

2019



YEAR 11
Subject Selection
Booklet



CHURCHLANDS
SENIOR HIGH SCHOOL

CONTENTS

YOUR FUTURE	3
MAKING CHOICES: THE NEXT STEP	3
WHEN MAKING YOUR CHOICES.....	4
SENIOR SCHOOL STUDIES	5
SUBJECT SELECTION PROCESS	13
CAREER DEVELOPMENT	14
TAFE	16
TAFE ENTRANCE REQUIREMENTS.....	16
TAFE PATHWAYS TO UNIVERSITY.....	16
PRE-APPRENTICESHIP COURSES	16
UNIVERSITY	17
UNIVERSITY ADMISSION 2021	17
UNIVERSITY CONTACT DETAILS	18
CALCULATING AN ATAR	19
SCSA EXHIBITIONS AND AWARDS	20
SELECTION OF COURSES	23
YEAR 11 COURSES OFFERED IN 2019.....	25
ATAR COURSES	27
CERTIFICATE COURSES AND ENDORSED PROGRAMS	62
PROGRAM PARTNERS.....	62
COURSES	64
GENERAL COURSES	75

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 Coordinator, 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.

If you and/or your parents wish to discuss future career or educational plans with the Careers Advisor, Mrs Clare Slodecki, you should make an appointment as soon as possible.

On Tuesday 26 June the school will hold a Parent Information Evening to explain the Senior School structure and subject selection process. On the last day of Term 2, 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. **July 19th is the School Parent/Teacher Interview Afternoon.** There will also be a **Careers Expo** in the Library with over 25 representatives from Universities, State and Private Training providers for you to visit before, between or after your interviews. 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 SHS, 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. 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 a few years ago, 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 Subjects come under the AQF in a variety of industry areas. These Subjects 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.
 - Certificate I is equivalent to 2 Year 11 units;
 - Certificate II is equivalent to 2 Year 11 and 2 Year 12 units;
 - Certificate III is equivalent to 2 Year 11 units and 4 Year 12 units.
- **TAFE's may also offer Certificate Subjects.** These are advertised via VET Coordinator, Mrs Ingleson, and students apply to enrol and leave school 1 day a week to complete the subject 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 work place. 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>

Year 11 Certificate Subjects on offer in 2019

Certificate Name	Comment	Unit equivalence
Certificate II Business		2 in Year 11+2 in Year 12
Certificate II Engineering		2 in Year 11+2 in Year 12
Certificate II Hospitality	Two year program	2 in Year 11+2 in Year 12
Certificate II Music		2 in Year 11+2 in Year 12
Certificate II Sport Coaching	Two year program	2 in Year 11+2 in Year 12
Certificate II (CAD) Visual Arts	Can't choose Cert II Furniture	2 in Year 11+2 in Year 12
Certificate II (Furniture) Visual Arts	Can't choose Cert II CAD	2 in Year 11+2 in Year 12

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 less students met the requirements in 2016 across the state than occurred in previous years.

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 NAPLAN for Reading, Writing and Numeracy OR demonstrating the standard through OLNA during Year 10, 11 or 12).
- Complete four or more Year 12 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 10 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 2 units in Year 11 and 2 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:

LIST A				LIST B			
Ancient History	AEHIA	Geography	AEGEO	Account & Finance	AEACF	Integrated Science	GEISC
Bus/Man/Ent	GEBME	Health Stud	AEHEA	App Inf Tech	GEAIT	Materials D&T - Metal	GEMDTM
Child/Fam/Comm	GECFC	Japanese Sec Lang	AEJSL	Biology	AEBLY	Materials D&T - Text	GEMDTT
		Literature	AELIT	Chemistry	AECHE	Maths Applications	AEMAA
Chinese Sec Lang	AECSL	Med Pr/An or	AEMPA GEMPA	Computer Science	AECSC	Maths Essential	GEMAE
Dance	AEDAN or GEDAN	Modern History	AEHIM GEHIM	Design Photography	GEDESP	Maths Methods	AEMAM
Drama	AEDRA or GEDRA	Music (Western Art)	AEMUSW	Earth & Env Science	AEEES	Maths Specialist	AEMAS
Economics	AEECO	Music (Jazz)	AEMUSJ	Food Sci Tech	GEFST	Phys Ed St or	AEPES GEPES
English	AEENG or GEENG	Philosophy and Ethics	AEPAE	Human Biology	AEHBY	Psychology	AEPSY
English Addition Language/Dialect	AEELD GEELD	Politics & Law	AEPAL			Physics	AEPHY
French Sec Lang	AEFSL	Visual Arts	AЕVAR or GEVAR				

Additional VET (Vocational Education and Training) opportunities

Those students at Churchlands SHS 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 2019 was not available. However, in the past, many of these qualifications have supported students in achieving their post schooling goals. These are structures 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. Information on these courses are also due in late July, and students will need to be vigilant in checking their email for more information.

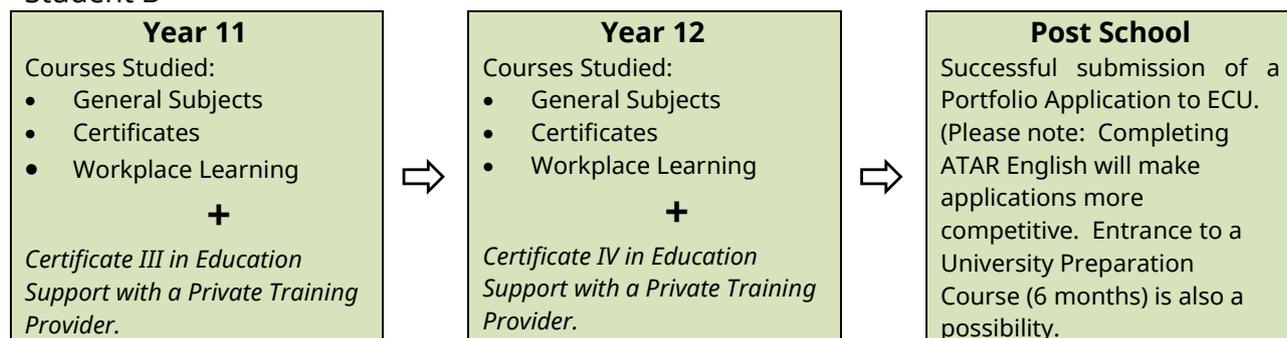
Below are some examples of how students can use these Qualifications to contribute toward their post schooling goals:



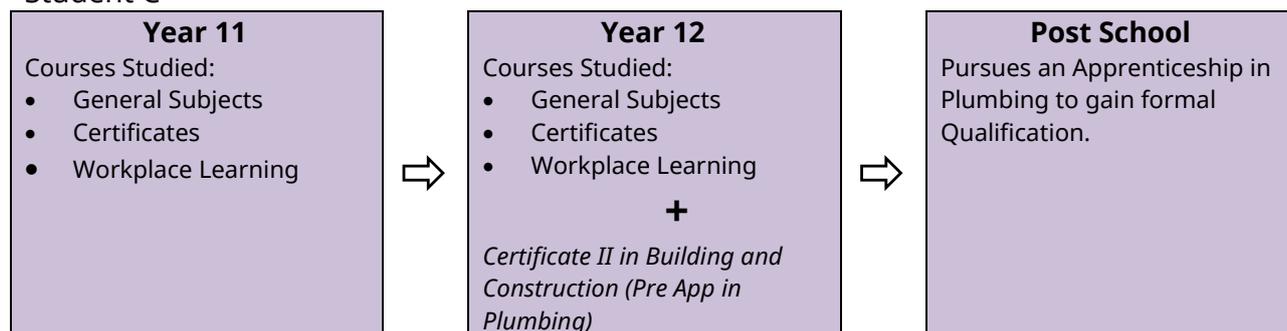
Student A



Student B



Student C



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 6 subjects comprising:

- a **minimum** of 3 (but preferably 4 or more) graded subjects (ATAR or General)
- a **maximum** of 1 Endorsed program (Workplace Learning)
- a **maximum** of 2 certificate courses

University bound students must select a minimum of 4 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:

- 6 ATAR subjects; or
- 5 ATAR subjects **and** 1 other subject; or
- 4 ATAR subjects **and** 2 other subjects.

TAFE/Apprenticeship/Employment bound students would typically choose:

- 6 General subjects; or
- 5 General subjects **and** 1 ATAR /Certificate /Workplace Learning; or
- 4 General subjects **and** 2 from either ATAR/Certificate/Workplace Learning
- 3 General subjects **and** 3 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 4 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 receive a folio of achievement. This folio may include one or more of the following:

- WACE
- 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 or a statement of literacy and numeracy e.g. OLNA results
- exhibitions and awards granted
- WACE combined mark
- 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 course.

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

Course Charges

All Year 11 and 12 courses 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, cheque, credit card 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 course charges will always be provided to parents prior to selection of courses.

Contact

For further assistance with either the counselling process or any of the above information please contact either the Careers Advisor, VET Coordinator, Heads of Year 11 or 12 or the Associate Principal (Year 11–12) at Churchlands Senior High School on 94411700.

Subject Selection Process

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

1. Term 1 week 7, 8, 9 and 10 Career Voyage during English classes. Students were also given a brief overview of the Subject Selection process.
2. Transition program – 2 periods run by Careers Advisor, Mrs Clare Slodecki, in week 8, Term 2.
3. Learning Areas brief students on offerings in their area.
4. Year 10 Parent Information Evening (Tuesday 26th June 2018).
5. Semester 1 Reports available on SEQTA (Friday 29 June 2018).
6. Career Expo (Thursday 19th July 2018)
7. Subject Selection Online (SSO) opens for selection of Year 11 subjects on Friday 20 July and closes on the morning of Friday 3 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 31st July to Thursday 2nd August. Families will be able to make an appointment through SSO.
8. SSO selections are processed by the school.
9. Timetabling process will begin. This may involve some re-counselling if all 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/WORKPLACE LEARNING COORDINATOR

Our **VET/Workplace Learning Coordinator** (Mrs Carlee Ingleson) 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

OR <http://www.northmetrotafe.wa.edu.au/> or South Metropolitan TAFE

<http://www.southmetrotafe.wa.edu.au/> . Further contact details are also available from these sites.

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. 9266 3131
- 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

My Future <https://www.myfuture.edu.au/>

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.

Skills Road <http://www.skillsroad.com.au/home>

Australian Apprenticeships <https://www.aapathways.com.au/>
<https://www.australianapprenticeships.gov.au/>

Job Outlook <https://joboutlook.gov.au/>

Job Jump Start <https://www.jobjumpstart.gov.au/>

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/pre-apprenticeships/> Ph. 9471 6600
- Motor Trade Association WA) <http://www.mtaw.com.au/training.html> Ph. 9233 9800
- College of Electrical Training <http://www.cet.asn.au/home.aspx> Ph. 9301 1560

UNIVERSITY

UNIVERSITY ADMISSION 2021

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 4 of this handbook or the SCSA website for more detail 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 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%.

At the time of writing, TISC had only published the information for University Entry in 2020. Please check their website later in Term 2 for the information on University Entry in 2021.

Please click on this link!!!

[TISC - University Admission 2020](#)

UNIVERSITY CONTACT DETAILS

CURTIN UNIVERSITY

BENTLEY CAMPUS

Kent Street
BENTLEY WA 6102
Telephone: (08) 9266 7805
Fax: (08) 9266 4108
Email: admissions@curtin.edu.au
Web: www.curtin.edu.au

KALGOORLIE CAMPUS

For mining courses:
Western Australian School of Mines
(WASM)
Egan Street
KALGOORLIE WA 6430
Telephone: 1800 688 377
Fax: (08) 9088 6100
Web: www.wasm.curtin.edu.au

COUNTRY CENTRES

Limited assistance will be available at country centres listed below, please contact 1800 469 164.
Albany
Kalgoorlie

EDITH COWAN UNIVERSITY

270 Joondalup Drive
JOONDALUP WA 6027
Telephone: 134 328
Overseas: (61 8) 6304 0000
Email: futurestudy@ecu.edu.au
Web: www.reachyourpotential.com.au
Including Joondalup, Mt Lawley, South West Campus (Bunbury) and Margaret River Education Centre

MURDOCH UNIVERSITY

Murdoch Campus

THE STUDENT CENTRE
South Street
MURDOCH WA 6150
Telephone: 1300 MURDOCH
(1300 687 3624)
Fax: (08) 9360 6491
Online enquiries:
ask.murdoch.edu.au
Web: www.murdoch.edu.au

Peel Campus (Mandurah)

THE STUDENT CENTRE
Education Drive
Mandurah WA 6210
Telephone: 1300 MURDOCH
(1300 687 3624)
Fax: (08) 9360 6491
Online enquiries:
ask.murdoch.edu.au
Web: www.murdoch.edu.au

Rockingham Campus

THE STUDENT CENTRE
Dixon Road
Rockingham WA 6168
Telephone: 1300 MURDOCH
(1300 687 3624)
Fax: (08) 9360 6491
Online enquiries:
ask.murdoch.edu.au
Web: www.murdoch.edu.au

THE UNIVERSITY OF WESTERN AUSTRALIA

ADMISSIONS CENTRE

Mail Bag M353
35 Stirling Highway
CRAWLEY WA 6009
Telephone: (08) 6488 2477
Country Callers 1800 653 050
Fax: (08) 6488 1226
Online enquiries: ask.uwa.edu.au
Web: www.studyat.uwa.edu.au

ALBANY CENTRE

35 Stirling Terrace
ALBANY WA 6330
Telephone: (08) 9842 0888
Fax: (08) 9842 0877
Email: albany_centre@uwa.edu.au
Web: www.albany.uwa.edu.au

TERTIARY INSTITUTIONS SERVICE CENTRE

Level 1, 100 Royal Street
EAST PERTH WA 6004
Telephone: (08) 9318 8000
Fax: (08) 9225 7050
Web: www.tisc.edu.au

CALCULATING AN ATAR

A minimum of four Year 12 ATAR courses must be completed in order to generate an ATAR. Following the WACE exams, each of these courses 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 courses, but to be eligible for University, the appropriate scaled score must be 50% or higher in these three courses.

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 standardize 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 2017 state data and projecting what might happen in 2018. 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](#)

Average of top 4 scaled marks	Approximate ATAR
50	61.2
54.5	70 Min ATAR Curtin, ECU, Murdoch
55	70.95
60	79
61	80 Min ATAR UWA
65	85.55
70	90.55
75	94.3
80	96.85
85	98.5
90	99.3
95	99.7

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 courses. It is awarded to the highest ranked eligible student with a General Exhibition. NOTE: The Churchlands SHS 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 courses. 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 courses, 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 course 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 course, 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 and in their other course achievements. The student who is ranked first in the selection process for a VET Certificate of Excellence will be awarded the VET exhibition in that industry area.

Certificates of Excellence (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 courses 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 9 training package 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.

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:

*Industry area
• 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 Merit150–189 points
- Certificates of Distinction190–200 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 8 unit equivalents can be used. An AQF VET certificate II or higher must be achieved. Achieved certificates in the following combination may be 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.

Points (per unit)	ATAR courses	General courses	VET qualifications	Max Points per VET qualification
10	A	-	-	
9	B	-	Cert IV+ Replaces two Year 11 and four Year 12 units	6 x 9 = 54
8	-	A	Cert III Replaces two Year 11 and four Year 12 units	6 x 8 = 48
7	-	-	-	
6	-	-	Cert II Replaces two Year 11 and two Year 12 units	4 x 6 = 24

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 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 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 2019

Tertiary/University Stream ATAR Subjects	TAFE/STP/Apprenticeship/Employment Stream GENERAL and VOCATIONAL Subjects
Accounting & Finance AEACF	Certificate II Business CT2BUS11
Ancient History AEHIA	Certificate II Engineering CT2ENG11
Biology AEBLY	Certificate II Hospitality CT2HOS11 (2 yr prog)
Chemistry AECHE	Certificate II Music CT2MUS11
Chinese Second Language AECSL	Certificate II Sport Coach CT2SPC11 (2 yr prog)
Computer Science AECSC	<i>Certificate II CAD Visual Arts CT2CAD11,* OR</i>
Dance AEDAN	<i>Certificate II Furniture Visual Arts CT2FVA11 *</i>
Drama AEDRA	
Earth & Environmental Science AEEES	
Economics AEECO	Applied Information Technology GEAIT
English AEENG	Business Management Enterprise GEBME
English as an Additional Lang/Dialect AEELD	Children/Family/Community GECFC
French Second Language AEFSL	Dance GEDAN
Geography AEGEO	Design – Photography GEDESP
Health Studies AEHEA	Drama GEDRA
Human Biology AEHBY	English GEENG
Japanese Second Language AEJSL	EALD GEELD
Literature AELIT	Food Science/Technology GEFST
Mathematics Applications AEMAA	Integrated Science GEISC
Mathematics Methods AEMAM	Materials D&T – Metals Jewellery GEMDTM
Mathematics Specialist AEMAS	Materials Des & Tech - Textiles GEMDTT
Media Production & Analysis AEMPA	Mathematics Essential GEMAE
Modern History AEHIM	Media Production & Analysis GEMPA
Music (Jazz) AEMUSJ	Modern History GEHIM
Music (Western Art) AEMUSW	Physical Education Studies GEPES
Philosophy and Ethics AEPAE	Visual Arts GEVAR
Physical Education Studies AEPES	
Physics AEPHY	Workplace Learning (Endorsed Program)
Politics & Law AEPAL	
Psychology AEPSY	* Students cannot choose more than
Visual Arts AEVAR	one Certificate II Visual Arts subject
	(CAD or Furniture)

NOTE CAREFULLY

- All accredited subjects and certificates contribute to the WACE.
- Students with CLEAR University intentions should take at least 4 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 3 (but preferably 4 or more) graded 'GENERAL' subjects.
- All students must select 6 subjects and 2 "reserve" choices. Can't select both English and Literature.

All courses are taught concurrently at CSHS. 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, all reported marks are "adjusted" based on historical performance and attributes of the cohort to indicate likely final "scaled" scores.

REMINDER: *A minimum of 4 ATAR courses must be selected to get an ATAR to apply for University entrance through TISC*

TERTIARY STREAM ATAR SUBJECTS



ATAR COURSES

ATAR – ACCOUNTING & FINANCE

PREREQUISITES

Year 10 English - B grade or Year 10 AEP English – C Grade
Year 10 Mathematics Pathway 2 - B 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 through 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 Price Waterhouse Coopers. 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 being an analyst on Wall Street! Possible subject exemptions at tertiary level-TAFE and University.

ATAR – ANCIENT HISTORY

PREREQUISITES

Year 10 HASS AEP Grade C or Exam 65%

Year 10 HASS – Grade B; 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 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 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 Greco-Persian Wars. 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

Students typically go on one excursion per year for Ancient History. This is usually to the WA Museum. The cost is approximately \$20.00. Students also have an opportunity to go on the Greek Tour for 18 days in 2019, the third Ancient History trip to Greece since the first in 2015. The last tour cost roughly \$5,000 including all travel, accommodation, breakfasts, dinners and entry into museums and sites. This is NOT compulsory.

ASSESSMENTS

These will be made up of:

- Inquiry tasks
- Source Analysis
- Short answer assessments
- Essays

CAREER POSSIBILITIES

The study of history can lead to careers in Journalism, Law, Librarianship, Teaching, Research Officer, Public Service, Diplomatic Service, the Armed Services, Media and Creative Arts, Politics, Police.

ATAR – BIOLOGY

PREREQUISITES

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

PREREQUISITES

Year 10 Specialist Science or AEP Science - Grade B 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

The Chinese: Second Language ATAR subject 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 focuses on **青少年 (Teenagers)** and incorporates the three topics: Having fun, Student's daily life, and Technology and leisure.

UNIT 2

This unit focuses 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, they options include employment domestically and internationally.

LOTE BONUS

10% of a student's final score in Chinese will be added to their ATAR even if it is not in the student's top 4 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 – Grade C

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 - DRAMA

PREREQUISITES: Year 10 English Grade B or AEP English Grade C

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 - Grade C or Exam 50+%, or
Year 10 General Science - Grade A; 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%

Year 10 HASS AEP Grade C or Exam 65%

RATIONALE

The Economics subject is suited to students interested in the world of commerce or who wish to develop financial 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 this subject explore the knowledge, values and opinions which surround economic events and issues facing our community, university education contexts. The learning experiences available through studying this course explore the knowledge, values and opinions which surround the complex range of economic events and issues facing our community, such as income growth, interest rates, business strategy and international relations. such as business strategy, income distribution and unemployment.

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 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 answers, long answers, multiple choice and economic inquiry.

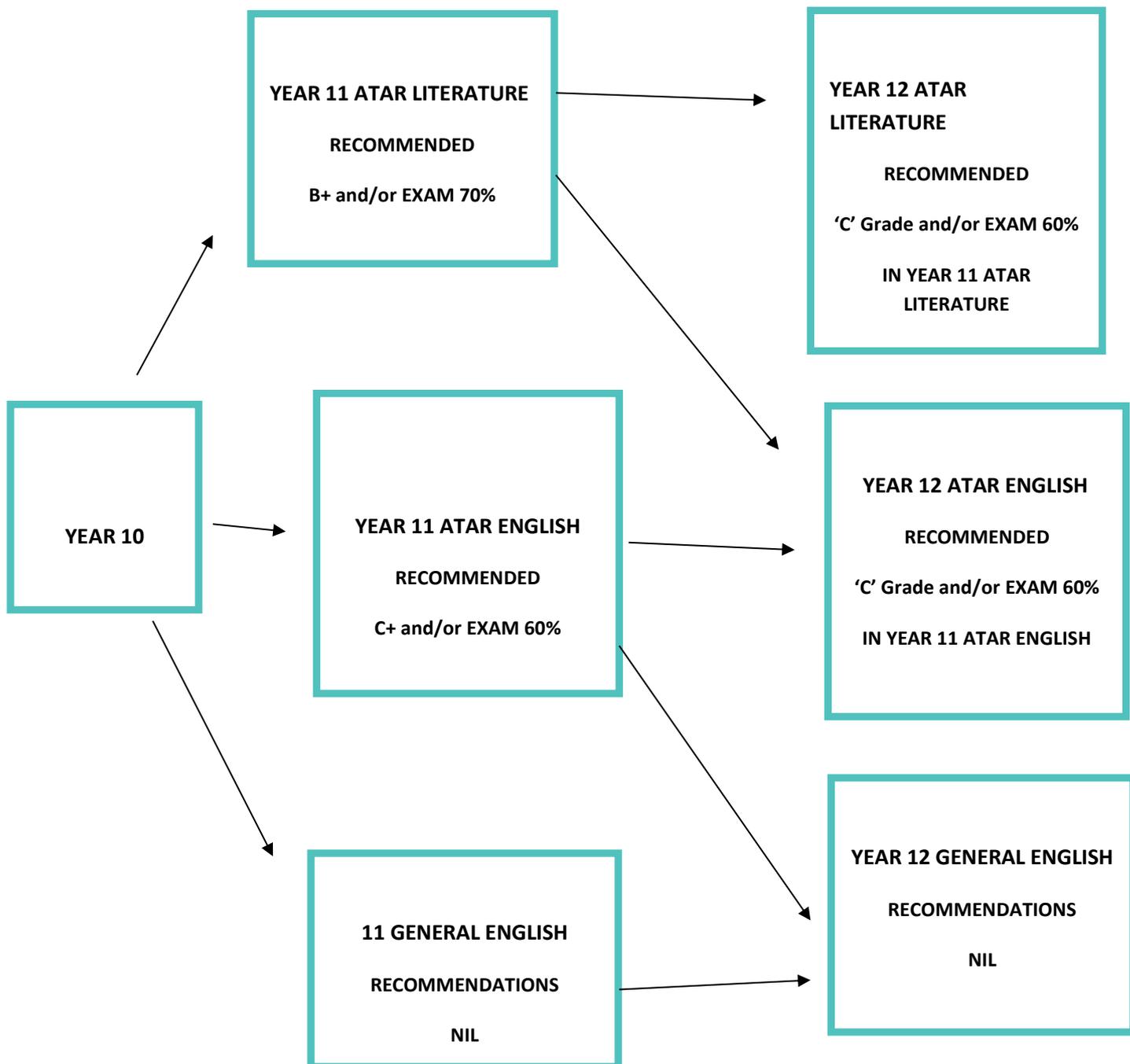
CAREER POSSIBILITIES

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

ENGLISH PATHWAYS

YEAR 11

YEAR 12



ATAR – ENGLISH

PREREQUISITES

High level of performance in English
Year 10 English: Grade C+ and/or exam result 60%+
AEP English any grade

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. Through close study and wide reading, viewing and listening, students develop the ability to analyse and evaluate the purpose, stylistic qualities and conventions of texts and to enjoy creating imaginative, interpretive, persuasive and analytical responses in a range of written, oral, multimodal and digital forms.

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 spoke 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.

ATAR – ENGLISH AS AN ADDITIONAL LANGUAGE/ DIALECT

PREREQUISITES

Year 10 mainstream English or AEP Grade C or 50% exam. 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 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 the English as an Additional Language or Dialect subject.

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 marks for this subject.

ATAR – FRENCH SECOND LANGUAGE

PREREQUISITES

Year 10 French B Grade

RATIONALE

The French: Second Language ATAR subject 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.

LOTE BONUS

10% of a student's final score in French will be added to their ATAR even if it is not in the student's top 4 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

The French: Second Language ATAR subject 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

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, they options include employment domestically and internationally.

ATAR – GEOGRAPHY

PREREQUISITIES

Year 10 HASS B grade or HASS Exam 65% or
Year 10 HASS AEP – Grade C or 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 opportunity to attend a fieldwork camp in Jarrahdale where they will enhance their understanding of bushfires from expert presenters from the volunteer fire brigade and Department of Parks and Wildlife. They will also conduct a tour of Sandalford winery to consolidate their understanding of how wine is changing on a spatial scale.

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

Cartographer, GIS specialist, Climatologist, Transportation management, Environmental management, Demographer, Foreign Service, Tourism, Urban Planning, Geopolitical Analyst, Government advisor, Mining- Project management, Rehabilitation Officers and Community liaison managers.

ADDITIONAL COSTS FOR EXCURSIONS

Typically, students go on at least one excursion per year. There will be a cost of approximately \$20 associated with each excursion to cover the fieldwork activity and bus transport. If a camp is scheduled the average cost is approximately \$50.

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 - Grade C; Exam 50%+, or
Year 10 General Science - Grade A; 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

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 subject 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 insights into the language and culture.

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, they options include employment domestically and internationally.

LOTE BONUS

10% of a student's final score in Japanese will be added to their ATAR even if it is not in the student's top 4 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 and a keen interest in literature
Year 10 English or AEP - Grade B or Exam result 70%+

CONTENT

In the Literature ATAR subject, students learn to create readings of literary texts and to create their own texts, including essays, poems, short stories, plays and multimodal texts. Students engage with literary theory and study literary texts in great detail. Students learn to read texts in terms of their cultural, social and historical contexts; their values and attitudes; and their generic conventions and literary techniques. In this subject they learn about readings, reading practices and the possibility of multiple readings. Students learn to create texts paying attention to contexts, values and conventions. Students learn about literary language, narrative, image and the power of representation. Students experience the aesthetic and intellectual pleasure that reading and creating literary texts can bring.

ASSESSMENT

Students will be assessed throughout the year on a wide range of activities, both written and oral. Each semester will be concluded with an exam. Students should realise that the majority of their marks will come from the class work and assessments. They cannot compensate for a 'low mark' by doing particularly well in the exam as it represents a relatively small percentage of the overall mark.

CAREER POSSIBILITIES

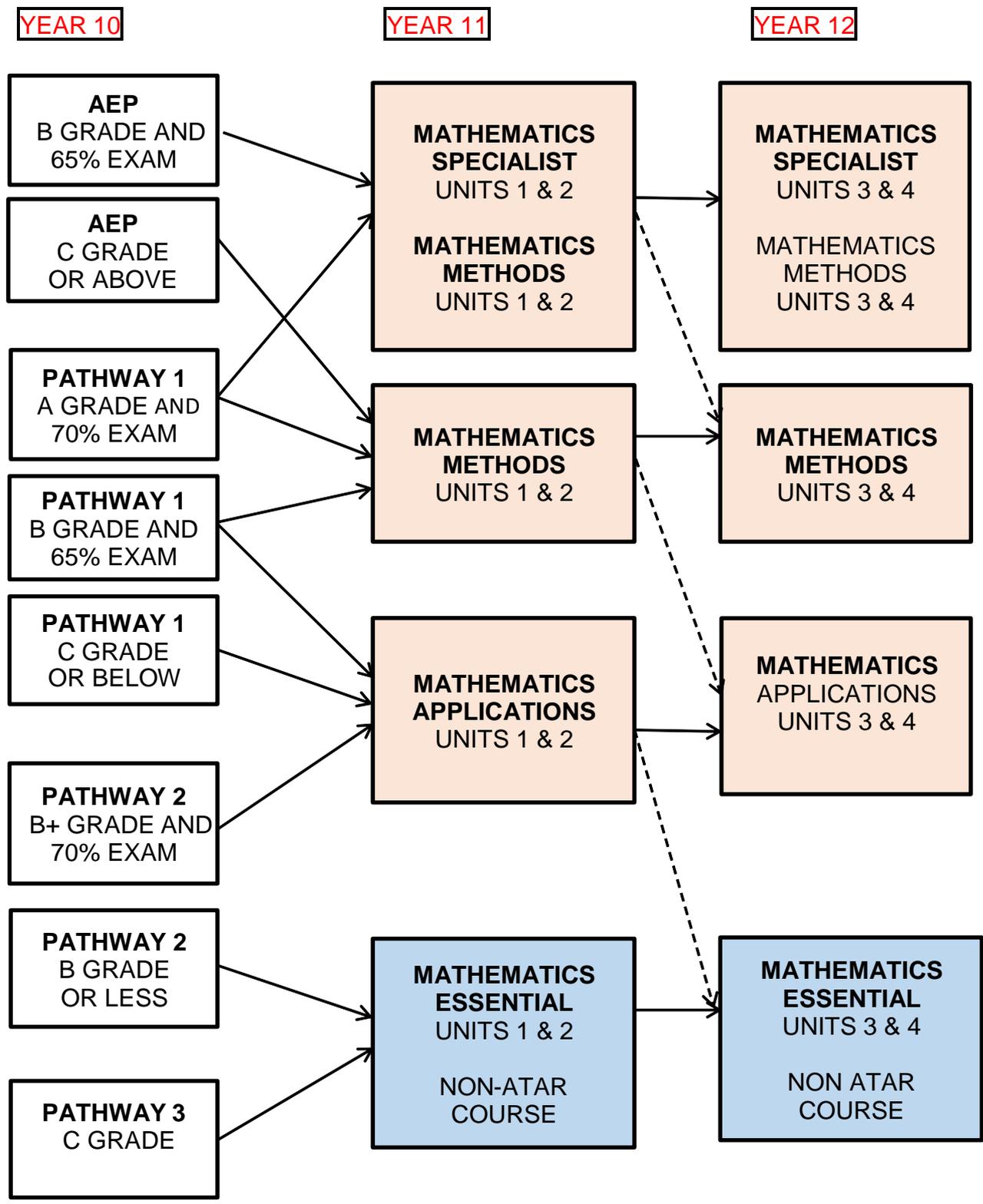
The necessity of English competence for success in a career cannot be understated. All tertiary institutions and most jobs require the ability to communicate fluently and competently, whether it is in written or spoken forms. However, specific career paths for students completing Upper School Literature involve any occupations that have language analysis as a major component including journalism, teaching, publishing, marketing, management, public relations or library studies.

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.

MATHEMATICS PATHWAYS

MATHEMATICS PATHWAYS FROM YEAR 10 TO SENIOR SCHOOL



ATAR – MATHEMATICS APPLICATIONS

PREREQUISITES

Year 10 Maths AEP and Pathway 1 Grade D or Year 10 Maths Pathway 2 Grade B+ 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, graphical and network analysis, and growth and decay in sequences. It also provides opportunities for students to develop systematic strategies based on the statistical investigation process for answering questions that involve analysing univariate and bivariate data, including time series data.

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

Topic 1.1: Consumer arithmetic (20 hours)

- Applications of rates and percentages
- Use of spread sheets

Topic 1.2: Algebra and Matrices (15 hours)

- Linear and non-linear expressions
- Matrices and matrix arithmetic

Topic 1.3: Shape and Measurement (20 hours)

- Pythagoras' theorem
- Mensuration
- Similar Figures and Scale Factors

Unit 2

Topic 2.1: Univariate data analysis and the statistical investigation process (25 hours)

- The statistical investigation process
- Making sense of data relating to a single statistical variable
- Comparing data for a numerical variable across two or more groups

Topic 2.2: Applications of trigonometry (10 hours)

Topic 2.3: Linear equations and their graphs (20 hours)

- Linear equations
- Straight-line graphs and their applications
- Simultaneous linear equations and their applications
- Piece-wise linear graphs and step graphs

ASSESSMENT

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

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

ATAR – MATHEMATICS METHODS

PREREQUISITES

AEP Grade C or

Pathway 1 Grade B 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

Topic 1.1: Functions and graphs (22 hours)

- Lines and linear relationships
- Quadratic relationships
- Inverse proportion
- Powers and polynomials
- Graphs of relations
- Functions

Topic 1.2: Trigonometric functions (15 hours)

- Cosine and sine rules
- Circular measure and radian measure
- Trigonometric functions

Topic 1.3: Counting and probability (18 hours)

- Combinations
- Language of events and sets
- Review of the fundamentals of probability
- Conditional probability and independence

Unit 2

Topic 2.1: Exponential functions (10 hours)

- Indices and the index laws
- Exponential functions

Topic 2.2: Arithmetic and geometric sequences and series (15 hours)

- Arithmetic sequences
- Geometric sequences

Topic 2.3: Introduction to differential calculus (30 hours)

- Rates of change
- The concept of the derivative
- Computation of derivatives
- Properties of derivatives
- Applications of derivatives
- Anti-derivatives

ASSESSMENT

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

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

ATAR – MATHEMATICS SPECIALIST

PREREQUISITES

AEP Mathematics Grade B and Exam 65%+, OR Pathway 1 Grade A or 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.

Important Note: Must be studied in conjunction with Mathematics Methods

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

Topic 1.1: Combinatorics (11 hours)

- Permutations (ordered arrangements)
- The inclusion-exclusion principle for the union of two sets and three sets - The pigeon-hole principle
- Combinations (unordered selections)

Topic 1.2: Vectors in the plane (22 hours)

- Representing vectors in the plane by directed line segments - Algebra of vectors in the plane

Topic 1.3: Geometry (22 hours)

- The nature of proof - Circle properties, including proof and use - Geometric vectors in the plane, including proof and use

Unit 2

Topic 2.1: Trigonometry (16 hours)

- The basic trigonometric functions - Compound angles - The reciprocal trigonometric functions, secant, cosecant and cotangent - Trigonometric identities - Applications of trigonometric functions to model periodic phenomena

Topic 2.2: Matrices (19 hours)

- Matrix arithmetic - Transformations in the plane - Systems of linear equations

Topic 2.3: Real and complex numbers (20 hours)

- Proofs involving numbers - Rational and irrational numbers
- An introduction to proof by mathematical induction - Complex numbers
- The complex plane - Roots of equations

ASSESSMENT

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

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

ATAR – MEDIA PRODUCTION & ANALYSIS

PREREQUISITES

Year 10 English B Grade or AEP English C Grade and exam 60%

RATIONALE

The Media Production and Analysis ATAR subject aims to prepare students for a future in a digital, interconnected world by providing the skills, knowledge and understandings to construct their own stories and interpret the stories of others. Through new technologies, the role of the audience has shifted from a passive consumer to a more active participant, shaping the media through interaction and more accessible modes of production and dissemination of media work.

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 Photography and Television, 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 grade B; Exam 65% or
Year 10 HASS AEP – Grade C or Exam 65%

RATIONALE

History is the study and practice of making meaning of the past with a view to understanding the present. It engages us with the ideas, beliefs and values that shape and influence our lives. A study of Modern History enables students to become critical thinkers. The skills and knowledge gained from this subject inform judgments and actions in a rapidly changing world. The Modern History subject promotes skills of research, hypothesis testing and analysis of information as students engage with investigations. Students benefit from acquiring the literacy skills of the discipline of history such as critical thinking, research, analysis and effective written expression. These skills equip them for a world changed and linked by information and communication technology and prepare them for lifelong learning.

CONTENT

Unit 1 - Understanding the modern world - This unit examines developments of significance in the modern era, including the ideas that inspired them and their far-reaching consequences. Students examine one development or turning point that has helped to define the modern world. Students explore crucial changes to societies, for example, the application of reason to human affairs; the transformation of production, capitalism and consumption, transport and communications; the challenge to social hierarchy and hereditary privilege, and the assertion of inalienable rights; and the new principles of government by consent. Through their studies, students explore the nature of the sources for the study of Modern History and build their skills in historical method through inquiry. The key conceptual understandings covered in this unit are: what makes an historical development significant; the changing nature and usefulness of sources; the changing representations and interpretations of the past; and the historical legacy of these developments for the Western world and beyond.

- Students will study Capitalism – the American experience (1907–1941)

Unit 2 - Movements for change in the 20th century - This unit examines significant movements developed in response to the ideas studied in Unit 1 that brought about change in the modern world and that have been subject to political debate. The unit focuses on the ways in which individuals, groups and institutions challenge authority and transform society. These are movements that have shaped the world in which we live and have had a lasting impact on modern societies. Themes such as the pursuit of freedom are juxtaposed with the imposition of fascist dictatorships in responses to the political culture that was preeminent at the time. Students will further develop their critical thinking and begin to draw links to parallels between circumstances in the past and events that are occurring today.

- Students will study Nazism in Germany

ASSESSMENTS Historical ; Inquiry; Explanation through in-class Essays; Source analysis; Exams

CAREER POSSIBILITIES The study of history can lead to careers in Journalism, Law, Librarianship, Teaching, Research Officer, Public Service, Diplomatic Service, the Armed Services, Media and Creative Arts, Politics, Police.

EXCURSIONS

Students typically go on one excursion per year in History. This is usually to the Holocaust Centre in Dianella. The cost is approximately \$20.00

ATAR – MUSIC (WESTERN ART MUSIC)

PREREQUISITES

Year 10 Musicianship – Grade C or
Year 10 General Music – Grade B

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

This subject aims to enable 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 SHS 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

Year 10 Musicianship – Grade C or
Year 10 General Music – Grade B

RATIONALE

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

SUBJECT CONTENT

The subject is divided into aural, theory and composition, cultural and historical analysis, and performance. The Jazz ATAR subject 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.

ASSESSMENT PROCEDURE

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 SHS 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

Year 10 HASS Grade B or Exam 65%

Year 10 HASS AEP – Grade C or 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. It seeks to shed light on questions, such as: what is real? What and how do we understand? How should we live? What is it to be human? And who am I? It deals with issues and problems that cannot be addressed adequately by appealing to experience and experiment alone. 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 at its simplest is a collaborative and cooperative process through which students learn with and from others, how to engage in philosophical discourse. Such discourse seeks to clarify, analyse, evaluate and define concepts and issues so as to help students understand and deal with complex questions raised by popular culture, by contemporary events and by the history of ideas.

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 a personal ethic.

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.

Subject outcomes

The Philosophy and Ethics ATAR subject is designed to facilitate achievement of the following outcomes:

Outcome 1	Philosophical and ethical inquiry
Outcome 2	Philosophical and ethical perspectives
Outcome 3	Philosophy and ethics in human affairs
Outcome 4	Applying and relating philosophical and ethical understandings

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 focusing on the study of philosophy at university. It is of equal value to those 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. 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 Physical Education A grade

Year 10 General Science – Grade A or Exam 65%+

Year 10 Specialist Science Grade C or Exam 65% or Year 10 AEP Science – Grade C or exam 65%

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 participate in sport at a high level and who have an interest in sports science. The subject breakdown is 70% theory and 30% practical.

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

The Physical Education Studies ATAR subject is designed to facilitate achievement of the following outcomes:

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 - Grade B; 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

Year 10 HASS – Grade B; Exam 65% or Year 10 AEP HASS Grade C or 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 - Grade C; Exam 50%, or
Year 10 General Science - Grade A; 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 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%)	Project (20%)
Response (30%)	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

Year 10 English Grade B or
AEP English Grade C and Year 10 Visual Arts Grade B

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. 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 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.

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. There is an examination component to this subject, leading to a written external exam as well as submission of artwork for external marking in Year 12. 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, fashion design and photography or digital media.



Certificate Courses and Endorsed Programs



CERTIFICATE COURSES AND ENDORSED PROGRAMS

PROGRAM PARTNERS

IMPORTANT INFORMATION



The qualifications listed below are provided by the school in partnership with VETiS Consulting Services Pty Ltd RTO Code 52499

- MEM20413 Certificate II in Engineering Pathways
- CUA20715 Certificate II in Visual Arts (Computer Aided Drawing)
- CUA20715 Certificate II in Visual Arts (Furniture Focus)

VETiS Consulting Services Pty Ltd (RTO Code 52499) is licensed under ASQA to deliver and assess these qualifications. A full list of approved qualifications that VCS is licensed for can be found at <https://training.gov.au/Organisation/Details/52499>.

The school will enrol the students who have selected these courses by advising the RTO in February each year after the subject selection process has been completed and parents have provided their approval for enrolment. The student's enrolment is confirmed when they complete the student induction program using Podium.



The qualifications listed below are provided by the school in partnership with YMCA Training WA RTO Code 3979

- SIS20513 Certificate II in Sport Coaching

YMCA (RTO Code 52499) is licensed under ASQA to deliver and assess these qualifications.

The school will enrol the students who have selected these courses by advising the RTO after the subject selection process has been completed and parents have provided their approval for enrolment.



The qualifications listed below are provided by the school in partnership with The College of Sound and Music Production RTO Code 41549.

- CUA20615 Certificate II in Music

COSAMP (RTO Code 41549) is licensed under ASQA to deliver and assess these qualifications.

The school will enrol the students who have selected these courses by advising the RTO in February each year after the subject selection process has been completed and parents have provided their approval for enrolment. The student's enrolment is confirmed when they complete the online student enrolment.



The qualifications listed below are provided by the school in partnership with Skills Strategies RTO Code 2401.

- BSB20115 Certificate II in Business

Skills Strategies (RTO Code 2401) is licensed under ASQA to deliver and assess these qualifications.



The qualifications listed below are provided by the school in partnership with Hospitality Group Training RTO code 386.

- BSB20115 Certificate II in Business

HGT (RTO Code 386) is licensed under the West Australian Training Accreditation Council (TAC) to deliver and assess these qualifications.

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.

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 1 Core and 11 Electives.

Unit Code	Unit Title
BSBWHS201	Contribute to health and safety of self and others (C)
BSBITU201	Produce simple word processed documents (E)
BSBSUS201	Participate in environmentally sustainable work practices (E)
BSBITU302	Create electronic presentations (E)
BSBWOR204	Use business technology (E)
BSBCMM201	Communicate in the workplace (E)
BSBITU203	Communicate electronically (E)
BSBWOR203	Work effectively with others (E)
BSBIND201	Work effectively in a business environment (E)
BSBCUS201	Deliver a service to customers (E)
BSBWOR202	Organise and complete daily work activities (E)
BSBITU202	Create and use spreadsheets (E)

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.

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.

CERTIFICATE OUTLINE - COMPETENCIES

This Qualification is made up of 12 Units of Competency, containing 4 Core and 8 Electives.

Unit Code	Unit Title
MEM13014A	Apply principles of occupational health and safety in the work environment (C)
MEMPE005A	Develop a career plan for the engineering and manufacturing industry (C)
MEMPE006A	Undertake a basic engineering project (C)
MSAENV272B	Participate in environmentally sustainable work practices (C)
MEM16006A	Organise and communicate information (E)
MEM16008A	Interact with computing technology (E)
MEM18001C	Use hand tools (E)
MEM18002B	Use power tools/hand held operations (E)
MEMPE001A	Use engineering workshop machines (E)
MEMPE002A	Use electric welding machines (E)
MEMPE003A	Use oxy-acetylene and soldering equipment (E)
MEMPE004A	Use fabrication equipment (E)
MSAPMSUP106A	Work in a team (E)

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.

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 an annual event for Alzheimer's Australia, 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 fulltime 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:-

Unit Code	Unit Title
SITHFAB004	Prepare and serve non-alcoholic beverages
SITHFAB005	Prepare and serve espresso coffee
SITHCCC003	Prepare and present sandwiches
SITHCCC006	Produce appetisers and salads
SITXFSA001	Use hygienic practices for food safety

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.**

NB: 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

**THIS QUALIFICATION MUST BE
COMPLETED OVER A TWO YEAR
PERIOD**

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.

SUBJECT CONTENT

The Certificate II in Music (CUS20109) 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 major contributions of musicians throughout history.

CERTIFICATE OUTLINE – COMPETENCIES

Students must complete a total of EIGHT units of competency. There are THREE mandatory core units of competency. Units of competency cannot be substituted. FIVE units of competency electives will be selected from the list provided below.

Unit Code	Unit Title
MANDATORY CORE UNITS OF COMPETENCY	
BSBOHS201A	Participate in OHS processes
BSBWOR203A	Work effectively with others
CUFIND201A	Develop and apply creative arts industry knowledge
SPECIALIST AND ELECTIVE UNITS	
CUSMLT201A	Develop and apply musical ideas and listening skills
CUSSOU201A	Assist with sound recordings
CUSMPF201A	Play or sing simple musical pieces
CUSMLT202A	Apply knowledge of music culture to music making
CUSMLT201A	Develop and apply musical ideas and listening skills
CUSMPF201A	Play or sing simple musical pieces
CUSMPF202A	Incorporate music technology into performance
CUSMPF203A	Develop ensemble skills for playing or singing music
CUSMPF204A	Play music from simple written notation
CUETGE15B	Handle physical elements during bump in/bump out

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 SHS 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.

SIS20513 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.

THIS QUALIFICATION MUST BE COMPLETED OVER A TWO YEAR PERIOD

SUBJECT CONTENT

The Certificate II in Sports 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 the sport and recreation industry. Students will achieve a National Competency in First Aid – this is delivered, assessed and accredited by St John Ambulance. This will serve as a valuable asset in both personal development and career opportunities. The cost of the First aid subject is \$150 and is included in the Certificate II Sports Coaching.

CERTIFICATE OUTLINE – COMPETENCIES

Below are the eight Core Units of competency for Certificate II Sports Coaching.

Unit Code	Unit Title
BSBWOR202A	Organise and complete daily work activities
HLTAID003	Provide First Aid
SISSSCO101	Develop and update knowledge of coaching practices
SISSSCO202	Coach beginner or novice participants to develop fundamental motor skills
SISSSDE201	Communicate effectively with others in a sport environment
SISXCAI102A	Assist in preparing and conducting sport and recreation sessions
SISXIND211	Develop and update sport, fitness and recreation industry knowledge
SISXWHS101	Follow work health and safety policies

These Core units plus eight elective units must be completed to be accredited with the qualification.

Although the eight Core Units for the subject cannot be changed there are a number of elective units to consider and these will generally be different from one year to the next. Topics such as Sports 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 a number of competencies 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 the 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

PREREQUISITES

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

SUBJECT CONTENT

This subject further embeds design principles that incorporate challenging product and Architectural student based designs. The creative use of Autodesk's Software suite will enhance student capability to develop accurate precision products and architectural designs. All student portfolios will incorporate the use of Laser cutters, 3D printers and vinyl cutting technology to produce elegant architecture and innovative products. Students use awesome Auto desk products used across almost every industry you can think of. If it's been 3D modelled, digitally prototyped or manufactured, the Autodesk products were likely used to design it. Thinking of a future think Autodesk.com.

There are four core modules and five electives and all are based on units of competency, which students need to complete in full. To complete the certificate the following Units of Competency must be completed:

Unit Code	Title
BSBWHS201	Contribute to health and safety of self and others (C)
CUAACD101	Use basic drawing techniques (C)
CUAPPR201	Make simple creative work (C)
CUARES202	Source and use information relevant to own arts practice (C)
CUAACD302	Produce computer aided drawings (E)
CUAACD303	Produces Technical Drawings (E)
BSBDES201	Follow a design process GROUP A (E)
CUAPPR302	Document the creative work progress (E)
BSBWOR203	Work effectively with others GROUP A (E)

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 awesome Auto desk products will have the advantage, if it's 3D modelling, digitally prototyping or manufacture, the Autodesk qualified certified users will become the designers of the future. Thinking of a future career think Autodesk.com.

NOTE: Students **cannot** select Certificate II Visual Arts: Computer Aided Design if they are also undertaking Certificate II Visual Arts Furniture in Year 11. This is considered to be the same qualification.

CUA20715 CERTIFICATE II

VISUAL ARTS – FURNITURE



PREREQUISITES

While there are no formal prerequisites for this subject, it would be an advantage for students to have some previous experience in timber furniture construction. It is expected that students will have a keen interest in developing their woodworking skills and be motivated to produce a high standard of work.

SUBJECT CONTENT

The **Certificate II subject in Visual Arts – Furniture Stream** is a National Training Package certificate subject offered by Churchlands SHS and is recognised Australia wide. It is an appropriate qualification for a person planning to continue study or work in industries associated with timber furniture making. It will allow learners to develop the basic creative and technical skills that underpin the craft of wood. This program will provide students with the fundamental knowledge of working effectively and safely in a workshop environment.

Tasks undertaken by students include a preliminary project set by the teacher followed by a major project which students are encouraged to choose. Typical projects could be cabinets, turning, coffee tables, entertainment units and folding furniture. There are aspects of design and planning in the subject, however the focus is on developing and using practical skills. The subject is completed entirely at school and has no work experience component. Students will be encouraged to use our state of the art laser and CNC router to enhance their projects.

CERTIFICATE OUTLINE – COMPETENCIES

There are four core competencies and five electives which students need to complete in full.

Unit Code	Title
BSBOHS201	Contribute to health and safety of self and others (C)
CUVACD101	Use basic drawing techniques (C)
CUAPPR201	Make simple creative work (C)
CUARES202	Source and use information relevant to own arts practice (C)
MSFGN2001	Carry out measurements and calculations (E)
CUAWOO201	Develop wood working skills (E)
BSBDES201A	Follow a design process (E)
MSSF2001	Construct furniture using leg and rail method (E)
CUAPPR302	Document the creative work progress (E)

ASSESSMENT

Students will be assessed to industry standards in order to receive certification. Students will be assessed on a set number of competencies and marked either 'competent' or 'not-competent'. Students must achieve 'competent' for each of the competencies in order to be awarded this certificate. Assessment will be both practical and written.

ADDITIONAL COSTS:

Students may incur extra costs if their chosen projects require expensive elements such as exotic timbers or hardware. Parents will be advised before any costs are incurred.

NOTE: Students **cannot** select Certificate II Visual Arts: Furniture if they are also undertaking Certificate II Visual Arts Computer Aided Design (CAD) in Year 11. This is considered to be the same qualification.

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 (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 3 free periods per week throughout their 2019 timetable.

A minimum of 3 General/ATAR subjects must be selected for Year 11

GENERAL SUBJECTS



GENERAL COURSES

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. This 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 HASS or AEP Grade C

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 star-ups and to recognise the factors that contribute to business success. Entrepreneurship and innovative thinking are introduced, generating ideas and proposals that may be suitable for business ventures.

Unit 2

Focus of this unit is running a small business in the school or local environment, or the use of business simulations. The concepts of innovation, marketing and competitive advantage and legal aspects of running a business.

ASSESSMENT

This subject has no exam, however assessment is school based.

CAREER POSSIBILITIES

This subject is especially useful for students who are considering apprenticeships and run their own small business such as a plumber, electrician, hairdresser, beauticians

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
- Teenage Issues
- Communication
- Community resources
- Careers and employment
- Workplace laws
- Influence of advertising and media
- Exercise and physical activity
- Stress management
- Role models
- Range of practical skills e.g. Food preparation and production

ASSESSMENT

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

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 an interest in dance.

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

PREREQUISITE

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

An interest in performances 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

NIL

CONTENT

The English General subject focuses on consolidating and refining the skills and knowledge needed by students to become competent, confident and engaged users of English in everyday, community, social, further education, training and workplace contexts. The 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 work place.

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.

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 – 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.

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.

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

Textiles is suitable for students interested in fashion who have either basic or more advanced sewing skills. Practical projects will involve the use of various 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. The use of commercial patterns is also encouraged as students learn how to adapt patterns to achieve a better fit. 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.

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.

GENERAL – MATHEMATICS ESSENTIAL

PREREQUISITES

At least Mathematics Pathway 3 - Grade C

RATIONALE

The Mathematics Essential General subject 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 subject offers students the opportunity to prepare for post-school options of employment and further training.

Mathematics Essential General aims to develop student capacity, disposition and confidence to:

- Understand concepts and techniques drawn from mathematics and statistics;
- Solve applied problems using concepts and techniques drawn from mathematics and statistics;
- Use reasoning and interpretive skills in mathematical and statistical contexts;
- Communicate in a concise and systematic manner using appropriate mathematical and statistical language;
- Choose and use technology appropriately

CONTENT

Unit 1

Topic 1.1: Basic calculations, percentages and rates (16 hours)

Checking and making sense of all calculations - Basic calculations - Percentages - Rates (no inverse proportion)

Topic 1.2: Using formulas for practical purposes (6 hours)

Topic 1.3: Measurement (22 hours)

Linear measure - Area measure - Mass - Volume and capacity - Units of energy

Topic 1.4: Graphs (11 hours)

Reading and interpreting graphs - Drawing graphs

Unit 2

Topic 2.1: Representing and comparing data (16 hours)

Classifying data - Data presentation and interpretation - Summarising and interpreting data
Comparing data sets

Topic 2.2: Percentages (6 hours)

Percentage calculations - Applications of percentages

Topic 2.3: Rates and ratios: (12 hours)

Ratios – Rates

Topic 2.4: Time and motion (21 hours)

Time - Speed

ASSESSMENT

Teachers design school-based assessment tasks to meet the needs of students. Below provides details of the assessment types for the Mathematics Essential Year 11 General syllabus and the weighting for each assessment type - Response (50%) Practical applications (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 stories and interpret the 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 and their context. Students will consolidate their understanding of media within the context of Photography and Television, focusing on the genres of Music videos, Crime Drama, 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 – MODERN HISTORY

PREREQUISITES

An interest in Modern History and sound written skills (Year 10 English C Grade)

RATIONALE

History is the study and practice of making meaning of the past with a view to understanding the present. It engages us with the ideas, beliefs and values that shape and influence our lives. A study of Modern History enables students to become critical thinkers. The skills and knowledge gained from this course inform judgments and actions in a rapidly changing world. History provides insights into the present and gives students opportunities to reflect on the significance of past events, people, beliefs and ideas. The Modern History General course allows students to gain insights into their own society and its values. It helps them to understand why nations and people hold certain values, and why values and belief systems vary from one group to another. This knowledge is crucial to the development of active and informed citizens in any society. The study of history ensures that they gain essential knowledge of the past – its legacy and heritage.

CONTENT

The course is divided into two units. Each unit is studied for a whole semester.

Unit 1 – People, place and time

- Charles Perkins, Eddie Mabo, Faith Bandler and others: Aboriginal advancements since the 1950s to the Apology
- Nelson Mandela and the fight to end apartheid in South Africa

AND/OR

- Local history: how a selected suburb, town or area of Western Australia has changed over time with reference to the significant people of the area and relating to the local history to Western Australia/Australia's history.

Unit 2 – Power and authority

- Imperial power and authority: the British in Australia and the Asia Pacific
- International authority: the League of Nations and the United Nations

ASSESSMENTS

These will be made up of:

Historical Inquiries, Essays, Knowledge Tests, Source analysis and tests.

CAREER POSSIBILITIES

The study of history can lead to careers in Journalism, Law, Librarianship, Teaching, Research Officer, Public Service, Diplomatic Service, the Armed Services, Media and Creative Arts, Politics, Police.

GENERAL – PHYSICAL EDUCATION STUDIES

PREREQUISITES

Year 10 Physical Education B Grade

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.

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

Pre Requisites

There are no pre-requisites 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.

SUBJECT CONTENT

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. The subject promotes innovative practice. 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. When exploring ideas and approaches to art making, you will investigate the work of other artists. You 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. Unit 1 focuses on exploring and responding to your personal lives, local environment and events. Unit 2 focuses on explorations of how to initiate and generate creative artworks.

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

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 art theory.

FURTHER EDUCATION AND 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, fashion design, industrial design, jewellery, painting, ceramics, sculpture and arts management among many other arts-related careers.