10 Subject</th>
<th>Year 10 Grade</th>
<th>Recommended Subject(s) (for study in Year 11 and Year 12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNSW High School Computing</td>
<td>Pass</td>
<td>Computer Science 3AB (accelerated)</td>
</tr>
<tr>
<td>iOS App Development or Computer Science or Computing Fundamentals</td>
<td>A, B, C*</td>
<td>Computer Science ATAR and/or Applied Information Technology ATAR</td>
</tr>
<tr>
<td>Computer Science or Computing Fundamentals</td>
<td>D, E</td>
<td>Applied Information Technology General (see the ‘General Pathway’ at the end of this booklet)</td>
</tr>
</tbody>
</table>

* Students who have achieved a low C grade may experience difficulty in further study of the subject at an ATAR level. Please refer to specific teacher recommendations for guidance.

Computer Science teaches about principles related to the creation of computer systems, software development (programming) and connectivity between computers.

Applied Information Technology ATAR teaches about principles related to the use of technology systems, programme management and applications of computer networks. Applied Information Technology General teaches similar concepts in less detail, placing a greater emphasis on the practical elements of the course.

Languages

Students who choose to study Language subjects are assumed to be continuing from Year 10; students can generally not study a language in Year 11 unless they have studied it previously.

There are strict eligibility requirements to study a language in the WACE. The School Curriculum and Standards Authority manage these criteria. For further information on eligibility requirements, please contact our Head of Languages, Mrs Nicola Griffin-Appadoo, on 9442 1636 or ngriffin-appadoo@ccgs.wa.edu.au.

<table>
<thead>
<tr>
<th>Year 10 Subject</th>
<th>Year 10 Grade</th>
<th>Recommended Subject(s) (for study in Year 11 and Year 12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese</td>
<td>A, B, C*</td>
<td>Chinese: Second Language ATAR or Chinese: Background Language ATAR</td>
</tr>
<tr>
<td>French</td>
<td>A, B, C*</td>
<td>French: Second Language ATAR</td>
</tr>
<tr>
<td>German</td>
<td>A, B, C*</td>
<td>German: Second Language ATAR</td>
</tr>
<tr>
<td>Japanese</td>
<td>A, B, C*</td>
<td>Japanese: Second Language ATAR</td>
</tr>
</tbody>
</table>

* Students who have achieved a low C grade may experience difficulty in further study of the subject at an ATAR level. Please refer to specific teacher recommendations for guidance.

Chinese, French, German and Japanese allow students to develop their ability to communicate effectively in the chosen language, while developing a deeper appreciation of the foreign culture. Please see the note above about eligibility requirements of languages.
**Physical Education**

Physical Education Studies has no direct counterpart in Year 10, so recommendations for this subject are based upon English and Science grades. An interest in sport and physical activity is highly recommended.

<table>
<thead>
<tr>
<th>Year 10 Subject</th>
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<th>Recommended Subject(s) (for study in Year 11 and Year 12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English and PE</td>
<td>A, B, C*</td>
<td>PE Studies ATAR and/or Certificate III in Fitness (see the ‘General Pathway’ at the end of this booklet)</td>
</tr>
<tr>
<td>English or PE</td>
<td>D, E</td>
<td>PE Studies General and Certificate III in Fitness (see the ‘General Pathway’ at the end of this booklet)</td>
</tr>
</tbody>
</table>

* Students who have achieved a low C grade may experience difficulty in further study of the subject at an ATAR level. Please refer to specific teacher recommendations for guidance.

**Physical Education Studies ATAR** focuses on the complex interrelationships between motor learning, psychological, biomechanical and physiological factors that influence individual and team performance. It is the study of Sport Science where students analyse the performance of themselves and others, apply theoretical principles and plan programs to enhance performance. **Physical Education Studies General** teaches similar concepts in less detail, placing a greater emphasis on the practical elements of the course.

**Certificate III in Fitness** consists of theory and practical components with practical application in the CCGS gym setting. It is not an ATAR subject or a General subject. Details of this option can be found in the ‘General Pathway’ section at the end of this booklet.

**Music**

Students who choose to study Music are assumed to be continuing from Year 10; students generally should not elect to study music in Year 11 unless they have studied it previously.

<table>
<thead>
<tr>
<th>Year 10 Subject</th>
<th>Year 10 Grade</th>
<th>Recommended Subject(s) (for study in Year 11 and Year 12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music</td>
<td>A, B, C*</td>
<td>Music ATAR</td>
</tr>
<tr>
<td>Music</td>
<td>D, E</td>
<td>Music not recommended</td>
</tr>
<tr>
<td>AMEB grades: 5+ in performance, and 4+ in theory</td>
<td>Music ATAR</td>
<td></td>
</tr>
</tbody>
</table>

* Students who have achieved a low C grade may experience difficulty in further study of the subject at an ATAR level. Please refer to specific teacher recommendations for guidance.

**Music** provides students with opportunities to develop and extend their musical understandings, abilities and potential in a range of contexts.
General pathway - subjects

This section describes the subject options available to students who are not seeking to receive an ATAR at the end of Year 12. All students who are not taking at least four ATAR courses in Year 12 are required to complete at least a Certificate II in order to achieve their WACE.

Students who undertake this pathway are required to undertake a course in English, Mathematics, Careers & Enterprise and a work placement or certificate course. In most cases boys will study English General and Mathematics Essential.

Please use this section as a rough guide to which options are suitable for you. It is partially prescriptive and is designed to lead students to the greatest chance of success after Year 12. The listed pathways represent typical continuation of study into Year 12. These pathways are the most likely to lead to success.

A more detailed description of each subject can be found in the attachment named ‘ATAR Course Summary (WACE 2014)’. This summary of courses is based on the WACE descriptions relevant to 2014 and earlier, although most subjects are unchanged. The first year of the new WACE is 2015, and up-to-date information is available at [http://wace1516.scsa.wa.edu.au/](http://wace1516.scsa.wa.edu.au/)

Certificate subjects and workplace learning

Students studying a general pathway will be required to select a work placement or one certificate to complete in Year 11. This selection will be made after the commencement of the year, in discussion with Mrs Jody Clarke.

**Workplace placements** equip students with knowledge and experience to head confidently into employment, further training and apprenticeships, providing them with a keen understanding of what is valued in a work environment. Students typically spend one day per week at an allocated workplace for a minimum of 55 hours, and work as directed by their workplace supervisor.

**Certificate courses** allow students to develop their skills in a particular industry area in preparation for further study or an apprenticeship programme after Year 12. These courses typically run one day per week for the first three terms of Year 12.

The exception to this is the Certificate III in Fitness, which may be studied by boys who choose either a General Pathway or an ATAR pathway:

**Certificate III in Fitness**

The Certificate III in Fitness, run at CCGS by Daly Fitness, is a new option for 2015. It will be offered as a timetabled course for Year 11 students, meaning that they will not miss classes in other subjects whilst completing the course (other Certificate courses require a day out of school every week). Completion of the Certificate III will qualify students to study the Certificate IV in Year 12.

The Certificate III consists of theory and practical components with practical application in the CCGS gym setting.

Students studying general pathway subjects will be able to nominate this Certificate III course as one of their subjects. Selection of Physical Education Studies General in addition to this Certificate III course is strongly recommended but not compulsory.

Students studying five ATAR subjects are also able to select the Certificate III course, either in conjunction with Physical Education Studies ATAR or without.
School subjects

Students study English General, Mathematics Essential, Careers & Enterprise General and three other General courses from this list.

- English General (mandatory)
- Mathematics Essential (mandatory)
- Careers & Enterprise General (mandatory)
- Applied Information Technology General
- Geography General
- Drama General
- Marine & Maritime Studies General
- Materials Design & Technology General
- Physical Education Studies General
- Visual Arts General

**Careers & Enterprise General** reflects the importance of career development knowledge, understanding and skills in securing, creating and sustaining work. Students develop an understanding of aspects of work and learn that positive self-esteem and self-management are required to access career opportunities. Students explore the attributes and skills necessary for employment, and identify their personal strengths and interests, and the impact these have on career development opportunities and decisions.

**English General** focuses on everyday communication. Students use written, oral, multimodal and digital forms to comprehend and create a range of different text types.

**Mathematics Essential** teaches students general skills in Mathematics that will help in their everyday life. It enables students to continue to develop numeracy skills which are required for TAFE Engineering and Commerce course, Apprenticeships and employment.

**Applied Information Technology General** teaches students the use of computer systems to design, construct and evaluate technology solutions for a given purpose, using a range of applications and techniques.

**Geography General** teaches students to observe and describe places on the surface of the Earth, and, from a spatial perspective, analyse and provide explanations on human and physical phenomena and their complex interactions.

**Drama General** engages students in practice and theory as students study, design and produce theatre. The subject includes acting, improvisation, play making, directing, the design of promotional materials, stage management, sound, lighting, set, costume and other production roles.

**Marine & Maritime Studies General** allows students to develop and improve boat-handling skills in both sailing and powerboats to gain recognized qualifications in the boating field. Students also learn the basics of navigation and marine environments, as well as boat design, construction and maintenance.

**Materials Design & Technology General** is a practical subject in which students learn to manipulate materials, tools and machinery to produce quality products in resistant materials. A major emphasis is on students designing and producing practical products of their own choosing. This subject is studied within the context of either wood or metal.

**Physical Education Studies General** teaches students about anatomical, physiological, psychological, and biomechanical principles and how to apply these to analyse and improve personal and group performances in physical activities.

**Visual Arts General** engages students in practice and theory while exploring traditional, modern and contemporary media and techniques within a broad range of art forms.