YEAR 11
Subject Selection Booklet

AIM HIGH

CHURCHLANDS
SENIOR HIGH SCHOOL
YOUR FUTURE

MAKING CHOICES: The Next Step

INTRODUCTION

Young people today face new social and economic challenges in a complex and changing world. The pattern of work roles they will experience over their lifetimes will be very diverse. It may include periods of both full-time and part-time employment, unemployment, self-employment and unpaid work including recurrent education and training. Their capacity to participate fully and effectively in a broad range of work roles will be directly affected by their capacity to make and implement career decisions at successive stages in their lives.

You will soon need to make a decision about your immediate future. This is an important decision and may be difficult to make. You will have help to make your decision but it is up to you to actively seek out the advice and information you need to make a sound choice. It is wise to plan for several alternatives in case you change your mind or miss out on your first choice.

This booklet contains information to help you decide which directions to take after Year 10. Details are provided on various post school alternatives, in addition to Year 11 subjects and the West Australian Certificate of Education.

Read this booklet carefully before making your decisions about next year. Consider the recommendations made by your subject teachers, range of options presented and discuss possible choices with your family and other people who are available to help you – Careers Advisor, VET Manager, Heads of Year, Associate Principals, Teachers and representatives from State Training Providers (TAFE) and the Universities.

It is essential when moving to senior school studies you select a program providing you with:

- a reasonable likelihood of success
- clearly defined opportunities to enter employment, training or higher education (University, TAFE etc) in your preferred career field.

At the time of writing, the school plans to hold a Parent Information Evening on Monday 22 June to explain the Senior School structure and subject selection process. This may not occur if Covid19 restrictions are not lifted. If it runs, it is important that one or more parents for each student attends this presentation. Either way, a copy of the presentation material will be made available on our website. Parents are able to track student progress via SEQTA and by the start of Term 3, students and parents will be able to view the Semester one report via SEQTA. An information sheet regarding the Subject Selection Online (SSO) process will also be sent to students and parents.

If you and/or your parents wish to discuss future career or educational plans with the Careers Advisor, Mrs Clare Slodecki, you can make an appointment, via email or ring 9441 1700, for the second week of the Term 2 school vacation.

At this stage, 23 July is planned for the School Parent/Teacher Interview Afternoon. There may also be a Careers Expo in the Library with a number of representatives from Universities, State and Private Training providers for you to visit before, between or after your interviews. Again, this all depends on the Covid19 restrictions operating at the time. All subject selections will be done through the SSO online process and students will be able to select from subjects where they have met the prerequisites. It will be possible to book some counselling interviews and more information will be provided closer to the time.

Please Note: Information in this book is presented in good faith and is believed to be accurate at the time of compilation. Content in this document may be subject to change.
WHEN MAKING YOUR CHOICES

BE REALISTIC

_Do not think that_: 

- Your study habits will miraculously change over the holidays.
- You have always hated Science, but next year you are going to love Physics.
- You can ignore your past results in subjects you intend to continue with next year.
- You will be able to manage and like a subject that someone else has chosen for you.
- You will like a subject because your best friend is doing it.
- You should choose a subject because you think a particular teacher will be teaching it.
- You should choose a subject because you have heard it is easy.
- You don't have to bother to think now because you can always change your mind later.
- You hate Chemistry but because it is a prerequisite for your chosen career everything will be ok.
- You can ignore entry requirements and kid yourself that you will cross that bridge later.
Senior School Studies

Within some restrictions and the requirements of secondary graduation and tertiary entrance, most students should be able to match their personal educational goals with the following functions of senior secondary education:

- To broaden a person’s education.
- To increase knowledge and skill in a variety of academic and practical areas.
- To enable a student to continue developing in preparation to enter the world outside school.
- To gain personal, academic and/or practical skills needed to enter the workforce.
- To provide the opportunity for students to meet the requirements of the Western Australian Certificate of Education (WACE).
- To gain entrance to further education, including TAFE and tertiary institutions/universities.
- To shorten the time required to complete a TAFE subject.

At Churchlands Senior High School, students will select six subjects in Year 11 choosing from a range of ATAR, General and Australian Qualifications Framework (AQF) Certificate subjects as well as Workplace Learning. Further information on each subject will be indicated in each subject descriptor within this Year 11 Selection Book.

**Note:** The viability of running a subject will depend on the number of students selecting it and other whole school issues. For example, you may not be placed into a subject because the classes are full or two of your choices occur at the same time on the timetable. The fact that the subject appears in this booklet does not mean that it will definitely be running.

Senior School Subjects

The School Curriculum and Standards Authority (SCSA) develops and accredits subjects for Year 11 and Year 12. SCSA also provides for the certification of student achievement. A few years ago SCSA revised the whole curriculum structure for senior school to align with the roll out of the Australian Curriculum. These changes were implemented across Western Australia for Year 11 students in 2015 and continued into Year 12 in 2016. The content is largely adopted from the previous senior school courses with some modifications and adjustments to reflect the Australian Curriculum as needed. There were significant changes in the course structures, naming codes and rules for obtaining the WACE. A further review of the WACE rules occurred last year and adjustments took effect from Year 11 in 2020. For parents/guardians doing this for the first time with an oldest child it won’t matter a great deal but for those with children who went through high school over the last few years, you may notice the changes.

Churchlands Senior High School will offer a range of SCSA subjects including the following:

- **ATAR** subject units for students who are aiming to enroll in a university course direct from school. These subjects will be examined by SCSA and contribute to the achievement of an Australian Tertiary Admission Rank (ATAR). There is a compulsory WACE exam at the end of Year 12 that students will need to sit for each ATAR subject studied in that year.

- **General** subject units for students who are aiming to enter further training or the workforce directly from school. These subjects will not be examined by SCSA but will include an Externally Set Task (EST) in the Year 12 subject to ensure comparability of standards across the State.

**Note:** ATAR and General subjects each consist of four units. Units 1 and 2 will be studied in Year 11 and units 3 and 4 will be studied in Year 12. Each pair of units will be taught as a year-long subject and students will therefore receive the same grade and mark for each unit of the subject at the end of the year.
• **Vocational Education and Training (VET) Certificate** Subjects. These vocational education courses come under the AQF in a variety of industry areas. These courses provide students with practical recognition of their skills and are recognised by TAFE and employers. Completed certificates count towards the WACE and allocated unit equivalence.
  
  o Certificate I is equivalent to two Year 11 units;
  o Certificate II is equivalent to two Year 11 and two Year 12 units;
  o Certificate III is equivalent to two Year 11 units and four Year 12 units.

• **TAFE’s may also offer Certificate Subjects.** These are advertised via our VET Manager and students apply to enrol and leave school one day a week to complete the course of their choice. It is important that any student choosing this option is well organized so that they are able to keep up with the learning and work requirements of the classes they miss when they are out of the school.

• **Workplace Learning** is a SCSA Endorsed Program. Students do not receive grades, but successful completion will receive two units of equivalence. Workplace Learning enables students to develop and be assessed on, generic industry based skills whilst in the workplace. Successful completion of the hours & WL Log book counts towards the WACE. There is a selection/application process that is completed in Term 3 this year.

• There is a list of other Endorsed programs on the SCSA website: [http://wace1516.scsa.wa.edu.au/vet/endorsed-programs](http://wace1516.scsa.wa.edu.au/vet/endorsed-programs)

### Year 11 Certificate Subjects on offer in 2021

<table>
<thead>
<tr>
<th>Certificate Name</th>
<th>Comment</th>
<th>Unit equivalence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate II Business</td>
<td>Two in Year 11+two in Year 12</td>
<td></td>
</tr>
<tr>
<td>Certificate II Engineering</td>
<td>Two year program</td>
<td>Two in Year 11+two in Year 12</td>
</tr>
<tr>
<td>Certificate II Hospitality</td>
<td>Two year program</td>
<td>Two in Year 11+two in Year 12</td>
</tr>
<tr>
<td>Certificate II Info Digital Media</td>
<td>Two in Year 11+two in Year 12</td>
<td></td>
</tr>
<tr>
<td>Certificate II Music Industry</td>
<td>Two in Year 11+two in Year 12</td>
<td></td>
</tr>
<tr>
<td>Certificate II Sport Coaching</td>
<td>Two year program</td>
<td>Two in Year 11+two in Year 12</td>
</tr>
<tr>
<td>Certificate II (CAD) Visual Arts</td>
<td>Two in Year 11+two in Year 12</td>
<td></td>
</tr>
<tr>
<td>Certificate IV Business</td>
<td>Two year program</td>
<td>Two in Year 11+four in Year 12</td>
</tr>
</tbody>
</table>
**Western Australian Certificate of Education (WACE) – Secondary Graduation**

The WACE is a certificate that demonstrates significant achievement over Years 11 and 12. The standard was raised under the new WACE requirements and fewer students met the requirements in 2016 across the State than occurred in previous years. Further adjustments were recently made taking effect from Year 11 in 2020.

**The WACE requirements**

Achievement of your WACE acknowledges that at the end of your compulsory schooling you have achieved or exceeded the required minimum standards in an educational program that has suitable breadth and depth. To achieve a WACE a student must satisfy the following:

**General requirements**

- Demonstrate a minimum standard of literacy and numeracy based on the skills regarded as essential for individuals to meet the demands of everyday life and work in a knowledge-based economy. (This will be demonstrated by achieving Band 8 or higher in Year 9 NAPLAN for Reading, Writing and Numeracy OR demonstrating the standard through OLNA during Years 10, 11 or 12).
- Complete four or more Year 12 ATAR subjects or complete at least five Year 12 General/ATAR subjects or complete a Certificate II or higher.
- All students enrolled in a Year 12 ATAR subject must sit the external ATAR exam for that subject.

**Breadth and depth**

Complete a minimum of 20 subject units or the equivalent. This requirement must include at least:

- a minimum of ten Year 12 units or the equivalent
- two completed Year 11 English units and one pair of completed Year 12 English units
- one pair of Year 12 units from each of List A (arts/languages/social sciences) and List B (mathematics/science/technology).

**Achievement standard**

Students will be required to achieve 14 C grades (or equivalents, see below) in Year 11 and Year 12 units, including at least six C grades in Year 12 units (or equivalents).

**Unit equivalence**

Unit equivalence can be obtained through VET 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 qualifications, or
- up to four unit equivalents through completion of endorsed programs, or
- up to eight unit equivalents through a combination of VET qualifications and endorsed programs, but with endorsed programs contributing no more than four unit equivalents.

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

- **VET qualifications**
  - 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
  - Partial completion Certificate III may be equivalent to two Year 11 and two Year 12 units.

- **Endorsed programs – unit equivalence is identified on the Authority’s approved list of endorsed programs. Workplace Learning can have the equivalence of two units in Year 11 and two units in Year 12.**
LIST A and LIST B Subjects offered in Year 11

The codes for ATAR Subjects start with an "A", General Subjects a “G”. “E” indicates a year-long Year Eleven program. Your program should include at least one subject from each list:

<table>
<thead>
<tr>
<th>LIST A</th>
<th>LIST B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ancient History</td>
<td>AEHIA</td>
</tr>
<tr>
<td>or Bus/Man/Ent</td>
<td>AEBME</td>
</tr>
<tr>
<td>or Child/Fam/Comm</td>
<td>GECFC</td>
</tr>
<tr>
<td>or Literature</td>
<td>AELIT</td>
</tr>
<tr>
<td>or Chinese Sec Lang</td>
<td>AECSL</td>
</tr>
<tr>
<td>or Dance</td>
<td>AEDAN</td>
</tr>
<tr>
<td>or Drama</td>
<td>AEDRA</td>
</tr>
<tr>
<td>or Economics</td>
<td>AEECO</td>
</tr>
<tr>
<td>or English</td>
<td>AEENG</td>
</tr>
<tr>
<td>or English Addition Language/Dialect</td>
<td>AEELD</td>
</tr>
<tr>
<td>or French Sec Lang</td>
<td>AEPSL</td>
</tr>
</tbody>
</table>

Additional VET (Vocational Education and Training) opportunities

Those students at Churchlands Senior High School who are not seeking direct entry to University have an opportunity to apply for courses which are offered by State Training Providers and Private Training Providers on a one day a week basis. At the time of publication, the information for 2021 was not available. However, in the past, many of these qualifications have supported students in achieving their post schooling goals. These are structured a number of different ways.

School Based Apprenticeship or Traineeship (SBA or SBT)

A School Based Apprenticeship and Traineeship allows students to combine schooling with part time on the job training and formal study to achieve a Nationally Recognised Qualification. This type of learning is a great way to begin working toward post schooling goals as students may be able to complete a full Qualification, which may reduce the amount of time of the Apprenticeship.

As students are an employee they are paid for their hours worked and can also have the hours contribute toward the Endorsed Program, Workplace Learning (ADWPL).
Pre-apprenticeships in Schools (PAiS)

Pre-apprenticeships in schools are Certificate II programs approved by industry. They give students in Years 11 and 12 the opportunity to develop knowledge and skills for entry into an apprenticeship when they leave school.

As a pre-apprentice you will attend school, do your training at a TAFE or private training provider and complete some unpaid work with an employer in your chosen industry. The hours completed under this program will also contribute toward your WACE under the Endorsed Program, Workplace Learning (ADWPL).

Profile

A student participating in Profile courses complete a Nationally Recognised Qualification at either TAFE or a Private Training Organisation. These courses are fully funded by the State Government and are identified by Industry as areas of need. These courses are extremely competitive to get into and require a formal application and in some cases an interview. Students will need to continue to check their emails to gain additional information on these courses, which is usually released around late July.

Fee for Service

Students can participate in a number of different Nationally Recognised Qualifications at both TAFE and Private Training Providers. Students are required to complete an application to gain entry and in taking up this option. Parents will be required to pay the full fee of this course prior to students commencing the program. Information on these courses are also due in late July, and students will need to be vigilant in checking their email for more information.

On the next page are some examples of how students can use these Qualifications to contribute toward their post schooling goals:
Student A

**Year 11**
Courses Studied:
- ATAR or General Subjects
- Certificates
- Workplace Learning

**Year 12**
Courses Studied:
- General Subjects
- Certificates
- Workplace Learning

+ Certificate III in Sports and Recreation at North Metropolitan TAFE one day a week.

**Post School**
In Semester 1 student can complete a Certificate IV at TAFE and gain entry into University in Semester 2. May be eligible for alternative University entry, dependent on subjects studied in Year 11 and 12.

Student B

**Year 11**
Courses Studied:
- General Subjects
- Certificates
- Workplace Learning

+ Certificate III in Education Support with a Private Training Provider.

**Year 12**
Courses Studied:
- General Subjects
- Certificates
- Workplace Learning

+ Certificate IV in Education Support with a Private Training Provider.

**Post School**
May be eligible for direct entry to ECU with an ‘A’ in General English or to a Six Month preparation program at other Universities. Completion of Diploma at TAFE acts as a direct pathway to most Universities.

Student C

**Year 11**
Courses Studied:
- General Subjects
- Certificates
- Workplace Learning


**Year 12**
Courses Studied:
- General Subjects
- Certificates
- Workplace Learning


**Post School**
Pursues an Apprenticeship in Plumbing to gain formal Qualification.

Subject Selection Restrictions

Students should select appropriate subjects that will allow them to achieve the WACE. Adjustments may be made for students with special education requirements.

In Year 11 students will need to select six subjects comprising:
- a **minimum** of three (but preferably four or more) graded subjects (ATAR or General)
- a **maximum** of one Endorsed program (Workplace Learning)
- a **maximum** of two certificate courses

University bound students must select a minimum of four ATAR subjects to generate an ATAR for University entrance.

Subject selection will be done online through the program “Subject Selection Online” (SSO). Students will only be able to choose from subjects for which they have met the prerequisites. These are listed as part of each subject description. Students and parents will be able to book an appointment with a counsellor as part of this process if required.
Typical subject selection combinations

University bound students would typically choose:

- six ATAR subjects; or
- five ATAR subjects and one other subject; or
- four ATAR subjects and two other subjects.

TAFE/Apprenticeship/Employment bound students would typically choose:

- six General subjects; or
- five General subjects and one ATAR/Certificate/Workplace Learning; or
- four General subjects and two from either ATAR/Certificate/Workplace Learning
- three General subjects and three from either ATAR/Certificate/Workplace Learning

**Note:** Any ATAR subjects chosen in Year 12 will require the sitting of the compulsory external WACE exam.

**NOTE:** A maximum of four units from any subject can be included in the 20 units for achieving the WACE. Therefore, it is strongly recommended that students studying an ATAR subject DO NOT select the corresponding General subject as well.

Completed Certificate II courses are equivalent to two Year 11 and two Year 12 units. A maximum of two Certificate II courses can be included in the 20 units for achieving the WACE.

You will need to be mindful of this when choosing subjects for Year 12.

Certification – Folio of Achievement
At the end of senior secondary schooling, all students who have satisfactorily completed any WACE subject unit, VET certificate or endorsed program will be able to download a digital folio of achievement. This folio may include one or more of the following:

- WACE certificate
- Western Australian Statement of Student Achievement (WASSA)
- ATAR course report
- Award certificates achieved

The WACE indicates that you have satisfied the requirements for WACE achievement.

The WASSA formally records, where appropriate:

- the meeting of WACE requirements and a statement of literacy and numeracy e.g. OLNA results
- exhibitions and awards granted
- WACE combined mark for ATAR units
- grades and marks achieved in subject units
- VET qualifications and units of competency completed
- endorsed programs successfully completed
- number of community service hours completed, as reported by the school
The WACE ATAR course report (ATAR courses only) records:

- school marks
- moderated school marks
- examination marks
- combined score
- standardised combined score
- State-wide distribution of combined marks in that subject
- the number of candidates who completed the subject

A subject that has a practical examination component will have the written and practical marks reported separately.

**Subject Charges**
All Year 11 and 12 subjects attract Compulsory Charges.

This school is only too aware that the payment of school charges can be a burden for some families. We offer a number of ways to pay these charges including cash, credit card, Qkr! or internet bank transfer. Payment plans can also be arranged to assist parents/guardians to spread these educational costs over the year. Health Care Card recipients are able to apply for government assistance in Term 1, they should contact the school for further information. In some cases of financial hardship the Principal will consider full or partial waiver of contributions or charges. However, we do need to talk to you about this. The school is also keen to assist parents in selecting options that they can afford. To this end subject charges will always be provided to parents prior to selection of subjects.

**Contact**
For further assistance with either the counselling process or any of the above information please contact either the Careers Advisor, VET Manager, Heads of Year 11 or 12 or the Associate Principal (Year 11–12) at Churchlands Senior High School on 9441 1700.
Subject Selection Process

The process used to help students select appropriate subjects will consist of a number of stages:

1. Late Term 1 Career Exploration Program during Science classes. Students were also given a brief overview of the Subject Selection process.  
   **Note:** Due to COVID 19, not all students participated in a face to face presentation. A recorded presentation was made available to all students via the Student One Drive

2. Year 10 Transition program – a period run by Careers Advisor, Mrs Clare Slodecki, in Weeks 8, 9 and 10 Term 2 (through HASS classes).

3. Learning Areas brief students on offerings in their area.

4. Year 10 Parent Information Evening Monday 22 June 2020 TBC.

5. Semester 1 Reports available on SEQTA at the start of Term 3.

6. Career Expo and Parent Teacher meetings Thursday 23 July TBC.

7. Subject Selection Online (SSO) opens for selection of Year 11 subjects on Friday 24 July and closes at 1.00 pm on Friday 7 August. Parents and students use SSO to complete their subject selections. Most families will be able to do this online but individual counselling sessions will also be available during Week 3 from Tuesday 4 to Thursday 6 August. Families will be able to make an appointment through SSO if needed.

8. SSO selections are processed by the school.

9. Timetabling process will begin. This may involve some re-counselling if any selections are not able to be met and cannot be resolved using reserve choices.

10. Students and parents are notified of the final subject selections at the conclusion of the timetable generation (Term 4).
CAREER DEVELOPMENT

Career development is the ongoing process of managing your life, learning and work. It involves developing the skills and knowledge that enable you to plan and make informed decisions about your education, training and career choices.

Listed below are several resources that you can use to assist you with your decision making.

1. CAREER ADVISOR
   The Career Advisor (Mrs Clare Slodecki) is available to discuss any issues relating to Subject Selection and Career Development including study at a University or TAFE, Vocational Education and Training (VET) and employment programmes as well as general career information.

2. VET MANAGER
   Our VET Manager is responsible for the management of students completing VET qualifications both at school and at TAFE or Private Training providers and those students participating in the Workplace Learning Program. She is also responsible for supporting students participating in School Based Traineeships and Apprenticeships.

3. TAFE
   For information on full time TAFE courses, please see http://www.fulltimecourses.tafe.wa.edu.au/ or visit the websites of North Metropolitan http://www.northmetrotafe.wa.edu.au/ or South Metropolitan TAFE http://www.southmetrotafe.wa.edu.au/

4. JOBS AND SKILLS CENTRES
   Western Australia's TAFE Jobs and Skills Centres are one-stop shops for careers, training and employment advice and assistance. Services are free, and accessible to all members of the community. The centres are located on TAFE campuses, with additional outreach locations for regional areas. Each of the centres are staffed by people who can provide free professional and practical advice on training and employment opportunities including careers advice, apprenticeship and training information. Support services for employers and business, as well as specialist services for Aboriginal people, ex-offenders and people from a culturally or linguistically diverse background are also available. More detail can be found at https://www.jobsandskills.wa.gov.au/jobs-and-skills-centres

5. PROSPECTIVE STUDENT OFFICERS ATTACHED TO WA UNIVERSITIES
   Staff at these offices are available to discuss Subjects with high school students and their parents.

   a. CURTIN UNIVERSITY
      http://www.curtin.edu.au/ Ph. 1300 222 888

   b. MURDOCH UNIVERSITY
      https://www.murdoch.edu.au/ Ph.9360 6000

   c. UNIVERSITY OF WESTERN AUSTRALIA
      https://www.uwa.edu.au/ Ph. 6488 6000

   d. EDITH COWAN UNIVERSITY
      http://www.ecu.edu.au/ Ph. 134 328

   e. NOTRE DAME UNIVERSITY
      https://www.notredame.edu.au/ Ph. 9433 0555
6. TERTIARY INSTITUTIONS SERVICES CENTRE
https://www.tisc.edu.au/static/home.tisc Ph. 9318 8000

OTHER USEFUL RESOURCES

PLEASE NOTE: Students need to sign up to use this site with their school email address as this resource is only free to Government School Students.


TAFE

TAFE ENTRANCE REQUIREMENTS
Subjects at TAFE are deemed either competitive or non-competitive. Applicants for non-competitive Subjects need to demonstrate minimum literacy and numeracy skills or AQF (Australian Qualifications Framework) qualification levels. Applicants for competitive Subjects need to demonstrate minimum literacy and numeracy skills or AQF qualification levels and respond to selection criteria. For specific details on TAFE Entrance requirements please see http://www.fulltimecourses.tafe.wa.edu.au/

TAFE PATHWAYS TO UNIVERSITY
TAFE training is designed to provide students with a variety of pathway options including further study at university. Graduating from TAFE or another Australian Qualification Framework (AQF) provider can qualify students for entry to certain Universities and Subjects. Many students who didn’t successfully complete Year 12 or generate an ATAR, use it as a stepping stone to university.

For further information see http://www.northmetrotafe.wa.edu.au/futurestudents/unipathways or http://www.southmetrotafe.wa.edu.au/futurestudents/unipathways or visit University Websites.

PRE-APPRENTICESHIP COURSES
A pre-apprenticeship is a course that prepares you for entry into an apprenticeship by providing you with the basic skills in that particular trade. Pre-apprenticeship courses usually take six months and can lead to an apprenticeship offer. Industry and businesses often contact State Training Providers towards the end of the course to offer apprenticeships to those students who have shown ability.

Entry into a pre-apprenticeship course is by the same method as enrolling for any other course offered by a State Training Provider. There are often more applicants than places in courses and interviews are often conducted. Applicants are informed if they have been successful by the end of January (first semester) or end of June (second semester).

There are a number of Private providers that also offer Pre-Apprenticeship Courses:

- MPA Skills (Plumbing and Painting) https://www.mpaskills.com.au/ Ph. 9471 6600
- College of Electrical Training http://www.cet.asn.au/home.aspx Ph. 9301 1560
UNIVERSITY

UNIVERSITY ADMISSION 2023

In order to be considered for university admission a school leaver applicant must normally satisfy the following conditions:

1. **Western Australian Certificate of Education (WACE).** Complete all of the WACE requirements as prescribed by SCSA (see page 7 of this handbook or the SCSA website for more detail [www.scsa.wa.edu.au](http://www.scsa.wa.edu.au)).

2. **Competence in English.** Achieve a minimum scaled score of 50% in either ATAR English, Literature or English as another Language/Dialect. (Note: there are some concessions available from the Universities, check the TISC document from their website [www.tisc.edu.au](http://www.tisc.edu.au) or from the link below).

3. **ATAR.** Achieve a sufficiently high ATAR/Selection Rank for entry to a particular university and course. Minimum ATAR requirements for each University are: UWA – 80, Curtin, ECU and Murdoch – 70. Actual ATAR’s needed may be higher for some courses.

4. **Prerequisites.** Satisfy any prerequisites or special requirements necessary to be considered for entry to particular courses. If a subject is a prerequisite, then the student must obtain a minimum scaled score of 50%.

Please click on the link below or go to: [https://www.tisc.edu.au/static-fixed/guide/slar-2023.pdf](https://www.tisc.edu.au/static-fixed/guide/slar-2023.pdf)

*TISC - University Admission 2023*
CALCULATING AN ATAR

A minimum of four Year 12 ATAR subjects must be completed in order to generate an ATAR. Following the WACE exams, each of these subjects will result in a “scaled score”. The first step in the calculation of an ATAR is to calculate the Tertiary Entrance Aggregate (TEA). The TEA is made up of the total of the best four of these scores together with 10% of the best Language score (if studied) as well as 10% of the score in Mathematics Methods and/or Mathematics Specialist (if studied) giving a possible total of 430. The mathematics or language do not need to be in the best four scores. Likewise, English, EALD or Literature do not need to be included in the best four scores, but to be eligible for University, the appropriate scaled score must be 50% or higher in any of these three ATAR subjects.

The TEA for every student is ranked from highest to lowest and then an ATAR is assigned. An ATAR of 90 means the student is equal to, or better than, 90% of the students in the State - i.e. they are in the top 10% of students in the State. It doesn’t mean an average of 90% in their scaled scores!

At Churchlands Senior High School it is school policy in Year 11 and 12 that we standardise the marks for all of our students. This means that “raw” marks are adjusted based on both historical Churchlands data as well as the attributes of the relevant cohort. These are the marks that we submit to the School Curriculum and Standards Authority. These are the marks that students should use when attempting to predict their final ATAR. It has been shown consistently that this process has resulted in reliable predictions and a continued tradition of outstanding marks and awards for our students.

The following table gives an indication of approximate ATARs based on the 2019 State data and projecting what might happen in 2020. It assumes that no language has been studied and no mathematics bonuses are included. If these have been studied then the ATAR will be a little higher or alternatively, the average scaled marks needed for the particular ATAR will be a little less. The predictions come from the ATAR calculator found on the TISC website (www.tisc.edu.au) and should be used as a guide only.  

ATAR Calculator link

<table>
<thead>
<tr>
<th>Average of top 4 scaled marks</th>
<th>Approximate ATAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td>60.7</td>
</tr>
<tr>
<td>55</td>
<td>70.25 (70 is min ATAR for Curtin, Murdoch and ECU)</td>
</tr>
<tr>
<td>60</td>
<td>78.75</td>
</tr>
<tr>
<td>60.9</td>
<td>80 Min ATAR UWA</td>
</tr>
<tr>
<td>65</td>
<td>85.25</td>
</tr>
<tr>
<td>70</td>
<td>90.4</td>
</tr>
<tr>
<td>75</td>
<td>94.2</td>
</tr>
<tr>
<td>80</td>
<td>96.8</td>
</tr>
<tr>
<td>85</td>
<td>98.4</td>
</tr>
<tr>
<td>90</td>
<td>99.25</td>
</tr>
<tr>
<td>95</td>
<td>99.7</td>
</tr>
</tbody>
</table>
SCSA EXHIBITIONS AND AWARDS

General Criteria for Eligibility for Exhibitions and Awards
In order to be eligible to receive the Beazley Medal WACE and Beazley Medal – VET Award, a General Exhibition, a Subject Exhibition, a VET Exhibition, a Certificate of Excellence, a Certificate of Distinction or a Certificate of Merit, a student must:

- be an Australian citizen or a permanent resident of Australia;
- have been enrolled as a full-time student in a registered secondary school; and
- have satisfied the requirements for a WACE at the time of the determination of the award/exhibition (except for subject exhibitions and certificates of excellence).

Special awards may be awarded to students who do not meet the general eligibility criteria.

Beazley Medal: WACE
The Beazley Medal WACE is awarded for excellence in ATAR subjects. It is awarded to the highest ranked eligible student with a General Exhibition. **NOTE:** The Churchlands Senior High School ATAR Dux award is calculated on the same basis as the Beazley Medal.

Beazley Medal: VET
The Beazley Medal VET is for excellence in studies that include training qualifications and SCSA subjects. It is awarded to the eligible student who has demonstrated the most outstanding performance in a VET Certificate II or higher and in their other WACE achievements. Eligibility requires the achievement of a VET Exhibition.

General Exhibitions
Fifty awards known as General Exhibitions are awarded to the eligible students who obtain the highest WACE Award score based on the average of five equated examination scores in ATAR subjects, calculated to two decimal places, with at least two from each of List A and List B. (Any practical and written marks will be combined appropriately). At least three examination scores must have been obtained in the final year of senior secondary schooling. Scores achieved as a non-school candidate in an ATAR subject are not eligible to be counted in the calculation for this award.

Subject Exhibitions (ATAR courses)
A Subject Exhibition may be awarded to the eligible student obtaining the highest examination mark for each ATAR subject, subject to certain conditions.

VET Exhibitions
A VET Exhibition may be awarded to the eligible student who has demonstrated the most outstanding performance in an AQF VET Certificate II or higher. 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 (ATAR Courses)
Certificates of Excellence are awarded to eligible students who are in the top 0.5 percent of candidates, based on the examination mark, or the top two candidates (whichever is the greater) in subjects where there are at least 100 students sit the ATAR exam.
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 nine industry areas and who are in the top 0.5% of candidates. Students also have to complete Workplace Learning in their certificate course industry area. The Certificate could have been completed in Year 10, 11 or 12.

For a specific industry area, the number of certificates of excellence that can be awarded is:

- 0.5 per cent of the number of Year 12 students completing a Certificate II or higher in the industry area in the year of the award, or
- A maximum of two (for training package industry areas with less than 400 students completing a Certificate II or higher).
- Eligibility criteria can be obtained from the School Curriculum and Standards Authority website.

Training package industry areas in which certificates of excellence may be granted:

- Automotive, Engineering and Logistics
- Business and Financial Services; Information and Communications Technology
- Community Services; Health and Education
- Construction Industries
- Creative Industries
- Primary, Environmental and Animal Care Industries
- Sport, Recreation and Public Safety
- Tourism, Hospitality and Events
- Retail and Personal Services

*Applications will only be accepted for current training packages or superseded training packages that are undergoing an approved transition period.

Certificates of Merit and Certificates of Distinction
Certificates of merit and certificates of distinction recognise student achievement in the WACE and are dependent on the degree of difficulty of the courses and programs undertaken, together with the student’s level of achievement. These awards will be based on the grades awarded to students by their schools.

A certificate of merit or a certificate of distinction is to be awarded to each eligible student who obtains:

- Certificates of Merit ............................150–189 points
- Certificates of Distinction .....................190–200 points

Rules for calculating points for Certificates of Merit and Distinction
The allocation of points for the achievement of a certificate of merit and distinction are according to the following rules and table:

1. Points are accrued at the unit level.
2. Points are accrued from 20 Year 11 and Year 12 units of which at least 10 must be Year 12 units.
3. The units used to calculate a student’s points will be those that maximise the student’s score (maximum points = 200).
4. If a unit/course is repeated the result for the first attempt is used in the determination of these awards.

5. Unit equivalents from AQF VET certificates achieved can be used to meet the requirements. A maximum of eight unit equivalents can be used. An AQF VET Certificate II or higher must be achieved. Achieved certificates in the following combination maybe used:
   - one Certificate III or above
   - two Certificate II

6. Endorsed programs may contribute a unit equivalence of up to four units – two Year 11 units and two Year 12 units. Endorsed programs are not allocated points and do not reduce the number of points required.

<table>
<thead>
<tr>
<th>Points (per unit)</th>
<th>ATAR subjects</th>
<th>General subjects</th>
<th>VET qualifications</th>
<th>Max Points per VET qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>A</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>B</td>
<td>-</td>
<td>Cert IV+</td>
<td>6 x 9 = 54</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Replaces two Year 11 and four Year 12 units</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>-</td>
<td>A</td>
<td>Cert III</td>
<td>6 x 8 = 48</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Replaces two Year 11 and four Year 12 units</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>-</td>
<td>-</td>
<td>Cert II</td>
<td>4 x 6 = 24</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Replaces two Year 11 and two Year 12 units</td>
<td></td>
</tr>
</tbody>
</table>

**Certificates and Medallions**

- The winners of the Beazley Medal WACE and VET Awards receive a medallion and cheque for $2000.
- Winners of General Exhibitions, Subject Exhibitions and VET Exhibitions receive a medallion, certificate and a prize.
- All other award winners receive a certificate.
SELECTION OF COURSES

Information for students
When selecting your subjects for Year 11 there are many factors to consider. Remember that if you are aiming for university you will need to select four, five or six ATAR subjects. If you are aiming for TAFE it would be advantageous to select subjects that are relevant to an area of study where you can achieve to a high level rather than selecting a more difficult subject and achieving poor results. Also, if you are aiming for TAFE it would be better to select subjects that fall into a relevant pathway. Completion of a Certificate course at school will not only count for your WACE graduation but will also gain credit for TAFE entry. The mix of subjects should be determined by your abilities, achievements, interests, work ethic and future directions.

Some of the things students should consider are:
1. Which subjects are you best at now?
2. Which subjects do you enjoy the most?
3. Are there any subjects necessary for the university or TAFE subject or job that you are aiming at?
   a) Have you checked the university subject pre-requisites?
   b) Have you checked the TAFE selection criteria?
4. What are your chances of being successful in those subjects? Try to avoid choosing subjects which are too hard for you. There is little point in tackling difficult subjects if you only end up with poor results or fail. Teachers can give you good advice on this in their own learning area. Students choosing an ATAR program need to be prepared to put in 2-3 hours per night and 4-6 hours over a weekend to cope satisfactorily with the workload. Students who choose against recommendations frequently regret their decision and change out of the subject in Year 11. This puts pressure on them to catch up in the replacement subject. Please pay attention to teacher recommendations and subject prerequisites.
5. Have you met the prerequisites? Most subjects will require a reasonable standard in lower school studies.
6. You will need to have thought about six subjects and two reserve choices. The reserve choices may come into play if one of your first six preferences is unavailable.
7. It is good to get advice about your selections at this time. Have you discussed your subject selection with:
   your parents,
   the Careers Advisor (Mrs Slodecki),
   your Form teacher,
   other teachers
   and friends?
8. Try to pick a broad range of subjects rather than concentrate all your efforts on subjects that are very similar to each other.
9. Once you have completed your subject selection on SSO it may be difficult to change them. Please be very sure about what you have selected to avoid this problem.
# YEAR 11 COURSES OFFERED IN 2021

<table>
<thead>
<tr>
<th>Tertiary/University Stream ATAR Subjects</th>
<th>TAFE/STP/Apprenticeship/Employment Stream GENERAL and VOCATIONAL Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting &amp; Finance AEACF</td>
<td>Certificate II Business CT2BUS11</td>
</tr>
<tr>
<td>Ancient History AEHIA</td>
<td>Certificate II Engineering CT2ENG11 (2 yr prog)</td>
</tr>
<tr>
<td>Biology AEBLY</td>
<td>Certificate II Hospitality CT2HOS11 (2 yr prog)</td>
</tr>
<tr>
<td>Business Management and Enterprise AEBME</td>
<td>Certificate II Info Digital Media Tech CT2IDM11</td>
</tr>
<tr>
<td>Chemistry AECHE</td>
<td>Certificate II Music Industry CT2MUS11</td>
</tr>
<tr>
<td>Chinese Second Language AECSL</td>
<td>Certificate II Sport Coaching CT2SPC11 (2 yr prog)</td>
</tr>
<tr>
<td>Computer Science AECSC</td>
<td>Certificate II CAD Visual Arts CT2CAD11</td>
</tr>
<tr>
<td>Dance AEDAN</td>
<td>Certificate IV Business CT4BUS11 (2 yr prog)</td>
</tr>
<tr>
<td>Design Graphics AEDES</td>
<td>Accounting &amp; Finance GEACF</td>
</tr>
<tr>
<td>Drama AEDRA</td>
<td>Earth &amp; Environmental Science AEEES</td>
</tr>
<tr>
<td>Economics AECEO</td>
<td>Applied Information Technology GEAIT</td>
</tr>
<tr>
<td>English AEENG</td>
<td>Business Management Enterprise GEBME</td>
</tr>
<tr>
<td>English as an Additional Lang/Dialect AEELD</td>
<td>Dance GEDAN</td>
</tr>
<tr>
<td>French Second Language AEFLS</td>
<td>Design – Photography GEDESP</td>
</tr>
<tr>
<td>Geography AEGEO</td>
<td>Drama GEDRA</td>
</tr>
<tr>
<td>Health Studies AEHEA</td>
<td>English GEENG</td>
</tr>
<tr>
<td>Human Biology AEHBY</td>
<td>English as an Additional Lang/Dialect GEELD</td>
</tr>
<tr>
<td>Japanese Second Language AEJSL</td>
<td>Food Science/Technology GEFST</td>
</tr>
<tr>
<td>Literature AESIT</td>
<td>Health Studies GEHEA</td>
</tr>
<tr>
<td>Mathematics Applications AEMAA</td>
<td>Human Biology GEHBY</td>
</tr>
<tr>
<td>Mathematics Methods AEMAM</td>
<td>Integrated Science GEISC</td>
</tr>
<tr>
<td>Mathematics Specialist AEMAS</td>
<td>Materials D&amp;T – Metals jewellery GEMDTM</td>
</tr>
<tr>
<td>Media Production &amp; Analysis AEMPA</td>
<td>Materials Des &amp; Tech - Textiles GEMDTT</td>
</tr>
<tr>
<td>Modern History AEHIM</td>
<td>Materials Des &amp; Tech – Woodwork GEMDTW</td>
</tr>
<tr>
<td>Music (Jazz) AEMUSJ</td>
<td>Mathematics Essential GEMAE</td>
</tr>
<tr>
<td>Music (Western Art) AEMUSW</td>
<td>Media Production &amp; Analysis GEMPA</td>
</tr>
<tr>
<td>Philosophy and Ethics AEPAE</td>
<td>Physical Education Studies GEPES</td>
</tr>
<tr>
<td>Physical Education Studies AEPES</td>
<td>Visual Arts GEVAR</td>
</tr>
<tr>
<td>Physics AEPHY</td>
<td>Workplace Learning (Endorsed Program)</td>
</tr>
<tr>
<td>Politics &amp; Law AEPAL</td>
<td></td>
</tr>
<tr>
<td>Psychology AEPSY</td>
<td></td>
</tr>
<tr>
<td>Visual Arts AEVAR</td>
<td></td>
</tr>
</tbody>
</table>

**NOTE CAREFULLY**

- All accredited subjects and certificates contribute to the WACE.
- Students with CLEAR University intentions should take at least four Tertiary Stream subjects according to their INTERESTS and ABILITY.
- Students with NO university intentions should take mainly TAFE/Apprenticeship/Employment Stream subjects with a **minimum** of three (but preferably four or more) graded ‘GENERAL’ subjects.
- All students must select six subjects and two “reserve” choices.

All courses are taught concurrently at Churchlands Senior High School. This means that the final grade and mark at the end of the year will be given for both units. The first semester grade and mark will be a guide to the achievement and performance up to that point. At Churchlands Senior High School, all reported marks are “adjusted” based on historical performance and attributes of the cohort to indicate likely final “scaled” scores.
**REMINDER:** A minimum of four ATAR courses must be selected to get an ATAR to apply for University entrance through TISC.
ATAR COURSES

ATAR – ACCOUNTING & FINANCE

PREREQUISITES
Year 10 English - B Grade or Year 10 AEP English – C Grade
Year 10 Mathematics Pathway 2 - C Grade

SUBJECT DESCRIPTION
Accounting & Finance is one of the few Subjects which provide students with the opportunity of developing immediate employable skills as well as essential financial life skills. Accountants enjoy a highly regarded career in the business world today with opportunities which have arisen though globalisation, the introduction of the GST and the implementation of new tax laws. The focus of Accounting & Finance is to apply knowledge and understanding of financial principles, systems and institutions to manage financial information and make decisions in a variety of contexts.

CONTENT
Students will develop an understanding of the rationale for the use of particular conventions and principles and the consequences of disregarding them. They will record and process financial information in a variety of ways and contexts and produce and analyse reports for a small service business. Students will learn about the various forms of business organisation that may be adopted by a small business and examine and evaluate some of the ways government regulates and controls business activities.

Accounting and Finance students are also eligible to apply for cadetships with companies such as PwC Australia. Accounting is a must for the discerning student who wants to be financially astute in life matters.

ASSESSMENT
Internal assessment throughout the subject is based on the following:
Examinations (40%)
Projects (10%)
Tests (50%)

CAREER POSSIBILITIES
Career possibilities are very diverse and range from dealing with personal finances as a financial planner or advisor, dealing with business tax, investigating fraud as a forensic accountant, to be being an analyst on Wall Street! Possible subject exemptions at tertiary level-TAFE and University.
ATAR – ANCIENT HISTORY

PREREQUISITES
Year 10 HASS – B Grade; Exam 65%

RATIONALE
The overall focus of the Ancient History ATAR subject is for students to gain a strong understanding of the ancient world through the study and analysis of ancient source material. This will, most of all, develop their critical thinking skills as they learn to critique historical sources (both ancient and modern) and formulate their own arguments based on evidence for what occurred in the past.

COURSE DESCRIPTION
In Term 1 students study two highly advanced Bronze Age civilisations, the Minoan Civilisation of Crete and the Mycenaean Civilisation of mainland Greece, which both require in-depth study of archaeological evidence. The ancient city-state of Sparta, often seen as a utopian society throughout history, is the context studied in Term 2, which is a shift towards the analysis of written evidence and has a strong focus on the historically unique political and social structures of Sparta. Lastly, in Terms 3 and 4 students study the Persian Invasions of Greece and the establishment of Athenian democracy, the first ever recorded democracy in history. This is a fascinating context that allows the students to explore deep themes such as the perspectives of historical sources and revisionist ideas behind the study of history.

EXCURSIONS
Tours to Greece have been offered in 2015, 2017 & 2019. All tours were very successful and gave the students a much greater insight into the content of the course. It is planned that the tour runs every two years. The cost for this excursion is approximately $5000.00 per student. This is an optional activity.

ASSESSMENTS
These will be made up of:
- Inquiry tasks
- Source Analysis
- Short answer assessments
- Essays

CAREER POSSIBILITIES
The study of Ancient History can lead to a wide variety of careers, not just limited to history. Studying history teaches invaluable skills in critical thinking, writing and analysis that are widely applicable and sought after in a large number of industries.
ATAR – BIOLOGY

PREREQUISITES
Year 10 Specialist Science or AEP Science – B Grade or Exam 50%+, or
Year 10 General Science - A Grade or Exam 65%+

RATIONALE
Biology is the study of the fascinating diversity of life as it has evolved and as it interacts and functions. Investigation of biological systems and their interactions, from cellular processes to ecosystem dynamics, has led to biological knowledge and understanding that enable us to explore and explain everyday observations, find solutions to biological issues, and understand the processes of biological continuity and change over time. Living systems are all interconnected and interact at a variety of spatial and temporal scales, from the molecular level to the ecosystem level. A unique appreciation of life and a better understanding of the living world are gained through studying the Biology ATAR subject.

This subject encourages students to be analytical, to participate in problem-solving and to systematically explore fascinating and intriguing aspects of living systems, from the microscopic level through to ecosystems. Students develop a range of practical skills and techniques through investigations and fieldwork in authentic contexts, such as marine reefs, endangered species, urban ecology, or biotechnology. Scientific evidence is used to make informed decisions about controversial issues.

CONTENT
Unit 1 – Ecosystems and biodiversity - In this unit, students analyse abiotic and biotic ecosystem components and their interactions, using classification systems for data collection, comparison and evaluation.

Unit 2 – From single cells to multicellular organisms - In this unit, students investigate the interdependent components of the cell system and the multiple interacting systems in multicellular organisms.

ASSESSMENT
Inquiry: Practical & Investigation (30%)
Extended response (10%)
Test (20%)
Examination (40%)

CAREER POSSIBILITIES
Studying the Biology ATAR subject provides students with a suite of skills and understandings that are valuable to a wide range of further study pathways and careers. Understanding of biological concepts, as well as general science knowledge and skills, is relevant to a range of careers, including those in medical, veterinary, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation and eco-tourism.

ADDITIONAL COSTS (other than subject fees)
To complement field work, which is an assessable component of the subject, Biology students are expected to attend all organised excursions. Generally, two excursions are organised. The approximate cost of these excursions is $50.00.
ATAR – BUSINESS MANAGEMENT & ENTERPRISE

PREREQUISITES
Year 10 HASS - B Grade

RATIONALE
The Business Management and Enterprise ATAR course focuses on business planning, marketing and growth, and opportunities provided for business by technology and the global environment. Students examine factors that drive international business developments, the features and traits of successful management, and how businesses operate strategically to maximise business performance in a global setting. Through the consideration of real businesses and scenarios, students develop knowledge, understanding and skills that enable them to apply financial and business literacy, analyse business opportunities, evaluate business performance, identify and create opportunities, and make sound, ethical business decisions within a business environment. The course equips students to participate proactively in the world of business, behave responsibly and demonstrate integrity in business activities.

CONTENT
Unit 1 – Success in Business – In this unit, students explore what it takes to be successful beyond the initial start-up stage. Students investigate the features of successful marketing campaigns and report on how businesses succeed and prosper through methods, such as expansion in products, market share or diversification.

Unit 2 – Business Growth – In this unit, students explore issues in the business environment, including the importance of intellectual property in protecting business ideas. The unit addresses the significance of employee motivation and the development of a business plan in the overall success of expansion.

ASSESSMENT
Business Research (40%)
Response (30%)
Examination (30%)

CAREER POSSIBILITIES
Studying the Business Management and Enterprise ATAR subject aims to prepare all students for a future where they will need to identify possibilities and create opportunities within a business environment. Careers include Events Manager, Human Resource Manager, Operations Manager, Account Manager, Small Business Owner and Entrepreneur.
ATAR – CHEMISTRY

PREREQUISITES
Year 10 Specialist Science or AEP Science - B Grade or Exam 65%

RATIONALE
Chemistry is the study of materials and substances and the transformations they undergo through interactions and the transfer of energy.

The Chemistry ATAR subject equips students with the knowledge, understanding and opportunity to investigate properties and reactions of materials. Theories and models are used to describe, explain and make predictions about chemical systems, structures and properties.

Investigations and laboratory activities develop an appreciation of the need for precision, critical analysis and informed decision making. Students design and conduct qualitative and quantitative investigations both individually and collaboratively. They investigate questions and hypotheses, manipulate variables, analyse data, evaluate claims, solve problems and develop and communicate evidence-based arguments and models.

Students recognise hazards and make informed, balanced decisions about chemical use and sustainable resource management. Issues of sustainability will be tackled by the application of chemical knowledge using a range of technologies.

The study of chemistry provides a foundation for undertaking investigations in a wide range of scientific fields and often provides the unifying link across interdisciplinary studies.

CONTENT
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.

ASSESSMENT
Inquiry: Practical & Investigation (25%)
Extended response (10%)
Test (15%)
Examination (50%)

CAREER POSSIBILITIES
An understanding of chemistry is relevant to a range of careers, including those in forensic science, environmental science, engineering, medicine, dentistry, pharmacy and sports science. Additionally, chemistry knowledge is valuable in occupations that rely on an understanding of materials and their interactions, such as art, winemaking, agriculture and food technology.
ATAR – CHINESE SECOND LANGUAGE

PREREQUISITES
Year 10 Chinese - B Grade or equivalent

RATIONALE
Chinese: Second Language ATAR is designed to further develop students’ knowledge and understanding of the culture and the language of Chinese-speaking communities, providing them with opportunities to gain a broader and deeper understanding of Chinese and extend and refine their communication skills. The subject focuses on the interrelationship between language and culture and equips students with the skills needed to function in an increasingly globalized society, a culturally and linguistically diverse local community, and provides them with the foundation for life-long language learning. Relevant and engaging tasks, delivered through a range of appropriate contexts and topics, develop literacy in the Chinese language as well as extend literacy development in English.

The study of Chinese provides students with knowledge, understanding and skills that form a valuable foundation for a range of subjects at university and other tertiary institutions. In addition, the study of Chinese assists students to prepare for employment and full and active participation as citizens.

CONTENT
Unit 1 - This unit focusses on 青少年 (Teenagers) and incorporates the three topics: Having fun, Student’s daily life, and Technology and leisure.

Unit 2 - This unit focusses on 我们去旅行吧! (Travel – let’s go!) and incorporates the three topics: Tales of travel, Western Australia as a travel destination, and China as a travel destination.

ASSESSMENT
Assessments are conducted in Oral Communication, Listening, Viewing & Reading and Written Communication. The exam includes practical and written components.

The final grade will be determined by subject work completed throughout the year and one major school-based examination for each unit of study, assessed according to the Grade descriptors.

FUTURE PATHWAYS
Employers in all fields recognise the advantage of multi-lingual employees in our global economy. Studying Chinese, French and/or Japanese can provide a basis for continued learning and a pathway for students into post-secondary options. In today’s society, these options include employment domestically and internationally.

LOTE BONUS
10% of a student’s final score in Chinese will be added to their Tertiary Entrance Aggregate (TEA) even if it is not in the student’s top four subjects. Further guidance and advice related to enrolments in a language course can be found on the Authority website at www.scsa.wa.edu.au
ATAR – COMPUTER SCIENCE

PREREQUISITES
Year 10 pathway 1 or AEP Mathematics - C Grade; Exam 50%+
Year 10 pathway 2 Mathematics - B Grade; Exam 65%+

RATIONALE
From search engines to smart phones, computing science involves the theory and design behind the intelligent systems and computers that transform the way we all live, work and communicate. The Computer Science ATAR subject focuses on the fundamental principles, concepts and skills within the field of computing and provides students with opportunities to develop flexibility and adaptability in the roles of developers and users. Students will learn the theoretical, algorithmic, implementation and systems principles that underpin data management, system and software design, computer language and networking and discover how to develop new technological solutions. The impact of technological developments on the personal, social and professional lives of individuals, businesses and communities and the consequences of ethical, moral and legal factors from the use of technology are explored.

CONTENT
Unit 1 – Developing computer-based systems and producing spreadsheet and database solutions - The focus for the two content areas in this unit are developing computer-based systems and producing spreadsheet and database solutions examining the internal, interrelating components of a variety of computer-based systems in an industry context.

   Systems analysis and development - Evaluations of systems, devices and components are conducted whilst acquiring computer hardware knowledge and skills.

   Managing data - The distinction between data and information, including the different data types and the varied representation of data within a computer is addressed. Data is represented graphically and how data is stored into separate entities using a relational database and the process of normalisation are examined.

Unit 2 – Developing computer-based systems solutions and communications - Students are introduced to networking concepts, as applied to industry. Through the use of algorithms, students develop programming skills. They create solutions exploring the ethical, legal and societal implications of industry-based applications.

   Developing software - Various methods of developing software systems and the problems associated with connecting systems in an increasingly global environment are addressed.

   Programming - Different types of programming languages (first, second, third and fourth generation, procedural, non-procedural, object-oriented and scripting languages) are investigated. Problems are analysed and broken down into small, self-contained units for which procedures or functions are created utilising basic constructs of sequence, selection and iteration. An understanding of the operation of compilers and interpreters is developed.

   Networks and communications - The various structures and components of a network, including the communication media used to combine them are examined. Connectivity standards, relating to networks and the internet is addressed along with protocols, security and purpose and types of systems.
ASSESSMENT
- Project
- Theory Test
- Practical Test
- Examination

CAREER POSSIBILITIES
This subject of study is designed for students wishing to become an Information Technology professional or those who may be advantaged by having developed skills in programming, problem solving and planning or understanding of networks and data. The skills developed are suitable and advantageous for many professions in the modern world.
ATAR – DANCE

PREREQUISITES
Year 10 English or AEP – C Grade

RATIONALE
The Dance ATAR course acknowledges the interrelationship between practical and theoretical aspects of dance – the making and performing of movement and the appreciation of its meaning. Through critical decision-making in individual and group work, movement is manipulated and refined to reflect the choreographer’s intent. Students use a wide range of creative processes, such as improvisation and the use of choreographic elements and devices and draw on their own physicality and the interpretation of existing work of others to create unique dance works. Through dance, students experience an intrinsic sense of enjoyment and have an opportunity to achieve a high level of movement skills.

CONTENT
The course is divided into two main content areas; Performance and Contextual Knowledge. The course has a focus on ‘Popular Culture’, and ‘Australian Dance’. Practical work is the main focus of this unit with 60% of this course being practical.

ASSESSMENT
Assessment is performance/production, response, practical exam and written exam.

CAREER POSSIBILITIES
Participation may lead to opportunities for future study in dance or related arts fields.
ATAR – DESIGN (GRAPHICS)

PREREQUISITES
High level of performance in English
Year 10 English - B Grade or AEP English - C Grade
Year 10 Media, Photography or Visual Arts with a B Grade or better is advantageous.

RATIONALE
We live in a diverse and constantly changing information-rich society and culture, constantly immersed in design communication. In Year 11 ATAR Design, students will explore the area of product design, discover that the commercial world is comprised of companies requiring consumer products, services and brands for a particular audience, and are introduced to the concept of intellectual property. Students will work in the contexts of graphics to create a range of product and packaging designs including but not limited to magazine layouts, promotional material, advertisements and culture/sub-culture specific design. Students will have the opportunity to use a range of digital technology such as Adobe Photoshop, Illustrator and InDesign. Whilst these fields share a common link through digital technology, graphics also includes traditional two dimensional (2D) media.

ASSESSMENT
The Year 11 syllabus is divided into two units.

Unit 1 – Product Design - Students learn that the commercial world is comprised of companies, requiring consumer products, services and brands for a particular audience.

Unit 2 – Cultural Design - Students learn that society is made up of different groups of people who share diverse values, attitudes, beliefs, behaviour and needs; and that different forms of visual communication transmit these values and beliefs.

Students will be required to complete a variety of arts and technologies activities in both design production and response tasks. They will research, ideate, design and produce prototypes for creative design solutions, and respond to their own work as well as the work of others. Results from an examination at the end of each semester will be part of the final assessment. 50% of the assessable tasks will be in design production, 50% will be in design response.

CAREER POSSIBILITIES
In this course, students develop a competitive edge for current and future industry and employment markets. There is potential for students to develop transferable skills and vocational competencies while devising innovative design solutions. This course also emphasises the scope of design in professional and trade-based industries allowing students to maximise vocational and/or university pathways. The development of a design portfolio will be suitable to lead to ATAR Design in Year 12 and can also be ideal for alternative portfolio entry pathways into a range of university courses.

ADDITIONAL COSTS
Each of these units may include an excursion and/or workshop. These will cost approximately $25 each.
ATAR - DRAMA

PREREQUISITES
High level of performance in Year 10 English – B Grade; Exam: 60% or AEP English - C Grade.
An interest in performances and performing.

RATIONALE
The Drama ATAR subject focuses on dramatic styles and drama in practice as students integrate their knowledge and skills. They engage in drama processes such as improvisation, play building, text interpretation, playwriting and dramaturgy. This allows them to create original drama and interpret a range of texts written or devised by others. Students’ work in this subject also includes production and design aspects involving scenography, costumes, sound and lighting.

Unit 1 - focuses on representational, realist drama.
Unit 2 - focuses on presentational, non-realist drama.

ASSESSMENT
Four types of assessment:
Performance/Production
Response
Written Examination
Practical Examination

CAREER POSSIBILITIES
The Drama subject of study is inclusive of general and vocational education catering for a full range of achievements in Years 11 and 12. This will include students who intend studying Drama, Arts Management, Theatre Design and Theatre Studies at tertiary level; students who intend studying or seeking employment in vocational areas such as acting, directing, design of sets, costumes, lighting or sound and theatre management; and students who will continue to enjoy drama and apply the knowledge, skills and understandings they have learned to other aspects of their lives. The Drama subject of study will also be useful for students intending to work in careers that require empathy, teamwork and a high level of interpersonal skills.

ADDITIONAL COSTS
It is a requirement that students attend a range of theatre performances during the year. The cost of these performances should not exceed $70.00.
ATAR – EARTH AND ENVIRONMENTAL SCIENCE

PREREQUISITES
Year 10 Specialist Science or AEP Science - C Grade or Exam 50+%, or
Year 10 General Science - A Grade; Exam 65+%  

RATIONALE
The ATAR Earth and Environmental Science subject provides students with opportunities to explore the theories and evidence that frame our understanding of Earth’s origins and history as well as the dynamic and interdependent nature of Earth’s processes, environments and resources.

This subject explores our planet as a dynamic global system involving interactions between the geosphere, hydrosphere, atmosphere and the biosphere.

A multidisciplinary approach, including geological and environmental sciences, encourages students to be curious about the world around them and to apply scientific principles to develop a balanced view of the benefits and challenges presented by the utilisation of resources.

Management of environmental issues is explored, with students having opportunities to discuss issues and draw evidence-based conclusions.

Students conduct practical investigations and are given the opportunity to participate in field-based excursions that encourage them to apply what they have learnt in class to real world situations. This subject provides an understanding of the minerals and energy industry and its contribution to Western Australia’s economy.

SUBJECT CONTENT
Unit 1 – Earth systems: In this unit, students examine the evidence underpinning theories of the development of the Earth systems, their interactions and their components.

Unit 2 – Earth processes: In this unit, students investigate how Earth processes involve interactions of Earth systems that are interrelated through transfers and transformations of matter and energy.

ASSESSMENT
Investigation (30%)
Extended task (10%)
Test (20%)
Examination (40%)

CAREER POSSIBILITIES
Natural resource industries such as mining are of enormous economic importance to Western Australia and there are a variety of careers within these industries that relate to the Earth and Environmental Sciences.

ADDITIONAL COSTS
Day excursions – approximate cost $60.
ATAR - ECONOMICS

PREREQUISITES
Year 10 English & HASS – B Grade or HASS Exam 65%
Competent at essay writing and good analytical skills recommended.

RATIONALE
Economics is not simply all about numbers. It is a study of the world around us from a social, financial and cultural perspective. Year 11 ATAR Economics is suited to students interested in the world of commerce or who wish to develop financial and business knowledge to help them succeed in everyday life. It develops the reasoning, logical thinking and interpretation skills that are demanded by the world of work. 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 income growth, interest rates, business strategy and international relations.

SUBJECT CONTENT
Semester 1 - Unit 1 – Microeconomics - The unit explores the theory that markets are an efficient way to allocate scarce resources. When the forces of demand and supply do not allocate and then price resources efficiently, equitably or sustainably, market failure can occur. Also investigated are examples of market failure and government policies introduced to achieve more desirable outcomes.

Semester 2 - Unit 2 – Macroeconomics - The unit explores issues such as economic growth, inflation and unemployment with an emphasis on the Australian economy. It is important to understand the nature of the business cycle because changes in the levels of output, income, spending and employment have important implications for households, firms and government. This unit provides excellent preparation for the Year 12 ATAR Subject.

ASSESSMENTS
There are a variety of assessments which cover a range of economic skills and understandings providing students with opportunities to demonstrate their knowledge

- Short response and data Interpretation (30%)
- Extended response (40%)
- Examinations (30%)

CAREER POSSIBILITIES
There are enormous workplace opportunities in business, commerce, marketing, advertising, banking, finance and stockbroking. General economic and financial knowledge is also a very important life skill.
ENGLISH PATHWAYS

YEAR 11

YEAR 11 ATAR LITERATURE
PREREQUISITES
B Grade and/or EXAM 70%

YEAR 11 ATAR ENGLISH
PREREQUISITES
C+ Grade and/or EXAM 60%

YEAR 11 GENERAL ENGLISH
PREREQUISITES
NIL

YEAR 12

YEAR 12 ATAR LITERATURE
PREREQUISITES
C Grade and/or EXAM 60%
IN YEAR 11 ATAR LITERATURE

YEAR 12 ATAR ENGLISH
PREREQUISITES
C Grade and/or EXAM 60%
IN YEAR 11 ATAR ENGLISH

YEAR 12 GENERAL ENGLISH
PREREQUISITES
NIL
ATAR – ENGLISH

PREREQUISITES
Appropriate level of performance in Year 10 English
C+ Grade and/or exam result 60%+

SUBJECT CONTENT
The English ATAR subject focuses on developing students’ analytical, creative, and critical thinking and communication skills in all language modes, encouraging students to critically engage with texts from their contemporary world, the past, and from Australian and other cultures. By closely studying a range of films, documentaries, graphic novels, podcasts and short stories, students develop their skills of analysis and evaluation. Opportunities to compose their own interpretive, persuasive and analytical texts enables them to enhance their creativity and expression.

Students will be assessed throughout the year on a wide range of activities, both written and oral. There are two major exams for the year, one each semester.

CAREER POSSIBILITIES
The necessity of English competence for success in a career cannot be understated. All tertiary institutions and careers require the ability to communicate fluently and competently, whether it is in written or spoken forms. Careers which require a particular aptitude in English include those in public relations, marketing, web content management, law, administration, journalism, social media management, publishing, librarianship, technical or creative writing and education.

ADDITIONAL COSTS
There may be additional costs up to approximately $30 to cover such activities as excursions, visiting speakers, competitions and attendance at seminars.

ATAR – ENGLISH AS AN ADDITIONAL LANGUAGE/ DIALECT

PREREQUISITES
Satisfactory pass in Year 10 English (50%) for eligible students.
To be eligible students must not have English as their first language.

CONTENT
The EAL/D Subjects are designed for students who speak another language or dialect as their first or ‘home’ language. EAL/D focuses on development of the competent use of Standard Australian English (SAE) in a range of contexts. The EAL/D ATAR subject develops academic English skills to prepare students for tertiary study.

ASSESSMENT
The assessments are consistent with the teaching and learning strategies considered to be the most supportive of student achievement of the outcomes in EAL/D.

An oral exam is part of this subject and a formal practical exam is conducted twice a year. The oral component accounts for 25% of the total marks for this subject.

Two major exams in Semester 1 and Semester 2, form part of the overall mark for this subject.
ATAR – FRENCH SECOND LANGUAGE

PREREQUISITES
Year 10 French - B Grade or equivalent

RATIONALE
French: Second Language ATAR is designed to further develop students’ knowledge and understanding of the culture and the language of French-speaking communities, providing them with opportunities to gain a broader and deeper understanding of French and extend and refine their communication skills. The subject focuses on the interrelationship of language and culture and equips students with the skills needed to function in an increasingly globalised society, a culturally and linguistically diverse local community, and provides them with the foundation for life-long language learning. Relevant and engaging tasks, delivered through a range of appropriate contexts and topics, develop literacy in the French language as well as extend literacy development in English.

French: Second Language ATAR can connect to the world of work, further study and travel. It also offers opportunities for students to participate in the many sister school and student exchange programs between Western Australia and French-speaking communities.

CONTENT
Unit 1 - This unit focuses on C’est la vie! (That’s life!). Through the three topics: My daily routine, French sports and leisure, and Leading a healthy lifestyle, students further develop their communication skills in French and gain a broader insight into the language and culture.

Unit 2 - This unit focuses on Voyages (Travel). Through the three topics: My travel tales and plans, Australia as a travel destination, and Travel in a modern world, students extend their communication skills in French and gain a broader insight into the language and culture.

ASSESSMENT
School assessments will be based on the course outcomes, including Oral Communication, Response (Listening), Response (Viewing and Reading) and Written Communication. Students will be given at least two opportunities to demonstrate achievement within each assessment type, in addition to two school-based examinations, one each semester. The examinations include practical and written components. Students will be provided with information relating to the school-based assessments including the weighting for each type.

FUTURE PATHWAYS
Employers in all fields recognise the advantage of multi-lingual employees in our global economy. Studying Chinese, French and/or Japanese can provide a basis for continued learning and a pathway for students into post-secondary options. In today’s society, these options include employment domestically and internationally.
ATAR – GEOGRAPHY

PREREQUISITES
Year 10 HASS - B Grade or HASS Exam 65%

RATIONALE
As a science, Geography develops an appreciation of the role of the biophysical environment in human life, and an understanding of the effects human activities can have on environments. As a result, it develops students’ ability to identify, evaluate and justify appropriate and sustainable approaches to the future by thinking holistically and spatially in seeking answers to questions. Students will learn to think critically, research and communicate their through writing and other means of communication independently. They will therefore have skills that are valued in all careers. In the senior secondary years, the Geography ATAR subject provides a structured, disciplinary framework to investigate and analyse a range of challenges and associated opportunities facing Australia and the global community. These challenges include rapid change in biophysical environments, the sustainability of places, dealing with environmental risks, and the consequences of international integration. 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, cultural diffusion, environments at risk, sustainable development practices, and the unequal distribution of resources throughout the world.

CONTENT
Unit 1 – Natural and Ecological Hazards - Natural and ecological hazards represent potential sources of harm to human life, health, income and property, and may affect elements of the biophysical, managed and constructed elements of environments. This unit focuses on understanding how these hazards and their associated risks are perceived and managed at local, regional and global levels. Building on their existing geographical knowledge and understandings, students explore natural hazards, such as bushfires. They will also explore ecological hazards such as tropical diseases, with a focus on Malaria.

Unit 2 – Global Networks and Interconnections - This unit focuses on the process of international integration (globalisation) and is based on the reality that we live in an increasingly interconnected world. It provides students with an understanding of the economic and cultural transformations taking place in the world today, the spatial outcomes of these processes, and their political and social consequences. This is a world in which advances in transport and telecommunications technologies have not only transformed global patterns of production and consumption but also facilitated the diffusion of ideas and elements of cultures. The unit explains how these advances in transport and communication technology have lessened the friction of distance and have impacted at a range of local, national and global scales. Students will look in depth at two cultural issues, such as the ‘geography of wine’ and ‘the geography of music’.
ASSESSMENT

Inquiry: Students plan and conduct investigations, process and translate information and communicate findings.

Fieldwork/Practical: Students actively engage in collecting primary data and interpret data from a number of sources. Students will be given an opportunity to attend a fieldwork assessment at the Nearer to Nature Centre.

Short and extended responses: Students answer questions that demonstrate ability to understand the key concepts.

Examination: A major assessment held at the completion of a unit.

CAREER OPPORTUNITIES
ATAR – HEALTH STUDIES

PREREQUISITES
Interest in health promotion, research or community health care, and a curiosity for how the world works.
Year 10 – English or AEP - B Grade; Exam 60%+

RATIONALE
This ATAR subject allows students to explore health as a dynamic quality of life. Students will examine the impact of social, environmental, economic and biomedical determinants on health and their collective contribution to health disparities, as well as exploring approaches to address barriers which prevent groups from experiencing better health. Students apply inquiry skills to examine and analyse health issues, develop arguments and draw evidence-based conclusions. The subject also provides students with opportunities to develop skills that will enable them to pursue careers in a range of health and community service industries.

CONTENT
The Units 1 and 2 will run concurrently. The focus of these units will be on understanding the importance of personal and community action in promoting health. Students will examine key health determinants and how they impact on an individual’s decision making ability. Students will have the opportunity to explore contemporary health issues and through this process; they will develop research skills that can be applied to a range of health issues and concerns.

Students will complete theoretical work in the following outcomes:

- **Outcome 1** Knowledge and Understandings
- **Outcome 2** Beliefs, Attitudes and Values
- **Outcome 3** Self-Management and Interpersonal Skills
- **Outcome 4** Health Inquiry

Content areas include:
- Holistic health
- Principles, frameworks, models and theories
- Actions and strategies
- Consumer health
- Beliefs, attitudes and values
- Social and cultural norms
- Self-management and Interpersonal skills
- Health inquiry

ASSESSMENT
Assessment will provide evidence of achievement of all of the outcomes. Students will be credited with one grade for both Units 1 and 2 at the end of the year, as the Units are run concurrently. The range of assessment types used in this subject (listed below) are consistent with the teaching and learning strategies considered to be most supportive of student achievement:

- Response
- Project
- Inquiry
- Exams

CAREER OPPORTUNITIES
This subject prepares students for a variety of post-school pathways, including employment in a range of health and community service industries or tertiary studies in the field of Health Science and Health Promotion. Health Promotion links students to both government and non-government health organisations, as well as National and International aid programs. Students will have the opportunity to develop key employability and life skills, including communication, leadership, initiative, critical and creative thinking. Inquiry skills will equip students to adapt to current and future studies and work environments.
ATAR – HUMAN BIOLOGY

PREREQUISITES
Year 10 Specialist Science or AEP Science - C Grade or Exam 50%+, or
Year 10 General Science - A Grade; Exam 65%+

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

As a science, the subject matter of this subject is founded on knowledge and understanding that has been gained through systematic inquiry and scientific research. However, this knowledge is far from complete and is being modified and expanded as new discoveries and advancements are made. Students develop their understanding of the cumulative and evolving nature of scientific knowledge and the ways in which such knowledge is obtained through scientific investigations. They learn to think critically, to evaluate evidence, to solve problems and to communicate understandings in scientific ways.

SUBJECT CONTENT
Unit 1 – The functioning human body - In this unit, students analyse how the structure and function of body systems, and the interrelationships between systems, support metabolism and body functioning.

Unit 2 – Reproduction and inheritance - In this unit, students study the reproductive systems of males and females, the mechanisms of transmission of genetic material from generation to generation, and the effects of the environment on gene expression.

ASSESSMENT
Inquiry – practical & investigation (20%)
Extended response (15%)
Test (25%)
Examination (40%)

CAREER POSSIBILITIES
An understanding of human biology is valuable for a variety of career paths. The subject content deals directly and indirectly with many different occupations in fields, such as science education, medical and paramedical fields, food and hospitality, childcare, sport and social work.
ATAR – JAPANESE SECOND LANGUAGE

PREREQUISITES
Year 10 Japanese - B Grade or equivalent

RATIONALE
The Japanese: Second Language ATAR subject is designed to further develop students’ knowledge and understanding of the culture and the language of Japanese-speaking communities, providing them with opportunities to gain a broader and deeper understanding of Japanese and extend and refine their communication skills. The subject focuses on the interrelationship of language and culture, and equips students with the skills needed to function in an increasingly globalised society, a culturally and linguistically diverse local community, and provides them with the foundation for life-long language learning.

Japanese has been identified as one of the priority languages from the Asia-Pacific region to be taught in Australian schools in recognition of the close economic and cultural ties between the two countries. Through the study of Japanese, students can gain access to the rich cultural tradition of Japan and an understanding of different attitudes and values within the wider Australian community and beyond.

CONTENT
In the Japanese: Second Language course students develop the skills and knowledge to communicate in Japanese. Communication involves the ability to comprehend, interpret and produce visual, spoken and written texts.

Unit 1 - This unit focuses on “Daily Life”. Through the three topics: My life, Home life and Daily life, students further develop their communication skills in Japanese and gain a broader insight into the language and culture.

Unit 2 - This unit focuses on “Welcome to my country”. Through the three topics: Welcoming a guest, Seasonal activities and celebrations, and Healthy lifestyles, students extend their communication skills in Japanese and gain a broader insight into the language and culture.

ASSESSMENT
School-based assessments will be based on the course outcomes, including Oral Communication, Response (Listening), Response (Viewing and Reading) and Written Communication. Students will be given at least two opportunities to demonstrate achievement within each assessment type, in addition to two school based examinations, one each semester. The examinations include practical and written components. Students will be provided with information relating to the school-based assessments including the weighting for each type.

FUTURE PATHWAYS
Employers in all fields recognise the advantage of multi-lingual employees in our global economy. Studying Chinese, French and/or Japanese can provide a basis for continued learning and a pathway for students into post-secondary options. In today’s society, these options include employment domestically and internationally.

LOTE BONUS
10% of a student’s final score in Japanese will be added to their Tertiary Entrance Aggregate (TEA) even if it is not in the student’s top four subjects. Further guidance and advice related to enrolments in a language course can be found on the Authority website at www.scsa.wa.edu.au
ATAR – LITERATURE

PREREQUISITES
High level of performance in English
Year 10 AEP or mainstream English - B Grade and/or Exam result 70%+

CONTENT
Students engage with literary theory and study prose, drama and poetry, learning to read literature in terms of its cultural, social and historical context. They develop the capacity to analyse ways literary texts are constructed and read, and critically evaluate the representations offered. Texts studied include those from the traditional English canon, Australian literature and contemporary works. Students create their own written pieces and enhance their ability to design and deliver oral presentations. They experience the aesthetic and intellectual pleasure reading literature can bring and, in so doing, gain insights into the human condition and experience.

ASSESSMENT
Students are assessed throughout the year on a range of activities, both written and oral. There will be an exam each semester.

CAREER POSSIBILITIES
The necessity of English competence for success in a career cannot be understated. All tertiary institutions and careers require the ability to communicate fluently and competently, whether it is in written or spoken forms. Careers which require the skills developed in Literature are highly valued and include those in public relations, marketing, law, politics, administration, media, management, publishing, librarianship, the arts and education.

ADDITIONAL COSTS
There may be additional costs up to approximately $30 to cover such activities as drama excursions, visiting speakers, competitions and attendance at conferences.
MATHEMATICS PATHWAYS FROM YEAR 10 TO SENIOR SCHOOL

YEAR 10

- **AEP**
  - B GRADE OR 65% EXAM
  - C GRADE OR ABOVE

YEAR 11

- **PATHWAY 1**
  - A GRADE AND 70% EXAM
  - B GRADE AND 65% EXAM
  - C GRADE OR BELOW

- **PATHWAY 2**
  - B+ GRADE AND 70% EXAM
  - B GRADE OR LESS

- **PATHWAY 3**
  - C GRADE

YEAR 12

- **MATHEMATICS SPECIALIST** UNITS 1 & 2
- **MATHEMATICS METHODS** UNITS 1 & 2
- **MATHEMATICS SPECIALIST** UNITS 3 & 4
- **MATHEMATICS METHODS** UNITS 3 & 4
- **MATHEMATICS APPLICATIONS** UNITS 1 & 2
- **MATHEMATICS APPLICATIONS** UNITS 3 & 4
- **MATHEMATICS ESSENTIAL** UNITS 1 & 2
- **MATHEMATICS ESSENTIAL** UNITS 3 & 4
- **NON-ATAR COURSE**
ATAR – MATHEMATICS APPLICATIONS

PREREQUISITES
At least Pathway 2 - B+ Grade and Exam 70%

RATIONALE
Mathematics Applications is an ATAR subject that focuses on the use of mathematics to solve problems in contexts that involve financial modelling, geometric and trigonometric analysis, linear equations and graphical analysis and applications of mensuration. It also provides opportunities for students to develop systematic strategies based on the statistical investigation process for univariate data analysis. Throughout the course, there is an emphasis on the use and application of digital technologies.

CONTENT
By the end of this subject, students:

• Understand the concepts and techniques in consumer arithmetic, algebra and matrices, and shape and measurement.
• Apply reasoning skills and solve practical problems in consumer arithmetic, algebra and matrices, and shape and measurement.
• Communicate their arguments and strategies when solving problems using appropriate Mathematical language.
• Interpret mathematical information and ascertain the reasonableness of their solutions to problems.
• Choose and use technology appropriately and efficiently.

Unit 1
Contains the three topics:
• Consumer arithmetic
• Algebra and Matrices
• Shape and Measurement

Unit 2
Contains the three topics:
• Univariate data analysis and the statistical investigation
• Applications of trigonometry
• Linear equations and their graphs

ASSESSMENT
Teachers design school-based assessment tasks to meet the needs of students. The details of the assessment types for the Mathematics Applications ATAR Year 11 syllabus and the weighting for each assessment type are:

Response (40%)
Investigation (20%)
Examination (40%)

CAREER POSSIBILITIES
Fluency in Mathematics and its associated problem-solving and reasoning skills is fundamental to the work done in many professions. Studying ATAR Mathematics Applications will provide students with a good preparation for further study and a career in most professional fields, including architecture, business and medicine. It is not sufficient preparation for very technical fields such as physical sciences or engineering.
ATAR – MATHEMATICS METHODS

PREREQUISITES
AEP - C Grade or above
Pathway 1 - B Grade and Exam 65%

RATIONALE
Mathematics Methods is an ATAR subject 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.

CONTENT
• Understanding of concepts and techniques drawn from algebra, the study of functions, calculus.
• Probability and statistics.
• Ability to solve applied problems using concepts and techniques drawn from algebra, functions, calculus, probability and statistics.
• Reasoning in mathematical and statistical contexts and interpretation of mathematical and statistical information, including ascertaining the reasonableness of solutions to problems.
• Capacity to communicate in a concise and systematic manner using appropriate mathematical and statistical language.
• Capacity to choose and use technology appropriately and efficiently.

Unit 1
Contains the three topics:
• Functions and graphs
• Trigonometric Functions
• Counting and Probability

Unit 2
Contains the three topics:
• Exponential Functions
• Arithmetic and Geometric series
• Introduction to differential calculus

ASSESSMENT
Teachers design school-based assessment tasks to meet the needs of students. The details of the assessment types for the Mathematics Methods ATAR Year 11 syllabus and the weighting for each assessment type are:
Response (40%)
Investigation (20%)
Examination (40%)

CAREER POSSIBILITIES
Fluency in Mathematics and its associated problem-solving and reasoning skills is fundamental to the work done in many professions. Studying ATAR Mathematics Methods is for students with a keen interest in mathematics and the intention to work in technical fields, such as: computer programming, statistics, physical sciences or engineering. Students interested in engineering should also consider studying ATAR Mathematics Specialist.
PREREQUISITES
At least AEP - B Grade or Exam 65%+, or Pathway 1 - A Grade and Exam 70%+

RATIONALE
Mathematics Specialist is an ATAR subject, which provides opportunities, beyond those presented in the Mathematics Methods ATAR subject, to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. The Mathematics Specialist ATAR subject contains topics in functions and calculus that build on and deepen the ideas presented in the Mathematics Methods ATAR subject, as well as demonstrate their application in many areas. This subject also extends understanding and knowledge of statistics and introduces the topics of vectors, complex numbers and matrices. The Mathematics Specialist ATAR subject is the only ATAR mathematics subject that should not be taken as a stand-alone subject.

CONTENT
By the end of this unit, students:
- Understand the concepts and techniques in trigonometry, real and complex numbers, and matrices.
- Apply reasoning skills and solve problems in trigonometry, real and complex numbers, and matrices.
- Communicate their arguments and strategies when solving problems.
- Construct proofs of results.
- Interpret mathematical information and ascertain the reasonableness of their solutions to problems.

Unit 1
Contains the three topics:
- Combinatorics
- Vectors in the plane
- Geometry

Unit 2
Contains the three topics:
- Trigonometry
- Matrices
- Real and Complex Numbers

ASSESSMENT
Teachers design school-based assessment tasks to meet the needs of students. The details of the assessment types for the Mathematics Specialist ATAR Year 11 syllabus and the weighting for each assessment type are:
Response (40%)
Investigation (20%)
Examination (40%)

CAREER POSSIBILITIES
Fluency in Mathematics and its associated problem-solving and reasoning skills is fundamental to the work done in many professions. Studying ATAR Mathematics Specialist is for students who are intending to work in a technical field such as mathematics or engineering.
ATAR – MEDIA PRODUCTION & ANALYSIS

PREREQUISITES
High level of performance in English
Year 10 English - B Grade or AEP English - C Grade

RATIONALE
The Media Production and Analysis ATAR subject aims to prepare students for a digital world by providing them with the skills, knowledge and understandings to construct their own stories and interpret the stories of others. The role of the audience has shifted from a passive consumer to a more active participant which has changed the production and reception of today’s media.

Students demonstrate their understanding of the key concepts of media languages, representation, audience, production, skills and processes as well as express their creativity and originality. When producing media work, students learn to make decisions about all aspects of production. Students will consolidate their understanding of media theory within the context of Television and Documentary, focusing on the genres of Music videos, Crime Drama, Photojournalism and Documentary.

ASSESSMENT
There are two assessment types; responses to student and professional media productions and student practical productions. The examination at the end of each unit forms part of the ‘responses’ type of assessment.

CAREER POSSIBILITIES
Students who wish to work in Media related fields such as television, journalism, broadcasting and marketing will find this subject most useful. This is also an important subject for developing general life-skills as it helps to analyse and deal with the impact of the Mass Media.
ATAR – MODERN HISTORY

PREREQUISITES
Year 10 HASS - B Grade; Exam 65%
Consideration will also be given to students who have achieved good grades in English.

RATIONALE
History is the study and practice of making meaning of the past by examining the ideas, beliefs and values that have shaped and influenced our lives today. It provides students with a greater appreciation of the world and societies around them, including individuals, movements, events and ideas that have shaped the world in which they live. A study of Modern History enables students to become critical thinkers with the ability to find, analyse and prioritise information. Students of Modern History develop written and verbal expression through research, source analysis and the formulation of extended arguments.

CONTENT
Unit 1 - Understanding the modern world – “Capitalism – the American experience (1907 – 1941)” - This unit examines developments of significance in the modern era, including the ideas that inspired them and their far-reaching consequences. Students examine developments or turning points that have helped to define the modern world. This unit explores crucial changes to American society in the early 20th Century. These include economic change such as the development of capitalism and mass production, economic growth of the “Roaring 20s” and the Great Depression of the 1930s in America. Social changes studied include women’s rights, treatment of social minorities, prohibition and the rise in crime and intolerance as reflected through people such as Al Capone and groups such as the Ku Klux Klan. Political change is examined through the growth of different ideologies and their impacts on society during the period.

Unit 2 - Movements for change in the 20th century – “Nazism in Germany” - This unit examines significant movements for change in the 20th century that led to change in society, including people’s attitudes and circumstances. These are movements that have shaped the world in which we live and have had a lasting impact on modern societies. It focuses on the ways in which individuals, groups and institutions challenge authority and transform society. Students study the impacts of World War One on Germany, the failure of democracy which led to the rise of Hitler and the Nazi Party, and the implementation of Hitler’s economic, social and political policies which ultimately led to World War Two and the Holocaust. These are movements that have shaped the world in which we live and have had a lasting impact on modern societies.

ASSESSMENTS
There are four types of assessments: Historical Inquiry, Explanation: in-class essays, Source Analysis, Examinations (Semester 1/Semester 2).

CAREER POSSIBILITIES
The study of Modern History can lead to a wide variety of careers, not just limited to history. Students of history are sought after by many employers in a large number of industries and businesses for their analysis, research and writing skills, critical thinking and ability to prioritise information.

EXCURSIONS
Students typically go on one excursion per year in History. This is usually to the Holocaust Centre in Yokine. The cost is approximately $20.00.
ATAR – MUSIC (WESTERN ART MUSIC)

PREREQUISITES
Students must have achieved satisfactory results in both class and instrumental music or have approval from the Director of Music.

Students must be receiving regular weekly instrumental or vocal lessons either through the school or privately and attend choir and ensemble rehearsals as appropriate for their instrument or voice to remain eligible for enrolment in the music Subjects. Evidence of private lessons will be required each semester.

RATIONALE
Music is an expression of human experience and has an important place in the history and culture of all civilisations. Studying music ensures lifelong appreciation and engagement in the arts, and fosters understanding and respect for all music and performance mediums across different times and places.

The Western Art Music course enables students to develop their musical abilities in performance, aural and composition, and to appreciate major contributions of other musicians in history.

SUBJECT CONTENT
The subject is divided into aural, theory and composition, cultural and historical analysis, and performance.

ASSESSMENT
Students have regular written, aural and performance assessments. There is also a written and performance examination each semester.

CAREER POSSIBILITIES
Musician, Composer, Music Teacher, Music Therapist, Music Journalism & Sound Engineer.

COSTS
The cost of participating in this subject is $240.00. This cost includes an ensemble levy of $12.00 per year for the purchase of scores for the instrumental and choral ensembles and $28.00 towards the cost of choral accompaniment. This cost also includes $105.00 towards the hire of specialist examiners for instrumental recitals.

ADDITIONAL COSTS
Students may have the opportunity to attend performances by professional groups relevant to their studies. Typical ticket prices may be around $25.00 per performance. While students are strongly encouraged to attend, it is not compulsory.

Music students are expected to purchase a complete concert uniform through the Churchlands Senior High School Uniform shop. Instrumental students hiring an instrument through the school must pay a $150.00 levy to cover the costs of maintenance and repair to the instrument. This is payable ONLY by students hiring an instrument through the school. Percussion students must pay a $30.00 levy to contribute towards the repair, upkeep and replacement of instruments. Voice students must pay a $30.00 levy to contribute towards the cost of resources, repertoire and choreography. As part of the performance examination, most students must also hire an accompanist, typically for at least two rehearsals prior to the examination, and then for the examination itself. The total cost varies but could be between approximately $100 and $200 per examination with rehearsals included.
ATAR – MUSIC (JAZZ)

PREREQUISITES
Students must have achieved satisfactory results in both class and instrumental music or have approval from the Director of Music.

Students must be receiving regular weekly instrumental or vocal lessons either through the school or privately and attend choir and ensemble rehearsals as appropriate for their instrument or voice to remain eligible for enrolment in the music Subjects. Evidence of private lessons will be required each semester.

RATIONALE
Music is an expression of human experience and has an important place in the history and culture of all civilisations. Studying music ensures lifelong appreciation and engagement in the arts, and fosters understanding and respect for all music and performance mediums across different times and places.

The Jazz course will ignite student creativity and imagination through the practice of improvisational skills which demand high levels of critical thinking, evaluation and reflection. Jazz musicians are adaptive, responsive, collaborative, innovative and inclusive. This course enables students to develop their musical abilities in Jazz performance, aural and composition, and to appreciate major contributions of other musicians in Jazz history.

COURSE CONTENT
The course is divided into aural, theory and composition, cultural and historical analysis, and performance. The Jazz ATAR course is focussed on improvisation and Jazz performance and the history and development of the Jazz style from its origins in the mid to late 19th century in America. Students will develop a thorough understanding of traditional and contemporary harmony enabling them to comfortably perform and compose in jazz and contemporary settings.

ASSESSMENT PROCEDURE
Students have regular written, aural and performance assessments. There is also a written and performance examination each semester.

CAREER POSSIBILITIES
Musician, Composer, Arranger, Music Teacher, Instrumental Music Teacher, Music Therapist, Music Journalism, Arts Administration / Management & Sound Engineer.

COSTS
The cost of participating in this subject is $240.00.

This cost includes an ensemble levy of $12.00 per year for the purchase of scores for the instrumental and choral ensembles and $28.00 towards the cost of choral accompaniment.

This cost also includes $105.00 towards the hire of specialist examiners for instrumental recitals.

ADDITIONAL COSTS
Students may have the opportunity to attend performances by professional groups relevant to their studies. Typical ticket prices may be around $25.00 per performance. While students are
strongly encouraged to attend, it is not compulsory.

Music students are expected to purchase a complete concert uniform through the Churchlands Senior High School Uniform shop. Instrumental students hiring an instrument through the school must pay a $150.00 levy to cover the costs of maintenance and repair to the instrument. This is payable ONLY by students hiring an instrument through the school. Percussion students must pay a $30.00 levy to contribute towards the repair, upkeep and replacement of instruments. Voice students must pay a $30.00 levy to contribute towards the cost of resources, repertoire and choreography. As part of the performance examination, most students must also hire an accompanist, typically for at least two rehearsals prior to the examination, and then for the examination itself. The total cost varies but could be between approximately $100 and $200 per examination with rehearsals included.
ATAR – PHILOSOPHY & ETHICS

PREREQUISITES
High level of performance in Year 10 HASS or English – B Grade; Exam 65%+

RATIONALE
Philosophical thought shapes what people think, what they value, what they consider to be true, and how they engage with others and the world around them. It is one of the foundations of all academic disciplines. Philosophical inquiry requires that we question our assumptions, beliefs and our reasons for holding them. The Philosophy and Ethics ATAR subject aims to empower students to make independent judgements on the basis of reason.

The study of philosophy gives us a set of skills that better enables us to understand, evaluate and engage with our world, whether that is our personal or our social world, our world of work or the wider questions of how the world works. In philosophy and ethics, disagreement is common. Methods of inquiry and the skills of critical reasoning help us deal more effectively with disagreement. This subject places considerable emphasis on students contributing constructively to a philosophical Community of Inquiry. A philosophical Community of Inquiry is discussion-based learning through which students learn with and from others, how to engage in philosophical disagreement. Such disagreement seeks to clarify, analyse, evaluate and define philosophical and ethical concepts and issues to help students understand and deal with complex questions raised by popular culture, by contemporary events and by the history of ideas. Some examples in popular culture include audio-visual texts such as Crash Course Philosophy, Rick and Morty, The Matrix, The Good Place and The Avengers Movies.

CONTENT
Unit 1 – Reason and persons - Students examine reasoning, inference, doubt, and proof: the construction of world views; ideas of mind, body and personhood; ideas of action, intention, motives, free-will and determinism; and the elements of personal and societal ethics and justice.

Unit 2 – Reason and culture - Students examine ideas of beauty and aesthetics: the interpretation of art and literature; the idea of culture; intuition and emotion; and personal relationships and friendship.

CAREER OPPORTUNITIES
The Philosophy and Ethics ATAR subject develops thinking skills and moral discernment that students apply to a range of practical situations in their personal, social and working lives. The subject is relevant to students following career paths that require the evaluation of arguments, such as law, or those needing to make complex judgements, such as in medical, pastoral or other human service occupations. It is of equal value to those focusing on the possibility of studying humanities or philosophy at university. The Philosophy and Ethics ATAR subject is also relevant to those entering careers involving aesthetics, such as advertising and design.
ATAR – PHYSICAL EDUCATION STUDIES

PREREQUISITES
Year 10 General Science - A Grade or Exam 65%+
Or Year 10 Specialist Science – C Grade or Exam 65%+
Or Year 10 AEP Science – C Grade or Exam 65%+
AND Year 10 Physical Education - B+ Grade and/or Year 10 Sports Science - B+ Grade
Playing competitive sport at State or club level is vital for success in this subject as 30% of the marks are from practical aspects.

RATIONALE
Physical Education Studies is a sport science based subject. It focuses on the complex interrelationships between learning motor skills, biomechanics, physiology, psychology and functional anatomy. Students engage as performers, leaders, coaches, analysts and planners of physical activity. Physical activity serves as a medium for learning. This subject will suit students who have an interest in sports science and who participate in sport at a high level. The subject breakdown is 70% theory and 30% practical.

The course appeals to students with varying backgrounds, physical activity knowledge and dispositions. Students analyse the performance of themselves and others, apply theoretical principles and plan programs to enhance performance.

Practical components will be based on Volleyball and Touch Football, but will remain dependent on teacher and resource availability.

CONTENT
The subject content is divided into six interrelated content areas:

- Developing physical skills and tactics
- Motor learning and coaching
- Functional anatomy
- Biomechanics
- Exercise physiology
- Sport psychology

ASSESSMENT
Practical (30%)
Investigation (15%)
Response (15%)
Examination (40%)

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

PREREQUISITES
Year 10 Specialist Science or AEP Science - B Grade or Exam 65+%  

RATIONALE
Physics is a fundamental science that endeavours to explain all the natural phenomena that occur in the universe.

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

The Physics ATAR subject uses qualitative and quantitative models and theories based on physical laws to visualise, explain and predict physical phenomena. Models, laws and theories are developed from, and their predictions are tested by, making observations and quantitative measurements.

In this subject, students gather, analyse and interpret primary and secondary data to investigate a range of phenomena and technologies using some of the most important models, laws and theories of physics, including the kinetic particle model, the atomic model, electromagnetic theory, and the laws of classical mechanics. Students learn how more sophisticated theories, including quantum theory, the theory of relativity and the Standard Model, are needed to explain more complex phenomena, and how new observations can lead to models and theories being refined and developed.

Students have opportunities to develop their investigative skills and use analytical thinking to explain and predict physical phenomena. Students plan and conduct investigations to answer a range of questions, collect and interpret data and observations, and communicate their findings in an appropriate format.

Problem-solving and using evidence to make and justify conclusions are transferable skills that are developed in this subject.

CONTENT
Unit 1 – Thermal, nuclear and electrical physics - Students investigate energy production by considering heating processes, radioactivity and nuclear reactions, and investigate energy transfer and transformation in electrical circuits.

Unit 2 – Linear motion and waves - Students describe, explain and predict linear motion, and investigate the application of wave models to sound phenomena.

ASSESSMENT
Inquiry: practical & investigation (30%)
Test (30%)
Examination (40%)

CAREER POSSIBILITIES
The Physics ATAR subject will also provide a foundation in physics knowledge, understanding and skills for those students who wish to pursue tertiary study in science, engineering, medicine and technology.

ADDITIONAL COSTS
Students will be given the opportunity to participate in the Adventure World Physics Fun Day. Approximate cost is $35.
ATAR – POLITICS & LAW

PREREQUISITES
High level of performance in HASS, Year 10 HASS – B Grade; Exam 65%+

RATIONALE
Politics and Law is a critical study of the processes of decision-making concerning society’s collective future. The study of politics examines the structures and processes through which individuals and groups with different interests, beliefs and goals, deliberate and negotiate in order to make choices, respond to changing circumstances and enact laws. The study of Politics and Law contributes to students’ intellectual, social and ethical development. The subject aims to support all students in developing a sense of identity, and a sense of political, legal, cultural and social awareness. The subject also challenges students to critically examine the effectiveness of political and legal systems using criteria such as openness, responsiveness and accountability of those systems. At the same time, the skills and values developed in the Politics and Law subject aim to allow students to become informed, active and effective participants in the political and legal decisions that affect their lives and the future of their communities at the school, local, state, national and international levels.

CONTENT
Unit 1 - Democracy and the Rule of Law - This unit examines the principles of liberal democracy: the legislative, executive and judicial structures and processes of a non-common law system. Political and legal developments and contemporary issues (the last three years) are used to provide a framework for the unit.

Unit 2 - Representations and Justice - This unit examines the principles of fair elections; the electoral and voting systems in Australia since Federation, making reference to a recent (the last ten years) election in Australia; the electoral system of another country: an analysis of the civil and criminal law processes in Western Australia; and an analysis of a non-common law system. Political and legal developments and contemporary issues (the last three years) are used to provide a framework for the unit.

Outcome 1: Political and legal inquiry
Outcome 2: Political and legal systems
Outcome 3: Stability and change in political and legal systems
Outcome 4: Citizenship in political and legal systems

ASSESSMENT
Students will be assessed throughout the year in the following forms of assessment:
Investigation (10%),
Short Answer (20%)
Essay (20%)
Source analysis (20%)
Semester 1 and 2 examinations (30%)

CAREER OPPORTUNITIES
Politics and law can provide a valuable background for those seeking careers in the law, political advocacy, public administration, teaching, journalism and government.
ATAR – PSYCHOLOGY

PREREQUISITES
Year 10 Specialist Science or AEP Science - C Grade or Exam 50%+, or
Year 10 General Science - A Grade; Exam 65%+

RATIONALE
Psychology is the scientific study of how people think, feel and act. It aims to answer important questions such as what factors influence human development. Psychology's main aim is to understand humans, through the rigorous use of scientific method. This allows for systematic exploration into the complexities of human behaviour based on evidence gathered through planned investigations. Psychological knowledge helps us understand factors relating to individuals, such as: cognition, or the way we think; biological bases of behaviour; and personality, the enduring traits that distinguish individuals. Psychological knowledge also helps us understand the way that individuals function within groups. This consists of knowledge associated with socialisation, moral development, the formation of attitudes and how people relate and communicate. On a larger scale, psychological knowledge can help us to understand how individuals function within wider contexts and how this is influenced by culture, shaping people’s values, attitudes and beliefs. Psychology is very useful, both to individuals assisting us to improve ourselves and our relationships, and to society. Students also develop important research skills as they engage in the exploration and evaluation of data to illustrate how empirical procedures are used to examine phenomena such as intelligence and personality.

CONTENT
Unit 1 - In this unit students learn about the nervous system and the impact of external factors on behaviour, such as physical activity and psychoactive drugs. Cognition, intelligence and states of consciousness are investigated. Students study pro-social and antisocial relationships and the role of communication in initiating, maintaining and regulating these.

Unit 2 - This unit focuses on developmental psychology. Students explore the nature/nurture debate and look at the role of play in assisting development. Students explore components of personality and behaviour and causes of prejudice. Psychological research methods studied in Unit 1 are further developed.

ASSESSMENT
Investigation (20%)
Response (30%)
Project (20%)
Examination (30%)

CAREER POSSIBILITIES
The study of psychology is highly relevant to further studies in the health professions; education, human resources, social sciences, sales, media and marketing and management.
**ATAR – VISUAL ARTS**

**PREREQUISITES**
High level of performance in English  
Year 10 English - B Grade or AEP English - C Grade AND  
B Grade or higher in any year 10 Visual Arts course

**SUBJECT CONTENT**

**Visual Arts ATAR Units 1 and 2**
In the Visual Arts ATAR subject, you will engage in traditional, modern and contemporary media and techniques within the broad areas of art forms. This subject promotes innovative practice and creative thinking. You are encouraged to explore and represent your ideas and gain an awareness of the role that artists and designers play in reflecting, challenging and shaping societal values. The Visual Arts ATAR subject allows you to develop aesthetic understandings and a critical awareness to appreciate and make informed evaluations of art through your engagement of your own art practice and by looking at the work of others.

**Unit 1** - uses a focus on differences: in materials, techniques or processes, or concepts, conventions or ideas.

**Unit 2** - focuses on identities: personal, social, cultural or gender identities. You are required to make a body of work that explores your ideas, techniques and develops your skills. This will lead to resolved artworks in each unit.

**ASSESSMENT**
Students will be required to complete a variety of activities in both art making and art interpretation. They will be producing artworks, responding to their own work as well as the work of others and complete an in-depth research investigation of a selected artist and their work. Results from an examination at the end of each semester will be part of the final assessment. 50% of the assessable tasks will be in art-making. 50% will be in art interpretation.

**CAREER POSSIBILITIES**
The development of a body of work and resolved artworks will be suitable to lead to an ATAR in Year 12 and can also be ideal for alternative portfolio entry pathways into a range of university courses. Many University qualifications lead to a variety of art-related career paths such as arts management and administration; fine arts or contemporary arts in a variety of studio areas, graphic design, industrial design, architecture, fashion design and photography or digital media.

**COSTS**
Each of these units may include an art gallery/drawing excursion. These will cost approximately $25.
Certificate Courses and Endorsed Programs
CERTIFICATE COURSES AND ENDORSED PROGRAMS

IMPORTANT INFORMATION

All nationally recognised qualifications delivered at Churchlands Senior High School are done so through an “Auspice” Arrangement. This means that a third party known as a Registered Training Organisation (RTO) works in partnership with the staff who are delivering the training to students. The RTO ensures that all the training and assessment carried out by students meets the very strict requirements of the RTO Standards that were legislated in 2015 by the federal government.

At the time of printing the Qualifications listed in this section are proposed offerings and will be confirmed once a suitable RTO has been sourced. The West Australian Government in collaboration with the Department of Education are in the process of developing a panel of preferred providers of RTO’s. As such Churchlands Senior High School will work toward entering agreements with recommended RTO’s to ensure that students are provided high quality service to maximise student success.

Upon successful completion of all course requirements, the RTO will issue the certificate or statement of attainment. This will be delivered to the school as approved by the school and RTO.
COURSES

BSB20115 CERTIFICATE II BUSINESS

PREREQUISITES
There are no PREREQUISITES for this subject however an interest in business and commerce would be an advantage.

SUBJECT CONTENT
The Certificate II in Business (BSB20115) allows students to complete a nationally recognised qualification. This subject prepares students to work in industry under supervision. It is what an employer would expect of a Level 2 Clerical person in regards to attitude, work ethic and the key competencies.

This certificate provides students with the fundamental knowledge on all facets of working in a business for example, as a receptionist, admin clerk, accounts clerk, medical receptionist or general clerk etc. It includes learning about office software and procedures and expectations within the working environment.

CERTIFICATE OUTLINE – COMPETENCIES
This Qualification is made up of 12 Competencies, made up of one Core and 11 Electives.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWHS201</td>
<td>Contribute to the health and safety of others (C)</td>
</tr>
<tr>
<td>BSBITU211</td>
<td>Produce digital text documents (E)</td>
</tr>
<tr>
<td>BSBBSUS201</td>
<td>Participate in environmentally sustainable work practices (E)</td>
</tr>
<tr>
<td>BSBITU312</td>
<td>Create electronic presentations (E)</td>
</tr>
<tr>
<td>BSBIND201</td>
<td>Work effectively in a business environment (E)</td>
</tr>
<tr>
<td>BSBWOR203</td>
<td>Work effectively with others (E)</td>
</tr>
<tr>
<td>BSBCMMM201</td>
<td>Communicate in the workplace (E)</td>
</tr>
<tr>
<td>BSBWOR204</td>
<td>Use business technology (E)</td>
</tr>
<tr>
<td>BSBITU213</td>
<td>Use digital technologies to communicate remotely (E)</td>
</tr>
<tr>
<td>BSBWOR202</td>
<td>Organise and complete daily work activities (E)</td>
</tr>
<tr>
<td>BSBITU212</td>
<td>Create and use spreadsheets (E)</td>
</tr>
<tr>
<td>BSBCUS201</td>
<td>Deliver a service to a customer (E)</td>
</tr>
</tbody>
</table>

ASSESSMENT
Students will be assessed to industry standards in order to receive certification. Students will be assessed on all competencies and marked either ‘competent’ or ‘not-competent’. Students must achieve ‘competent’ in each of the competencies in order to be awarded this certificate.

CAREER POSSIBILITIES
This Qualification will allow students to be ‘employable’ as soon as they graduate. It is a nationally recognised qualification. There are many advantages in obtaining Certificate II in Business including improved job prospects, extra recognition for TAFE entry and advanced standing for further certificates/qualifications in this field.
BSB40215 CERTIFICATE IV BUSINESS

PREREQUISITES
Year 10 English - C Grade or Year 10 AEP English - D Grade
AND Mathematics Pathway 2 - C Grade.

SUBJECT CONTENT
The qualification will provide students with well-developed skills and knowledge in a wide variety of contexts. They will be required to find solutions to unpredictable problems, to analyse and/or evaluate information from a variety of sources and may be asked to provide guidance to others with some limited responsibility for the output they produce. It provides students with the opportunity to achieve a national vocational qualification under the Australian Qualifications Framework [AQF]. Any units of competency attained during the program will be recognised on the student’s WACE.

CERTIFICATE OUTLINE – COMPETENCIES
This Qualification is made up of 10 Competencies, made up of one Core and nine Electives.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWHS401</td>
<td>Implement and monitor WHS policies, procedures and programs to meet legislative requirements (C)</td>
</tr>
<tr>
<td>FNSFLT301</td>
<td>Be Money Smart (E)</td>
</tr>
<tr>
<td>BSBADM415</td>
<td>Organise meetings (E)</td>
</tr>
<tr>
<td>BSBCMM401</td>
<td>Make a presentation (E)</td>
</tr>
<tr>
<td>BSBINN301</td>
<td>Promote innovation in a team environment (E)</td>
</tr>
<tr>
<td>BSBITU401</td>
<td>Design and develop complex text documents (E)</td>
</tr>
<tr>
<td>BSBITU402</td>
<td>Develop and use complex spreadsheets (E)</td>
</tr>
<tr>
<td>BSBITU404</td>
<td>Produce complex desktop published documents (E)</td>
</tr>
<tr>
<td>BSBCUS402</td>
<td>Address customer needs (E)</td>
</tr>
<tr>
<td>BSBWRT401</td>
<td>Write complex documents (E)</td>
</tr>
</tbody>
</table>

ASSESSMENT
Students will be assessed to industry standards in order to receive certification. Students will be assessed on all competencies and marked either ‘competent’ or ‘not-competent’. Students must achieve ‘competent’ in each of the competencies in order to be awarded this certificate.

CAREER POSSIBILITIES
Students who successfully complete the full qualification (as well as university literacy requirements) will meet entry requirements for a range of courses at Curtin, Murdoch and Edith Cowan universities. Students will need to investigate with the individual universities which courses would be available to them. This course offers opportunities for students to access both long and short-term employment. Students develop relevant technical, vocational and interpersonal competencies suitable to employment and further training in business as well as skills, knowledge and experiences that are transferable to other industry areas.
MEM20413 CERTIFICATE II ENGINEERING PATHWAYS

PREREQUISITES
There are no PREREQUISITES for this subject, however an interest to learn welding fabrication processes, machining techniques and general Engineering skills would be beneficial.

SUBJECT CONTENT
In the Certificate II in Engineering Pathways (MEM20413) students are provided with an introduction to a range of production techniques and equipment relating to metal works. This subject focuses on production fundamentals and is suitable for students who have limited experience in manufacturing of products. It prepares students to perform routine tasks under direct supervision. This is a practical subject of instruction during which you will learn how to weld projects using arc welding, brazing, soldering and oxy acetylene welding safely. In the manufacturing and construction world, welding is a highly sought after skill. Personal projects may include bar stool racers, scooters, remote control/vehicles/boats, sculptures or similar projects that include designing, planning and costing.

The manufacturing machining component of this course includes the use of modern technology and techniques. The curriculum covers the fundamentals of Lathe work and CNC machining. A video based learning series will guide and teach students what they need to know and will result in a complete understanding of the processes in producing a concept to product completion. The inclusivity of an industry based Computer controlled Milling machine - CNC plasma cutter - 3D printers and software such as Autodesk fusion 360, simplify 3d and Path Pilot are all tools where G CODE is created and converted to cut paths from which manufacturing takes place.

CERTIFICATE OUTLINE – COMPETENCIES
This Qualification is made up of 12 Units of Competency, containing four Core and eight Electives.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
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</thead>
<tbody>
<tr>
<td>MEM13014A</td>
<td>Apply principles of occupational health and safety in the work environment (C)</td>
</tr>
<tr>
<td>MEMPE005A</td>
<td>Develop a career plan for the engineering and manufacturing industry (C)</td>
</tr>
<tr>
<td>MEMPE006A</td>
<td>Undertake a basic engineering project (C)</td>
</tr>
<tr>
<td>MSAENV272B</td>
<td>Participate in environmentally sustainable work practices (C)</td>
</tr>
<tr>
<td>MEM16006A</td>
<td>Organise and communicate information (E)</td>
</tr>
<tr>
<td>MEM16008A</td>
<td>Interact with computing technology (E)</td>
</tr>
<tr>
<td>MEM18001C</td>
<td>Use hand tools (E)</td>
</tr>
<tr>
<td>MEM18002B</td>
<td>Use power tools/hand held operations (E)</td>
</tr>
<tr>
<td>MEMPE001A</td>
<td>Use engineering workshop machines (E)</td>
</tr>
<tr>
<td>MEMPE002A</td>
<td>Use electric welding machines (E)</td>
</tr>
<tr>
<td>MEMPE003A</td>
<td>Use oxy-acetylene and soldering equipment (E)</td>
</tr>
<tr>
<td>MSAPMSUP106A</td>
<td>Work in a team (E)</td>
</tr>
</tbody>
</table>

ASSESSMENT
There will be no examination, however students will develop a teacher directed portfolio, which will need to be maintained throughout the year. Students will be assessed to industry standards in order to receive certification. All assessments are competency based and students will be
marked either ‘competent’ or ‘not-competent’. Students must achieve ‘competent’ for each of the competencies in order to be awarded this Qualification. Assessments are both practical and theory based and will be given a number of opportunity to demonstrate competence.

CAREER POSSIBILITIES
The qualification is designed to reflect an entry role in the industry. With the development of such skills as welding, students will not be confined to one industry. Welding is found in a wide field, its application can include bridge building, pipe construction, engines manufacture, underwater construction, automotive, and the list goes on.

ADDITIONAL COSTS
Students making alterations to standard models or personal projects involving more materials may incur extra costs.
SIT20316 CERTIFICATE II HOSPITALITY

PREREQUISITES
There are no PREREQUISITES for this subject, however an interest in food preparation and the Hospitality industry would be beneficial.

SUBJECT CONTENT
The focus of the Certificate II in Hospitality (SIT20316) is on food preparation and skills for the hospitality industry and all work is completed in a commercial kitchen. At the completion of the subject students will receive a trade certificate as well as valuable life skills. A wide range of practical skills are taught which provides competency for work in the Hospitality Industry. Coffee making with a commercial coffee machine is included and students are also involved in the running of a cafe and catering for various functions so as to gain industry experience. Students are also involved in community projects such as parent assemblies, gaining skills in both food preparation and food service.

This practical subject is suitable for students who wish to extend their personal skills and interest. It is a qualification that will assist students who wish to work part-time in the Hospitality Industry while completing Tertiary Education or wishing to work full-time in the industry.

CERTIFICATE CONTENT - COMPETENCIES
Throughout the subject the students will work through 12 units of competency using a wide range of food preparation and hospitality skills. Some of the competencies to be included are:

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SITHFAB004</td>
<td>Prepare and serve non-alcoholic beverages</td>
</tr>
<tr>
<td>SITHFAB005</td>
<td>Prepare and serve espresso coffee</td>
</tr>
<tr>
<td>SITXFSA001</td>
<td>Use hygienic practices for food safety</td>
</tr>
<tr>
<td>SITHCCC002</td>
<td>Prepare and present simple dishes</td>
</tr>
<tr>
<td>SITHCCC001</td>
<td>Use food preparation equipment</td>
</tr>
<tr>
<td>HLTAID003</td>
<td>Provide first aid</td>
</tr>
<tr>
<td>BSBWOR203</td>
<td>Work effectively with others</td>
</tr>
<tr>
<td>SITXCCS003</td>
<td>Interact with customers</td>
</tr>
</tbody>
</table>

ASSESSMENT
Students must be assessed to industry standards in order to receive certification. Students will be assessed on each Unit of Competency to either a “competent or not-competent” level. Much of the assessment is based on practical work in class as well as completion of written activities.

Due to the nature of assessment tasks this subject will be completed over 2 years.

Note: students may be required occasionally to complete activities outside of class times.

CAREER POSSIBILITIES
This Certificate II Hospitality increases a student’s job prospects and gives extra recognition for TAFE entry. This is a very rewarding subject that would benefit anyone wishing to follow a career in the Hospitality and Tourism industry. Hospitality is the biggest employer in Australia and many university and TAFE students do part-time work in this industry while studying. If students have completed this certificate it is an added advantage when seeking employment in this field.
ICT 20115 CERTIFICATE II
INFORMATION, DIGITAL MEDIA & TECHNOLOGY

PREREQUISITES
There are no entry requirements for this qualification.

SUBJECT CONTENT
When the students complete the Certificate II in Information, Digital Media and Technology they will have made a start towards a career in information technology or be ready for employment using a range of technologies.

They will gain the knowledge and skills to use a range of applications such as word processing, spreadsheets, databases and email, work with digital images, install software, collaborate using social media; as well as gain workplace health and safety knowledge. The course provides students with the opportunity to achieve a national vocational qualification under the Australian Qualifications Framework [AQF]. Any units of competency attained during the program will be recognised on the student’s WACE.

CERTIFICATE OUTLINE – COMPETENCIES
This Qualification is made up of 14 Competencies, made up of seven Core and seven Electives.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWHS201</td>
<td>Contribute to health and safety of self and other (C)</td>
</tr>
<tr>
<td>BSBUS201</td>
<td>Participate in environmentally sustainable work practices (C)</td>
</tr>
<tr>
<td>ICTICT201</td>
<td>Use computer operating systems and hardware (C)</td>
</tr>
<tr>
<td>ICTICT202</td>
<td>Work and communicate effectively in an ICT environment (C)</td>
</tr>
<tr>
<td>ICTICT203</td>
<td>Operate application software packages (C)</td>
</tr>
<tr>
<td>ICTICT204</td>
<td>Operate a digital media technology package (C)</td>
</tr>
<tr>
<td>ICTWEB201</td>
<td>Use social media tools for collaboration and engagement (C)</td>
</tr>
<tr>
<td>ICPDMT321</td>
<td>Capture a digital image (E)</td>
</tr>
<tr>
<td>ICTICT205</td>
<td>Design basic organisational documents using computer packages (E)</td>
</tr>
<tr>
<td>ICTICT206</td>
<td>Install software applications (E)</td>
</tr>
<tr>
<td>ICTICT209</td>
<td>Interact with ICT clients (E)</td>
</tr>
<tr>
<td>ICTSAS201</td>
<td>Maintain inventories for equipment, software and documentation (E)</td>
</tr>
<tr>
<td>ICTSAS203</td>
<td>Connect hardware peripherals (E)</td>
</tr>
<tr>
<td>ICTSAS204</td>
<td>Record client support requirements (E)</td>
</tr>
</tbody>
</table>

ASSESSMENT
Students will be assessed to industry standards in order to receive certification. Students will be determined to be marked either ‘competent’ or ‘not-competent’. Students must achieve ‘competent’ for each of the competencies to be awarded this Qualification. Assessments are both practical and theory based with a number of assessments completed online as well as a number of home tasks.

CAREER POSSIBILITIES
Completion of this qualification gives you basic computing skills to support a wide range of industry occupations as an office assistant, records assistant, and junior office support. Further study is strongly recommended. Further study opportunities:

- ICT30115 Certificate III in Information, Digital Media and Technology.
- CUA31015 Certificate III in Screen and Media.

ADDITIONAL COSTS    Nil
CUA20615 CERTIFICATE II MUSIC INDUSTRY

PREREQUISITES
Students must have achieved satisfactory results in both class and instrumental music or have approval from the Director of Music.

Students must be receiving regular weekly instrumental or vocal lessons either through the school or privately and attend choir and ensemble rehearsals as appropriate for their instrument or voice to remain eligible for enrolment in the music course. Evidence of private lessons will be required each semester.

The course work involves regular use of OneNote to access course documentation and the use of composition software such as MuseScore or Sibelius. This requires that the student has access to a reliable and fully charged laptop for all classes.

SUBJECT CONTENT
The Certificate II in Music (CUA20615) allows students to complete a nationally recognised qualification. This qualification provides the skills and knowledge for an individual to be competent in Music.

This subject aims to enable students to develop their musical abilities in performance, aural and composition, and to appreciate contributions of musicians throughout history.

CERTIFICATE OUTLINE – COMPETENCIES
Students must complete a total of eight units of competency.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MANDATORY CORE UNITS OF COMPETENCY</strong></td>
<td></td>
</tr>
<tr>
<td>BSBWHS201</td>
<td>Contribute to health and safety of self and others</td>
</tr>
<tr>
<td>BSBWOR203</td>
<td>Work effectively with others</td>
</tr>
<tr>
<td>CUAIND201</td>
<td>Develop and apply creative arts industry knowledge</td>
</tr>
<tr>
<td><strong>SPECIALIST AND ELECTIVE UNITS</strong></td>
<td></td>
</tr>
<tr>
<td>CUAMLT201</td>
<td>Develop and apply musical ideas and listening skills</td>
</tr>
<tr>
<td>CUAMPF201</td>
<td>Play or sing simple musical pieces</td>
</tr>
<tr>
<td>CUAMPF203</td>
<td>Develop ensemble skills for playing or singing music</td>
</tr>
<tr>
<td>CUAMPF204</td>
<td>Play or sing music from simple written notation</td>
</tr>
<tr>
<td>BSBDES201</td>
<td>Follow a Design Process</td>
</tr>
</tbody>
</table>

ASSESSMENT
Students will be assessed to industry standards to receive certification. Students will be assessed on all competencies and marked either ‘competent’ or ‘not-competent’. Students must achieve ‘competent’ for each of the competencies to be awarded this certificate. Assessment will be both practical and written.

CAREER POSSIBILITIES
The subject prepares students for a variety of post-school pathways, including immediate employment or further Certificate Subjects. It provides students with an increasingly diverse range of employment opportunities in the Music and music related industries.
The following are indicative job roles for this qualification:

- Performer
- Recording Assistant
- Administration Assistant
- Community Music Activities Assistant
- Music administration
- Retail Assistant
- Road Crew Assistant

**COSTS**
The cost of participating in this subject is $128.00.

This cost includes an ensemble levy of **$12.00** per year for the purchase of scores for the instrumental and choral ensembles and **$28.00** towards the cost of choral accompaniment.

**ADDITIONAL COSTS**
Students may have the opportunity to attend performances by professional groups relevant to their studies. Typical ticket prices may be around $25.00 per performance. While students are strongly encouraged to attend, it is not compulsory.

Music students are expected to purchase a complete concert uniform through the Churchlands Senior High School Uniform shop.

**Instrumental students** hiring an instrument through the school must pay a $150.00 levy to cover the costs of maintenance and repair to the instrument. This is payable ONLY by students hiring an instrument through the school.

**Percussion students** must pay a $30.00 levy to contribute towards the repair, upkeep and replacement of instruments.

**Voice students** must pay a $30.00 levy to contribute towards the cost of resources, repertoire and choreography.
**SIS20319 CERTIFICATE II SPORT COACHING**

**PREREQUISITES**
Minimum of a C grade in Year 10 Physical Education.

An interest in sport and coaching would be an advantage and a basic level of physical fitness is required. The subject is suited to students who are active, have good leadership qualities, show initiative and enjoy Physical Education. A high level of organisation is needed to complete this subject. A personal laptop will be required for the theory components of the subject.

**SUBJECT CONTENT**
The Certificate II in Sport Coaching allows students to complete a nationally recognised qualification. This qualification provides the skills and knowledge for an individual in the area of coaching. This subject would suit an individual who is active, energetic and would like to pursue a career in the sport and recreation industry. It is a combination of both theory and practical based tasks that cover a wide range of skills in this industry. Students will achieve a national competency in First Aid. This will serve as a valuable asset in both personal development and career opportunities.

**CERTIFICATE OUTLINE – COMPETENCIES**
This qualification is made up of eight units of competence.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SIRXWH5001</td>
<td>Work safely</td>
</tr>
<tr>
<td>HLTAID003</td>
<td>Provide first aid</td>
</tr>
<tr>
<td>SISSSCO002</td>
<td>Work in a community coaching role</td>
</tr>
<tr>
<td>SISSSCO001</td>
<td>Conduct sport coaching sessions with foundation level participants</td>
</tr>
<tr>
<td>CHCVOL001</td>
<td>Be an effective volunteer</td>
</tr>
<tr>
<td>SISSSCO003</td>
<td>Meet participant coaching needs</td>
</tr>
<tr>
<td>SISXCAI002</td>
<td>Assist with activity sessions</td>
</tr>
<tr>
<td>SISXCAI001</td>
<td>Provide equipment for activities</td>
</tr>
</tbody>
</table>

Topics such as injury prevention, coaching, planning and conducting sports sessions, fundamental skills of Touch Rugby and performing basic water rescues are just some examples of electives we may offer.

**ASSESSMENT**
Students will be assessed to industry standards in order to receive certification. Students will be assessed on each competency and marked either ‘competent’ or ‘not-competent’. Students must achieve ‘competent’ for each of the competencies to be awarded this qualification. Assessments are both practical and theory based with a number of assessments completed online as well as a number of home tasks.

**CAREER POSSIBILITIES**
The subject prepares students for a variety of post-school pathways, including immediate employment or further Certificate subjects. It provides students with an increasingly diverse range of employment opportunities in sport, leisure and recreation industries, education, sport development, youth work and health and medical fields linked to physical activity. The following are indicative job roles for this qualification:

- Administration Assistant
- Recreation Assistant
- Community Activities Assistant/Coach
- Retail Assistant
CUA20715 CERTIFICATE II VISUAL ARTS – CAD

PREREQUISITES
It is an advantage for students (but not essential) to have studied computer aided drawing at the Middle school level.

SUBJECT CONTENT
Certificate II Visual Arts CAD embeds design principles that can be incorporated into product manufacturing, Architectural and structural drafting, Mechanical engineering and many other forms of design. Students will have access to the latest technologies used in current and emerging industries. For example CNC lasers, 3D printers and vinyl cutting technologies. Auto desk is an industry-leading drawing package. If it has been 3D modelled, prototyped or manufactured, it is most likely a drawing program that we will be using in this subject. Certificate II Visual Arts CAD is the perfect stepping stone for future employment. Additionally, it is a prerequisite for the Certificate III in Visual Arts CAD.

There are four core modules and five electives, which students need to complete in full. These include:

<table>
<thead>
<tr>
<th>Unit Code</th>
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</tr>
</thead>
<tbody>
<tr>
<td>BSBWHS201</td>
<td>Contribute to health and safety of self and others (C)</td>
</tr>
<tr>
<td>CUAACD101</td>
<td>Use basic drawing techniques (C)</td>
</tr>
<tr>
<td>CUAPPR201</td>
<td>Make simple creative work (C)</td>
</tr>
<tr>
<td>CUARES202</td>
<td>Source and use information relevant to own arts practice (C)</td>
</tr>
<tr>
<td>CUAPPR302</td>
<td>Document the creative work progress (E)</td>
</tr>
<tr>
<td>BSBWOR203</td>
<td>Work effectively with others (E)</td>
</tr>
<tr>
<td>BSBDES201</td>
<td>Follow a design process (E)</td>
</tr>
<tr>
<td>CUACDRA201</td>
<td>Develop drawing skills (E)</td>
</tr>
<tr>
<td>BSBWOR202</td>
<td>Organise and complete daily work activities (E)</td>
</tr>
</tbody>
</table>

ASSESSMENT
Students will be assessed to industry standards in order to receive certification. Students will be determined to be marked either ‘competent’ or ‘not-competent’. Students must achieve ‘competent’ for each of the competencies to be awarded this Qualification. Assessments are both practical and theory based with a number of assessments completed online as well as a number of home tasks.

CAREER POSSIBILITIES
This subject will assist students moving into university, TAFE or employment in one of the many product design and architecture environments. Students who have a deeper engagement using the Auto desk products will have the advantage.
WORKPLACE LEARNING (SCSA Endorsed Program)

RATIONALE
The Workplace Learning endorsed program provides an opportunity for a student to demonstrate, and develop increasing competence in the core skills for work, often referred to as generic, transferable or employability skills. A student learns to apply and adapt the workplace skills that are necessary for different types of work and that play a key role in lifelong learning. The endorsed program is based on the skills, knowledge and understandings that underpin successful participation in work. These skills are documented in the Core Skills for Work Developmental Framework, developed collaboratively by the Department of Industry and the Department of Education. The Core Skills for Work encompass the Employability Skills outlined in the National Employability Skills Framework.

CONTENT
Students will participate in a Work Readiness program that will confirm their suitability for the Work Placement. Students will also learn about Occupational Health and Safety, rights and responsibilities of employees and employers and develop greater understanding of the industry students are hoping to enter. Once these have been successfully completed they will undertake two Block Placements during the Semester 1 and 2 Exam Periods.

ASSESSMENT
In this Workplace Learning program, students undertake training in a real workplace during exam periods. Students are expected to complete a detailed School Curriculum and Standards Authority (SCSA) Workplace Learning Journal as a written record of tasks accomplished and skills achieved based on the Core Skills for Work Developmental Framework.

The Workplace Learning Journal details the requirements of the endorsed program and the expectations, rights and responsibilities of the student in the workplace. It includes:

- An attendance record which must be completed progressively by the student.
- A task schedule which must be completed progressively by the student.
- Written assessment addressing the 10 Core Skills for Work.
- A workplace supervisor’s evaluation of student performance.

The Workplace Learning Journal provides a framework for the student to provide specific examples that demonstrate his/her application of work skills, knowledge and understandings. The Workplace Learning Journal must be completed by the student and validated by the Workplace Learning Coordinator after every 55 hours in the workplace.

IMPORTANT
Students who work on construction sites or in workshops may be required by employers to wear safety equipment e.g. steel capped boots (approx. $80.00), long pants (approx. $40.00). Parents will be notified of any additional costs on the Parent Information sheet sent out prior to placement. The cost of such items is to be met by parents. Students who work on construction sites will also be required to complete Safety and Awareness training (White Card) which will cost approximately $100. This training is a requirement for anyone who works on a construction site and will therefore be used by students post school.

Students who participate in this program have three free periods throughout their 2021 timetable.
A minimum of three General/ATAR subjects must be selected for Year 11
GENERAL COURSES

GENERAL – ACCOUNTING & FINANCE

PREREQUISITES
Year 10 English and Maths – minimum C Grade

RATIONALE
This course focuses on financial literacy and aims to provide students with the knowledge, understandings and a range of skills that enables them to engage in sound financial decision making. Students develop an understanding that financial decisions have far reaching consequences. Through the preparation and analysis of financial documents and procedures, students develop an understanding of the fundamental principles and practices upon which accounting and financial management are based. An understanding of these principles and practices enables students to analyse their own financial data and that of small businesses, and make informed decisions based on that analysis.

CONTENT
Unit 1 - The focus of this unit is on personal finance. Concepts include banking; personal credit ratings; scam avoidance; reading contracts; insurance; taxation; budgets and investment options.
Unit 2 - Focus of this unit is on small cash entities. The concepts of single entry accounting; GST; petty cash book; pay slips, payroll; bank reconciliation; simple financial reports.

ASSESSMENT
In class tests and projects.

CAREER POSSIBILITIES
This subject is especially useful for students who are considering running their own small business such as plumbers, electricians, hairdressers, beauticians and start-ups.
GENERAL – APPLIED INFORMATION TECHNOLOGY

PREREQUISITES
There are no prerequisites for this subject.

RATIONALE
The development and application of digital technologies impact most aspects of living and working in our society. Digital technologies have changed how people interact and exchange information. These developments have created new challenges and opportunities in lifestyle, entertainment, education and commerce. The practical application of skills, techniques and strategies to solve information problems is a key focus of the course. Students also gain an understanding of computer systems and networks. In undertaking projects and designing solutions, the legal, ethical and social issues associated with each solution are also considered and evaluated.

This course provides students with the opportunity to develop the knowledge and skills of digital technologies. It also encourages students to use digital technologies in a responsible and informed manner. The Applied Information Technology General course provides a sound theoretical and practical foundation, offering pathways to further studies and a wide range of technology based careers.

ASSESSMENT
Assessment is school based and consists of Project Work (70%), Short Answers (20%) and Extended Answers (10%). The subject has no exam.

CAREER POSSIBILITIES
In all areas of business and commerce, ICT plays a key role. The skill you will develop will be valuable in gaining many types of employment.

ORGANISATION AND COURSE CONTENT
The Year 11 course is composed of two units which are delivered as a concurrent course during the year. The unit content includes both theoretical aspects (Knowledge) and practical aspects (Skills).

Unit 1 - Personal Communication - The focus of this unit is to enable students to use technology to meet personal needs. Students develop a range of skills that enable them to communicate using appropriate technologies and to gain knowledge that assists in communicating within a personal context.

Unit 2 - Working with others - The focus of this unit is to enable students to use a variety of technologies to investigate managing data, common software applications and wireless network components required to effectively operate within a small business environment. They examine the legal, ethical and social impacts of technology within society.
GENERAL – BUSINESS MANAGEMENT AND ENTERPRISE

PREREQUISITES
Year 10 English – minimum C Grade

RATIONALE
This subject gives students the opportunity to understand how vital business is to individuals and society and how it impacts on many aspects of our lives. This subject focuses on the day to day skills required to run a small business.

CONTENT
Unit 1 - The focus of this unit is on establishing a small business in Australia. Opportunities are provided to explore business start-ups and to recognise the factors that contribute to business success. Entrepreneurship and innovative thinking are introduced, encouraging students to generate ideas and proposals that may be suitable for business ventures.

Unit 2 - The focus of this unit is developing and implementing daily operational activities of a business. The concepts of innovation, marketing, competitive advantage and legal aspects of running a business are investigated and applied.

ASSESSMENT
In-class response assessments and research tasks.

CAREER POSSIBILITIES
This subject is especially useful for students who are considering running their own small business such as plumbers, electricians, hairdressers, beauticians and start-ups.
GENERAL – CHILDREN, FAMILY & THE COMMUNITY

PREREQUISITES
There are no prerequisites for this subject.

RATIONALE
The Children, Family and the Community General subject 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 shared research, examine goal setting, self-management, decision-making, communication and cooperation skills when creating products, services or systems 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.

CONTENT
- Nutrition
- Family Structure
- Communication
- Community resources
- Careers and employment
- Family law
- Influence of advertising and media
- Fundraising
- Social issues and trends
- Caring for others
- Range of practical skills e.g. Food preparation and production
- Virtual baby program

ASSESSMENT
Assessment will incorporate a variety of forms including practical and written throughout the subject.

Investigation     (30%)
Production         (55%)
Response          (15%)

CAREER POSSIBILITIES
This subject provides valuable background for students wishing to enter such fields as teaching, hospitality and community based work. It also provides many valuable life skills for everyday living.
GENERAL – DANCE

PREREQUISITES
No prerequisites required, just a genuine interest in dance and performing.

RATIONALE
The Dance General subject acknowledges the interrelationship between practical and theoretical aspects of dance; the making and performing of movement and the appreciation of its meaning. Through decision-making in individual and group work, students use a wide range of creative processes, such as improvisation and the use of choreographic elements and devices to create dance works.

They also learn how dance styles and forms are historically derived and culturally valued. Through dance, students experience an intrinsic sense of enjoyment and have an opportunity to achieve a high level of movement skills.

CONTENT
The subject is divided into two main content areas; Performance and Contextual Knowledge. The subject has a focus on ‘Exploring the Components of Dance’ and ‘Dance for Entertainment’. Practical work is the main focus of this unit with 70% of the subject being practical.

ASSESSMENT
The two types of assessment:

Performance/Production
Response

CAREER POSSIBILITIES
Participation may lead to opportunities for future study in dance or related arts fields.
GENERAL – DESIGN PHOTOGRAPHY

PREREQUISITES
Lower school photography, art, sculpture or media would be an advantage.

RATIONALE
The focus of this subject is to develop an understanding of design in the world around us and to gain key photographic skills. Students understand that photography is a discipline area with its own history, traditions, tools and techniques. Students are introduced to design elements and principles and design processes and practice. They develop basic drawing skills and are introduced to a range of techniques to demonstrate their control over the elements of design in photography. Students are introduced to production skills and processes, materials, studio lighting, digital photography and Photoshop™ software.

Students will also be encouraged to explore their own interests and communicate their personal perspectives through their photographic work.

ASSESSMENT
School based assessment:

Students will produce three types of assessable work, Response 30% and Production 70%, to demonstrate their achievements in the following outcomes:

- Design understanding
- Design process
- Application of design
- Design in society

CAREER POSSIBILITIES
For most students this design subject will develop their photographic skills and give them a sound grounding in the production of a successful imagery. It will also give them the skills and knowledge to further their studies at variety of tertiary institutions. Photography will pave the way for further studies preparing students to work within photography, art, graphic design, media and journalism. At the very least students will gain skills and a hobby activity that is an interesting, challenging and rewarding creative outlet.
GENERAL – DRAMA

PREREQUISITES
A genuine interest in drama and performing.

CONTENT
Units 1 & 2 - The Drama General subject focuses on dramatic styles and drama in practice as students integrate their knowledge and skills. They use the elements and conventions of drama to develop and present ideas and explore personal and cultural issues. They engage in drama processes such as improvisation, play building, text interpretation, playwriting and dramaturgy. Students’ work in this subject also includes production and design aspects involving scenography, costumes, sound and lighting. Students work independently and collaboratively, learning time management skills, showing initiative and demonstrating leadership and interpersonal skills. The Drama General subject requires them to develop and practise problem-solving skills through creative and analytical thinking processes.

Unit 1 - focuses on dramatic storytelling.
Unit 2 - focuses on drama performance events.

ASSESSMENT
Two types of assessment:

- Performance/Production
- Response

CAREER POSSIBILITIES
The Drama subject of study is inclusive of general and vocational education, catering for a full range of achievements in Years 11 and 12. This will include students who intend studying or seeking employment in vocational areas such as acting, directing, design of sets, costumes, lighting or sound and theatre management; students who will continue to enjoy drama and apply the knowledge, skills and understandings they have learned to the other aspects of their lives and students who intend to study Drama, Arts Management and Theatre Design at a tertiary level.

ADDITIONAL COSTS
It is a requirement that students attend a range of theatre performances during the year. The cost of these performances should not exceed $70.00.
GENERAL – ENGLISH

PREREQUISITES
A satisfactory performance in Year 10 English.

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

ASSESSMENT
Students will be assessed throughout the year on a wide range of activities, both written and oral. There will also be two major examinations for the year with one being held each semester.

CAREER POSSIBILITIES
The necessity of English competence for success in a career cannot be understated. All tertiary institutions and most jobs require the ability to communicate fluently and competently, whether it is in written or spoken forms.

ADDITIONAL COSTS
There may be additional costs up to approximately $30 to cover such activities as drama excursions, visiting speakers, competitions and visits to seminars.

GENERAL – ENGLISH AS AN ADDITIONAL LANGUAGE/DIALECT

PREREQUISITES
Year 10 English. For eligible students (i.e. those students whose first language is not English)

CONTENT
The EAL/D subjects are designed for students who speak another language or dialect as their first or ‘home’ language. EAL/D focuses on development of the competent use of Standard Australian English (SAE) in a range of contexts. The EAL/D General subject develops English skills to prepare students for TAFE study or the workplace.

ASSESSMENT
The assessments are consistent with the teaching and learning strategies considered to be the most supportive of student achievement of the outcomes in the English as an Additional Language or Dialect subject.
GENERAL – FOOD SCIENCE TECHNOLOGY

PREREQUISITES
An interest in food preparation and the food industry

RATIONALE
The focus of these units is on food and the individual as well as food for the community. Students will learn about food through practical food preparation skills and expand their interests in relation to themselves and their future as well as community groups. Food Science and Technology is a valuable subject in that it teaches students important life skills.

CONTENT
This subject covers the following areas:

- Evaluation of nutrient content of various foods and needs of the individual
- Investigate the impact of nutrition on health related issues e.g. obesity
- Food habits and traditions
- Safe work practices in the hospitality industry
- Safe food handling
- Producing food for selves and family
- Developing skills for small scale food production
- Adapting recipes to suit design briefs
- Developing industry standard food preparation skills
- Investigate and evaluate food trends

ASSESSMENT
Assessment will be based on various tasks including both practical and theoretical work.

<table>
<thead>
<tr>
<th>Investigation</th>
<th>(30%)</th>
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<tbody>
<tr>
<td>Production</td>
<td>(60%)</td>
</tr>
<tr>
<td>Response</td>
<td>(10%)</td>
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CAREER POSSIBILITIES
A very rewarding subject that would benefit anyone wishing to follow a career in the Hospitality and Tourism industry. Hospitality is the biggest employer in Australia. Many University and TAFE students work in this industry whilst studying or embark on a full-time career in this industry.
GENERAL – HEALTH STUDIES

PREREQUISITES
Year 10 Health – Minimum C Grade, Year 10 English – Minimum C Grade.

A keen interest in Health Promotion, Public Health, Community Health Care and a curiosity for how the world works is important. Please note that this course is not the same type of course as Health Education in Years 7 – 10, but rather Health as a more Global Interest.

RATIONALE
The Health Studies General course focuses on the study of health as a dynamic quality of human life. Students undertaking this course develop the knowledge, understanding and skills necessary to promote an understanding of the importance of personal and community action in promoting health.

Students explore factors which influence their health in positive and negative ways, and devise action plans which focus on achieving identified goals designed to improve health. Key consumer health skills and concepts are introduced, including the role and features of components of the Australian healthcare system.

CONTENT
The Year 11 course is composed of two units which are delivered as a concurrent course during the year.

Unit 1 - This unit focuses on personal health and wellbeing and what it means to be healthy.

Unit 2 - This unit focuses on personal health and introduces the many factors which influence health.

ASSESSMENT
School based assessment. There is no exam.

Students will produce three types of assessable work to demonstrate their achievement in the following outcomes:

Inquiry (20%)
Response (30%)
Project (50%)

CAREER POSSIBILITIES
This course will prepare students for career and employment pathways in a range of health and community service industries. Students will have the opportunity to develop key employability and life skills, including communication, leadership, initiative and enterprise. Inquiry skills will equip students to adapt to current and future studies and work environments.
GENERAL – HUMAN BIOLOGY

PREREQUISITES
Satisfactory performance in Year 10 Science

RATIONALE
The Human Biology General course gives students a chance to explore how the human body works. Students focus on bones, muscles, nerves and hormones, and how they maintain and coordinate the body. The causes and spread of disease and how humans respond to invading pathogens are studied, as well as the role of males and females in the process of reproduction. Students investigate the body systems through real or virtual dissections and practical examination of cells, organs and systems. They research contemporary treatments for dysfunctions of the body systems and are encouraged to use ICT to interpret and communicate their findings in a variety of ways. Second-hand data is used to investigate transmission of diseases from a historical perspective and recent global incidences.

CONTENT
Unit 1 - This unit explores how the systems of the human body are interrelated to help sustain functioning to maintain a healthy body. Cells are the basic structural and functional units of the human body. 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 of materials required for efficient functioning. The lifestyle choices we make can have consequences for the optimal functioning of these systems. Humans can intervene to treat dysfunction and influence the quality of life of the individual.

Unit 2 - This unit explores the role that males and females have in reproduction, including contraception, and the issues of sexually transmitted infections. Students learn about the reproductive systems of males and females and how they are specialised to produce differentiated gametes (eggs and sperm) and ensure the chances of fertilisation and implantation are more likely. The healthy development of the embryo and foetus can be monitored, and technologies available will be presented. Where there are instances of infertility, options available for couples, along with associated risks, will be considered, in addition to lifestyle choices that can affect fertility. Sexually transmitted infections will be researched, and effects, treatments and ways to minimise infection will be examined. Students apply their knowledge to construct a deoxyribonucleic acid (DNA) model and demonstrate cell division processes.

ASSESSMENT
Science Inquiry  (40%)
Extended Response  (20%)
Test  (20%)

CAREER POSSIBILITIES
The course content deals directly and indirectly with occupations in areas, such as, social work, medical and paramedical fields, food and hospitality, childcare, sport, science and health education. The course helps to prepare all students, regardless of their background or career aspirations, to take their place as responsible citizens in society.
GENERAL – INTEGRATED SCIENCE

PREREQUISITES
Satisfactory performance in Year 10 Science

RATIONALE
The Integrated Science General subject enables students to investigate science issues in the context of the world around them.

It encourages students to develop their scientific skills of curiosity, observation, collection and analysis of evidence, in a range of contexts.

The multidisciplinary approach, including aspects of biology, chemistry, geology and physics, further encourages students to be curious about the world around them and assume a balanced view of the benefits and challenges presented by science and technology.

Students conduct practical investigations that encourage them to apply what they have learnt in class to real-world situations and systems.

CONTENT
Unit 1 - The emphasis of this unit is on biological and Earth systems, focusing on the following topics:
- Interrelationships between Earth systems
- Structure and function of biological systems
- Ecosystems and sustainability
- Species continuity and change

Unit 2 - The emphasis of this unit is on physical and chemical systems, focusing on the following topics:
- Atomic structure
- Chemical reactions
- Mixtures and solutions
- Motion and forces
- Energy

ASSESSMENT
Inquiry – practical & investigation (50%)
Extended response (30%)
Test (20%)

CAREER POSSIBILITIES
The Integrated Science General subject is inclusive and aims to be attractive to students with a wide variety of backgrounds, interests and career aspirations. It is a desired subject in a number of TAFE pathways.
GENERAL – MATERIALS DESIGN & TECHNOLOGY – METAL (JEWELLERY)

PREREQUISITES
No formal pre-requisites. An interest in the creative arts, design and practical work is desirable.

RATIONALE
The Materials Design and Technology General course is a practical course. The course allows students to design and manufacture Jewellery products as the major focus. There is also the flexibility to incorporate additional materials from outside the designated contexts such as glass or stone. This will enhance and complement the knowledge and skills developed within the course as many modern-day products are manufactured using a range of different material types. Students examine social and cultural values and the short-term and long-term impacts of the use and misuse of materials and associated technologies.

CONTENT
The Materials Design and Technology Jewellery General course provides a practical based jewellery making course with the design and manufacture of products as the major focus.

There is a strong creative emphasis in jewellery making and students are expected to document the development of their ideas from inception through to completion by way of a visual diary.

This subject teaches you practical metalworking and jewellery making skills using a variety of materials including sterling silver, semi-precious metals and gemstones. This course will also help foster confidence in planning complex tasks and above all provides opportunities for individual expression and the joy of making unique items of jewellery through a combination of themed and personal design projects.

ASSESSMENT
Assessment will be based on various tasks including both practical and theoretical work.

- Design - Investigate products and devise solutions (25%)
- Production - Project work (60%)
- Response - (exams, essays, oral responses and evaluations) (15%)

CAREER POSSIBILITIES
A very rewarding subject that would benefit anyone wishing to follow a career in the Jewellery industry.
GENERAL – MATERIALS DESIGN & TECHNOLOGY (Textiles)

PREREQUISITES
No prerequisites necessary although sewing units completed in lower school is an advantage.

CONTENT
This subject is suitable for students interested in working with textiles who have either basic or more advanced sewing skills. Practical projects will involve the use of embellishment techniques and specialised sewing equipment will be used including overlockers and embroidery machines. Students will examine new textiles and the use of technology in the design process to produce various items e.g. designer bags, casual clothing items, fashion accessories and wearable art. Students will look at sustainability and the role of fashion in the future. This subject will be of interest to students who wish to pursue employment and future study opportunities and future study opportunities in fashion design; interior design and the textiles, clothing and footwear industries.

ASSESSMENT
This includes a portfolio of textile techniques, practical work and research.
Design (25%)
Production (60%)
Response (15%)

ADDITIONAL COSTS
The fees charged cover material costs for minor projects including fabrics, dyes and embellishment materials. There will be an additional on-going cost for fabrics and haberdashery as needed for practical work in the range of $50 - $100 depending on individual’s choice of materials.

CAREER POSSIBILITIES
Students could consider a career in costume design, fashion design, interior design, textiles artist, multimedia artist and clothing textile and footwear retail.
GENERAL – MATERIALS DESIGN & TECHNOLOGY (WOOD)

PREREQUISITES
An interest in the wood area.

RATIONALE
The Materials Design and Technology General course is a practical course. The course allows students to design and manufacture timber products as the major focus. There is also the flexibility to incorporate additional materials from outside the designated contexts such as metal and or acrylic. This will enhance and complement the knowledge and skills developed within the course as many modern-day products are manufactured using a range of different material types. Students examine social and cultural values and the short-term and long-term impacts of the use and misuse of materials and associated technologies.

CONTENT
Unit 1 - Students interact with a variety of items that have been specifically designed to meet certain needs. Students are introduced to the fundamentals of design. They learn to communicate various aspects of the technology process by constructing what they design. Throughout the process, students learn about the origins, classifications, properties and suitability for purpose of the materials they are using, and are introduced to a range of production equipment and techniques. They develop materials manipulation skills and production management strategies, and are given the opportunity to realise their design ideas through the production of their design project.

Unit 2 - Students interact with products designed for a specific market. They use a range of techniques to gather information about existing products and apply the fundamentals of design. Students learn to conceptualise and communicate their ideas and various aspects of the design process within the context of constructing what they design. Throughout the process, students learn about the origins, classifications, properties and suitability for end use of materials they are working with. Students are introduced to a range of technology skills and are encouraged to generate ideas and realise them through the production of their design projects. They work within a defined environment and learn to use a variety of relevant technologies safely and effectively.

Students, in consultation with teachers, select projects of interest and then design and make products suitable for a specific market.

ASSESSMENT
Design (25%) 
Production (60%) 
Response (exams, essays, oral responses and evaluations) (15%)

CAREER POSSIBILITIES
Cabinet maker, furniture finisher, wood machinist, carpentry, woodwork artist.
GENERAL – MATHEMATICS ESSENTIAL

PREREQUISITES
At least Pathway 3 - C Grade

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

CONTENT
By the end of this unit, students:

- Understand the concepts and techniques in calculations, algebra, measurement, graphs, representing and comparing data, percentages, rates and ratios, and time and motion.
- Apply reasoning skills and solve problems in calculations, algebra, measurement, graphs, representing and comparing data, percentages, rates and ratios, and time and motion.
- Communicate their arguments and strategies when solving mathematical and statistical problems using appropriate mathematical or statistical language.
- Interpret mathematical information and ascertain the reasonableness of their solutions to problems.

Unit 1
Contains the four topics:
- Basic calculations, percentages and rates
- Using formulas for practical purposes
- Measurement
- Graphs

Unit 2
Contains the four topics:
- Representing and comparing data
- Percentages
- Rates and ratios
- Time and motion

ASSESSMENT
Teachers design school-based assessment tasks to meet the needs of students. The details of the assessment types for the Mathematics Essential General Year 11 syllabus and the weighting for each assessment type are:

Response (50%)
Investigation (50%)

CAREER POSSIBILITIES
This subject provides students with useful tools and skills to use and apply in the post-school environment. It has been designed to cater for students who require preparation for a wide range of occupations within the community.
GENERAL – MEDIA PRODUCTION & ANALYSIS

PREREQUISITES
There are no pre-requisites for this subject.

RATIONALE
The Media Production and Analysis General subject aims to prepare students for a future in a digital and interconnected world by providing the skills, knowledge and understandings to construct their own visual stories and interpret the visual stories of others. Students learn the languages of media communication and how a story is constructed using representations. Students as users and creators of media products, consider the important role of audiences in the interpretation process. Students will consolidate their understanding of media within the context of Photography and Television, focusing on the genres of mood videos, Crime Drama, TV Advertising, Lifestyle Magazines and Television Current Affairs.

ASSESSMENT
Assessment in this subject comes from two assessment types; responses to student and professional media productions and student practical productions. There will be no exam at the end of either unit. Assessment weightings favour practical production tasks.

CAREER POSSIBILITIES
Media Production and Analysis General is a very useful subject for students wishing to undertake one of the many media-related Subjects offered at TAFE. Students who wish to work in Media related fields such as television, broadcasting, advertising and marketing could also find this subject most useful.
GENERAL – PHYSICAL EDUCATION STUDIES

PREREQUISITES
Year 10 Physical Education Minimum B Grade

Must be able to swim 200m in less than 5 minutes and support yourself for 15 minutes unassisted in deep water

**NOTE:** If selected in tandem with ATAR Physical Education Studies only one subject is permitted to be used for credit towards the WACE. It is required that a student must have a B grade average in Year 10 to select both General and ATAR Physical Education Studies.

RATIONALE
Physical activity plays a significant role in many people’s lives, positively contributing to the development of an individual’s physical, social and emotional growth. This subject assists students to make choices that benefit their health now and in the future. Throughout the subject, physical activity and sport are used to develop skills and performance, along with an understanding of physiological, anatomical, psychological, biomechanical and skill learning applications. Practical components of the subject will include body boarding, golf, volleyball and beach volleyball.

CONTENT
The Physical Education Studies General subject is a very practical unit and focuses on student participation in a range of sports and activities. The subject enables students to perform as active sporting participants, leaders, coaches, analysts and planners of physical activity which in turn facilitates their development of personal and social skills that can be utilised in leisure, education, sport development, health and medical fields. Sporting contexts include surf activities, volleyball, golf and beach volleyball.

ASSESSMENT
School-managed assessment will provide evidence of achievement of all of the outcomes. 50% of the subject assessment is practical and 50% is theory.

CAREER POSSIBILITIES
Although Physical Education Studies is not a pre-requisite for some tertiary studies, it would be an advantage for students interested in nursing, physiotherapy, occupational therapy, physical education teaching and any recreational or sports management subjects.
GENERAL – VISUAL ARTS

PREREQUISITES
There are no prerequisites for this subject. Completing this subject at Year 11 would not exclude the student from later selecting a university-bound subject. Universities and Art Schools accepting students in Arts Subjects want to see portfolios created by the student in this subject.

RATIONALE
Visual Arts General Units 1 and 2
In the Visual Arts General subject, you will engage in traditional, modern and contemporary media and techniques within the broad areas of art forms and across various studio disciplines such as painting, printmaking, mixed media, ceramics and drawing. This subject promotes innovative practice and sees students working independently in a project-based manner with skills workshops designed to support and develop skills across multiple mediums.

CONTENT
You are encouraged to express your imagination and develop personal imagery, skills and engage in the making and presentation of artworks. You will participate in art experiences aimed at developing a sense of observation and idea generation.

Unit 1 - Focus is Experiences: exploring and responding to your personal lives, local environment and events.

Unit 2 - Focus is Explorations: how to initiate and generate creative and symbolic artworks. You are required to make a body of work that explores your ideas, techniques and develops your skills. This will lead to resolved artworks in each unit.

When exploring ideas and approaches to art making you will also be engaging in the Visual Analysis of international, national and local artists connected with each unit theme through a portion of research and written art theory work. Through this, students will learn to identify stylistic features of art forms from different times and places and explore ways to manipulate art elements and principles to generate, develop and produce your own artwork.

ASSESSMENT
Students will be required to complete a variety of activities predominantly in art making and some art interpretation. 70% of subject assessment relates to art making and 30% to research and written art theory.

CAREER POSSIBILITIES
The development of a body of work and resolved artworks will be suitable to meet the entry requirements for TAFE or university subjects, although specific folio requirements may not be covered directly within class time. This could lead to a career in graphic design, architecture, fashion design, industrial design, jewellery, painting, ceramics, sculpture and arts management among many other arts-related careers.

COSTS
Each of these units may include an art gallery/drawing excursion. These will cost approximately $25.