

**KALAMUNDA  
SENIOR HIGH SCHOOL**

*An Independent Public School*

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# CHOICES 2017

Senior School Course Selection Guide

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## Welcome

*Year 11 and 12 are a new and exciting phase of your education. These are the years during which you will prepare for your future beyond school while you continue to build on the learning experiences of your primary and lower secondary education.*

*You will find that your studies and experiences in the Senior School are different from the earlier years. Some of the differences include the range of course choices available, smaller class sizes, the closer relationships with teachers and the responsibilities of being a senior student at Kalamunda Senior High School.*

*The purpose of this guide is to provide you with information on all aspects of Senior Schooling at Kalamunda SHS.*

*We would like to welcome you to the Senior School and to pass to you the best wishes of the school community for an enjoyable and successful completion of your secondary education.*

**Mrs Kathy Ritchie**  
**Principal**

## Introduction

The diversity of courses at Kalamunda Senior High School offers opportunities for young adults preparing for a range of post-secondary pathways, including further education, training or employment. In the Senior School there is a strong focus on maintaining and enhancing our ethos to meet the needs of young adults.

Studying at the senior level means that students are expected to take greater responsibility for their decisions. Additionally, students are required to be more self-directed in their study and organisation.

This guide contains information to help students decide which courses to study in Years 11 and 12. The options are many and the need for discussions with parents, teachers, counsellors and others is very important. Students and parents are advised to make themselves familiar with the contents of this Curriculum Information Guide, in addition to all other information available to them.

Parents are an important part of this process as they provide the biggest single influence in a student's choice of direction. Students will be looking for guidance and support in making informed choices and parents are asked to be active participants in information sessions, counselling and interviews.

## School Leaving Age

Legislation was passed by the WA Parliament in November 2005 to raise the school leaving age. The school leaving age was increased to 17 years of age from 2008. This means that students must engage in one of the following options:

- Attend school in full time capacity
- Full-time enrolment in a training institution, eg. State Training Providers (Polytechnic – formerly TAFE) or private registered training organisation (RTO).
- An apprenticeship or traineeship
- A gazetted course provided by a community based provider
- Full-time approved employment

If students are **NOT** returning to Kalamunda SHS in 2017 for Year 11 or Year 12 and wish to engage in one of the above options they must complete a **Notice of Arrangement** form available from the front office. No forms are required for students engaging in full time State Training Provider (Polytechnic) courses, traineeships or apprenticeships.

## Course Selection Process

The course selection process used to help students to select appropriate courses consists of a number of stages:

### Information Evenings

These evenings are designed to give a general overview regarding the Western Australian Certificate of Education (WACE), entry to University and State Training Providers (formerly TAFE), Workplace Learning and Vocational Education and Training opportunities.

### Students participate in a Career Education Program

This program for Year 10 students will be run during Term 2 and is facilitated through the English and Society and Environment Learning Areas. The aim of the program is to encourage students to identify their career interests and to select a senior school course that provides the opportunity to achieve these career goals.

All Year 10 students have the opportunity to attend the Career Expo in May.

Students access the online Curriculum Information Guide (Choices Year 11 & 12 2017) <http://www.kalamundashs.wa.edu.au/?q=node/20> and Subject Selection Online <http://www.kalamundashs.wa.edu.au/> via the Kalamunda Senior High School website:

This guide contains information on:

- The Western Australian Certificate of Education (WACE) requirements;
- The courses offered in 2017;
- The minimum entrance requirements for each course;
- The estimated cost of each course and other requirements.

### Students make Selections

Students access Subject Selections Online (SSO) to make selections.

### Individual Course Counselling Appointments

Individual appointments to meet with a member of the Senior School counselling team will be made for students and parents of Year 10 students only. These appointments will be scheduled towards the end of Term 2 and start of Term 3. Students will be required to bring their completed *2017 Student Selection Report (downloaded after course selections have been made in SSO)*, which should indicate the 6 courses that the student would like to study at Kalamunda Senior High School. Teachers will make course recommendations to assist in the decision making process. These recommendations will be made based on results from the Year 10 Semester 1 report (in the case of Year 10 students). It is important to use teacher judgements in making good choices to increase the likelihood of success in Senior School studies.

Pathways for Year 11 students will be reviewed during Term 3 based on their Semester 1 results. Where a change of pathway is required an interview will be arranged between the student and the Associate Principal or Head of Senior School.

In the majority of cases students will be able to study their 6 preferred courses for Year 11. Occasionally, a student chooses a pattern of courses that is uncommon and two of their courses occur at the same time. In these cases students will be contacted to discuss their options. In addition, **if a student has chosen a course which does not run due to low numbers, they will be contacted regarding an alternative choice.**



## **FLEXeLEARN Collaborative Delivery Courses**

A collaborative network of schools called the **Hills Education Precinct** (HEP) has been created across Darling Range Sports College and Kalamunda and Lesmurdie Senior High Schools to enable students attending these schools to select senior school courses that previously may not have been available to them.

The Hills Education Precinct schools have developed an innovative way to help students access and study the courses they aspire to via Video Conferencing and limited face to face teaching time called **Flex-e-learn**.

The three schools: Darling Range Sports College, Kalamunda and Lesmurdie Senior High Schools, will offer a selection of *Flex-e-learn* courses in 2017. These are courses that are available to students regardless of the current school at which they are enrolled.

This innovative approach to sharing school expertise and resources helps to create a greater choice of courses for students. The *Flex-e-learn* approach offers courses across school sites that will use a mix of learning technologies including: video conferencing, on-line and some scheduled face to face learning.

The school at which the student is enrolled remains the student's **home** school and the school delivering the flex-e-learn course is the **host** school.

Students can select a maximum of 2 courses to be delivered by Flex-e-learn.

The courses to be offered are indicated in the course selections by an asterisk \* and the letters **FL**.

### **Flex-e-learn Course Standards:**

A degree of independent study is required for all students enrolled in Flex-e-learn courses, expectations regarding good standing and success in lower school courses is a prerequisite.

## School Charges

### Contributions and Charges

For most courses in the Senior School text books are required to be purchased as well as course charges. Books are available from Champion book shop either on line or by visiting in person. Booklists and course charges are sent to families at the end of each year. Estimated course costs are listed so that parents understand the financial commitment for each course.

In Years 11 and 12 all course charges are compulsory.

The school requires a 50% confirmation charge for high cost units. This charge needs to be paid in fourth term of the year prior to taking the course. If a student has selected high cost units (more than \$60), families will be sent an account for these courses.

This confirmation payment secures a place for the student in the course and assists the school with the timetables and the deployment of staff.

In addition to these compulsory charges there are also additional charges for:

- (a) optional activities in any course for which there is a cost associated with their provisions (eg. excursions, camps, etc.)
- (b) other optional school-based activities which address broad learning outcomes and for which there is a cost (eg. School and social events, such as graduation dinners or school balls, etc).

Participation in optional activities (b) is voluntary, but a compulsory charge is payable if the student chooses to participate.

If you require assistance or advice on these charges please contact the School Business Manager.

### Financial Assistance

The Secondary Assistance Scheme is available to secondary students whose parents hold Centrelink Family Health Care or Pensioner Concession Cards or Veterans' Affairs Pensioner Concession Cards. The scheme includes the Clothing Allowance (\$115 paid to school or parent) and Educational Program Allowance (\$235 paid directly to the school).

If you think you are eligible for the Secondary Assistance Scheme, please apply through the school before the end of March.

Students in receipt of ABSTUDY are eligible for the ABSTUDY Supplement Allowance.

#### B.1.1 Eligibility

The Secondary Assistance Scheme is available to students up to and including the year in which they turn 18, and only if they have a parent who is a holder of one of the prescribed cards listed below:

- Centrelink Pensioner Concession Card; or
- Centrelink Health Care Card (Family card only – not for a specific child for medical purposes, viz: "CDA" type [Child Disability Allowance]); or
- Department of Veterans' Affairs Pensioner Concession Card.
- Cards that are not eligible are TPI and Gold Cards.

A Youth Allowance is available for eligible students through Centrelink when they turn 16 – generally this is in Year 11.

## Ensuring Your Success

### Pre-requisite grades for ATAR courses

Pre-requisite grades for each course are included in each of the course descriptions. These are stated to help you choose appropriate courses in which you should succeed – provided you work hard. As a guide students will require an A or B grade to study ATAR courses.

### Homework/Study Commitments

Before you decide on which type of course to study, you need to consider the type of commitment you are able to give out of school hours. Students undertaking courses leading to an Australian Tertiary Admission Rank (ATAR), The ATAR courses pathway, need to do a minimum of 3 hours study per course per week, each and every week. That means if you are studying 5 such courses, you need to do a minimum of 15 hours of homework and/or study per week.

Students undertaking a General / VET pathway need to do a minimum of 1.5 hours per course per week, each and every week. That means that a typical six course unit load requires a minimum of 9 hours of homework and/or study per week.

Homework does not only consist of the work given to you by the teacher, but also of a self-directed component. This may include organising your notes, revision, research, exam study, practical study or additional tasks or questions.

### Handing in Your Work on Time

It is vital in Year 11 and 12 that all assessment work is handed in on time, for all courses. Failure to do so jeopardises your grades, may result in a U (unfinished) notation – meaning the course does not count towards WACE completion requirements and does not allow you to achieve to your potential.

**[See Senior School Assessment Policy](#)**

### Attendance Commitment

Your attendance and participation in class is the key to achieving success. Studies show that students who attend school regularly are more likely to succeed at school. **Aim for 100% attendance.** The only acceptable reasons for absences are if you are sick or have a school activity such as an excursion. Work commitments and holidays are not acceptable reasons for being absent from school. If you are going to be absent, see your teachers before your absence to collect work, ensuring that you keep up with your coursework and study. **[See Senior School Good Standing Policy](#)**

### Medical Conditions Affecting School/Exam Performance

It is the responsibility of the student to notify the School of any medical condition that may affect performance as soon as they enrol or become aware of the condition. If special consideration is required in exams or class as a result of the medical condition, a medical certificate and/or other documentation must be provided to the Associate Principal (Senior School), so that arrangements can be put in place. This is a School Curriculum and Standards Authority requirement.

The Senior School Assessment Policy, given to all Year 11 and 12 students at the commencement of the school year, details procedures for notifying staff of absences.

## Course Choices

When choosing your courses:

- You are making a **COMMITMENT** for two years. It is advisable to follow a Year 11 course through to the end of Year 12, particularly for the ATAR pathway.
- Certificate courses can be completed in one year but many will run over two.
- Read the detailed course descriptions contained in this guide.
- Consider your interests and abilities and your career aspirations.
- Check that you have achieved the minimum entrance requirements.

There may be some unacceptable course combinations for university pathways. For further details, please refer to the 2017 -2018 *Admission Requirements for School Leavers* which can be downloaded from [www.tisc.edu.au](http://www.tisc.edu.au).

### Choosing a Course

Before determining which courses to take, make sure you thoroughly read and understand all of the information contained in this guide. Think about selecting courses that suit your abilities, interests and ambitions. Try the **VISA** test-

**Values:** Think about the conditions under which you like to work, the hours, job security, the challenge and where the job may take you. What is important to you?

**Interests:** Think about what you like and do well – the sort of things you have enjoyed doing at school, around the house, in part time or casual work, your hobbies and interests.

**Skills:** Think about the special skills needed to do a particular job and whether you have those skills.

**Abilities:** Think about your strengths and weaknesses. Look at your school results. Choosing courses in areas you are good at will lead to greater success in senior school studies.

### Types of Courses Offered

Three types of courses- *School Curriculum and Standards Authority Developed*, *Vocational Education and Training (VET)* and *School Curriculum and Standards Authority Endorsed* courses will be offered. These are known as

- **Courses** (eg English , Mathematics)
- **VET** (eg Certificate II Business)
- **Endorsed Programs** (eg Workplace Learning 1)

Council developed courses are assessed using Grade Related Descriptors, and are graded A-E. VET courses are assessed by students gaining credits towards a nationally recognised qualification (Certificate) within the Australian Qualifications Framework (AQF).

Council Endorsed courses are awarded "Unit Equivalence" - 55 hours = 1 course unit.

Students study SIX courses (of paired units or Certificates) in Year 11 and generally SIX courses (of paired units or Certificates) in Year 12. Students should aim to choose a pathway that they will continue to study for the two years. Once a student has commenced their program of study, course changes are discouraged and are usually only considered in the case of a student being in a program of study that is too difficult for him/her. This situation **must** be addressed **early** as it is extremely difficult to "catch up", even in an "easier" course.

All course units described in this guide are governed by the syllabuses and assessment structures of the School Curriculum and Standards Authority. These syllabus statements are available from the School Curriculum and Standards Authority website – [www.scsa.wa.edu.au](http://www.scsa.wa.edu.au)

## Examination (WACE) Courses - ATAR

These courses (studied in Year 12) are examined externally for the purposes of university entrance. Examinations covering the Year 12 course in each WACE course are held in November every year. Specific dates for examinations are available from the Schools Curriculum and Standards Authority <http://www.scsa.wa.edu.au>.

It is recommended that students aiming for university entrance study a minimum of five ATAR courses (five pairs) in Year 11 and five paired ATAR in Year 12. Students undertaking a paired ATAR course in Year 12 will sit a compulsory external examination in each course which will be used for the purposes of university entrance.

For ATAR courses studied in Year 12, students will receive a grade based 50% on a mark submitted by the school (the average of the two marks achieved for a pair of units) and 50% on the mark attained in the external examination. Students who wish to apply for a university course must study at least 4 ATAR Courses. **It is highly recommended that students select a minimum of 5 courses.**

**General Courses:** These courses will have an external assessment component as part of a systems wide moderation process. These courses will be assessed at the school level. These course units *do not* contribute to direct university entrance eligibility. These course units provide entry pathways to State Training Providers (Polytechnic ), further training or employment.

## Vocational Education and Training (VET)

These courses are governed by the Australian Quality Training Framework (AQTF), and result in the awarding of Units of Competence (UoC) and/or Certificates I – IV. AQTF / VET qualifications do not contribute to direct university entrance eligibility. Successful completion of these courses is an advantage for students who are aiming to apply for further training pathways (eg. State Training Providers (TAFE)) and may be an advantage for students who currently have a well informed career direction and are keen to pursue an AQF qualification (eg. Traineeships, Apprenticeships).

Certificate qualifications for senior school students are delivered at KSHS and/or State Training Providers (STP) campuses such as Polytechnic West or Central Institute. If students wish to do one the many courses offered by STPs at their campuses (usually one day a week), they must apply separately and offers cannot be guaranteed. Most applications will require students to attend an interview with STP staff prior to offers being made.

VET Certificates are awarded after completion of a given number of Units of Competence from an Industry Training Package. Nominal hours are allocated to each UoC and used as VET Credit Transfer and can reduce the required number of completed course units required to achieve a WACE. Completion of VET Certificate courses can make students more competitive for Polytechnic entry, as TAFE awards points for VET Qualifications (see P18).

## LIST A and LIST B Courses offered for Year 11 and 12 2017

Students must choose **at least one** course from each of the lists.

LIST A		LIST B	
CAE	Career and Enterprise	AIT	Applied Information Technology
CFC	Children, Family and Community	BIO	Biological Sciences
DAN	Dance	CHE	Chemistry
DRA	Drama	DES	Design
ENG	English	FST	Food Science and Technology
GEO	Geography	HBS	Human Biological Science
	Health Studies	ISC	Integrated Science
LIT	Literature	MDT	Materials, Design & Technology
MPA	Media Production and Analysis	MAT	Mathematics
HIM	Modern History	MAS	Mathematics Specialist
MUS	Music	OED	Outdoor Education
PAL	Politics and Law	PSY	Psychology
VAR	Visual Arts	PES	Physical Education Studies
		PHY	Physics

It is very important when selecting a course that attention is paid to **minimum entry requirements and the teachers' recommendations**. It may not be possible to timetable courses if they are chosen by a very small number of students.

## Further Education Pathways

### Year 11 Selections

Most students enrolling in Year 11 in 2017 will aim to graduate in 2018, being awarded a WACE if they complete two full years of study at school and meet WACE requirements. Some students may choose to gain full time entry into a State Training Provider (Polytechnic) or employment at any time during 2017 or 2018, and would hence not be eligible to receive a WACE (see *School Leaving Age* p4).

Our aim is for students to enrol in the course that best suits their interests, abilities and future pathways. Year 11 students will enrol, and remain enrolled in, **six courses**. Year 11 students will **not** have sessions for private study.

### University Pathway

The policy at Kalamunda Senior High School is to allow students to attempt courses only **if they meet the minimum recommended entrance requirements** outlined in this curriculum information guide. In general terms, capable students, aspiring to entry to university directly from Year 12 will be required to enrol and remain enrolled in a minimum of 5 ATAR courses in Year 11. The majority of these students would be in the Academic Excellence or Course 1 Maths, English, Science and Society & Environment stream in Year 10.

For selection of ATAR Courses of Study, there are minimum entrance requirements. These requirements are based on grades achieved in year 10. Students who have borderline levels may be permitted to enrol in an ATAR in Year 11; however, continuation in the course will depend upon satisfactory progress in Term 1 of Year 11. Students at risk of not passing an ATAR course in Year 11 or 12 will be counselled to choose a more suitable pathway.

### General Course Units / Vocational Education and Training (VET) Pathway

Students who have demonstrated a majority of their Year 10 achievements at C grade or lower will usually enrol in a General or VET pathway. General courses are linked in paired units (eg. Mathematics Essential Semester 1 and Mathematics Essential Semester 2). All students will remain in six courses or course equivalents for Year 11.

In 2017, Kalamunda SHS will offer AQF Certificate courses under auspice arrangements with a range of Registered Training Organisations (RTOs) from the following training packages:

- Certificate II in Business
- Certificate II in Information Technology
- Certificate II in Outdoor Recreation
- Certificate III in Sport and Recreation
- Certificate II in Community Service
- Certificate II in Hospitality
- Certificate II in Tourism
- Certificate II in Visual Art
- Certificate II Measuring and Sampling
- Certificate II in Art ( Woodwork)
- Certificate II Drama
- Certificate II Creative Industries (Media)

These VET Certificate courses are classified as School Curriculum and Standards Authority programs, and can contribute up to 50% of a student's course load towards achievement of the WACE.

A range of Certificate II, III, and IV courses are also offered to KSHS senior school students by Polytechnic West and Central Institute. Students doing certificates by this mode are off campus for one or two days per week.

### Endorsed Programs

An endorsed program is a significant learning program that has been developed outside of the SCSA. Endorsed programs include VET courses, informal and extra curricular learning, workplace learning, vocational programs and university studies. Achievement of endorsed programs can contribute up to 50% of the new WACE requirements. It is the responsibility of students to notify the school of their participation in endorsed activities (outside of school) if the student wants these activities recognised as part of their study program.

## Changing Courses

When a student selects a program of study, he/she is committing to the courses for the year. Occasionally courses are only a semester in length and changes can be made after one semester if a place is available in another suitable course. Course changes are discouraged and can be avoided by:

- Choosing appropriate courses – note the **Minimum Entrance Requirements**
- Discussing any problems with your teacher and parents
- Working harder when the going gets tough; hand all work in on time, seek extra help and attend 100% of your classes.

If a student realises that he/she is not in an appropriate course (eg. too difficult or too easy), it is recommended that the student arranges to meet with the Associate Principal as soon as possible and, at the latest, prior to the end of Week 5, Term 1. Any student who changes a course after the commencement of the course must catch up on any work missed in the new course selected. Course changes may result in an increase in course fees.

## Western Australian Certificate of Education (WACE)

**School Curriculum and Standards Authority** (formally Curriculum Council)

The School Curriculum and Standards Authority is the government body in WA responsible for all courses, Statements of Results, external exams and WACE. By achieving WACE you demonstrate to potential employers, training organisations or tertiary institutions that your work during Years 11 and 12 has been completed to a certain standard.

The School Curriculum and Standards Authority will issue the following documents for students at the completion of Year 12:

- A *Statement of Results* will be issued to all students who complete at least one course unit, endorsed program or VET unit of competency
- The *Western Australian Certificate of Education (WACE)* will be issued to all students who meet the specified requirements
- WACE report is issued to students who sit a WACE exam in that course (ATAR courses only)

### Statement of Results

All course units, VET qualifications, VET units of competency, and endorsed programs completed in Years 10, 11 and 12 will count towards WACE. All of this information will be listed on the *Statement of Results*.

### Western Australian Certificate of Education (WACE)

The Western Australian Certificate of Education is awarded to school students who satisfy the requirements. Generally, students will complete two years of senior secondary study, although the School Curriculum and Standards Authority's provisions enable students to meet the WACE requirements over a lifetime. Schools are catering for students who are university bound, those who have specific vocations in mind involving further education and training and those who are planning to enter the workforce. Education and training courses are available to provide all students with the opportunity to develop knowledge, understanding and skills about themselves, their community and the broader world in which they live.

## WACE Requirements 2017

The minimum requirements to receive a WACE in 2017 and beyond are listed below. Achieving a WACE will signify that students have successfully met the breadth and depth requirements of the WACE and the achievement standards for the courses they choose.

For 2017 and beyond, students will be required to:

- Demonstrate a minimum standard of literacy and a minimum standard of numeracy based on the skills regarded as essential for individuals to meet the demands of everyday life and work in a knowledge-based economy
- complete a minimum of 20 units or equivalents as described below
- complete four or more Year 12 ATAR courses or complete a Certificate II or higher.

### Breadth and depth

Students will complete a minimum of 20 course 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 course units from each of List A (arts/ English/languages/social sciences) and List B mathematics / science/technology).

### Achievement standard

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

There will be provision for students to gain unit equivalence by completing:

- VET qualifications - a Certificate I can replace two Year 11 units, a Certificate II, two Year 11 and two Year 12 units, and a Certificate III or higher, two Year 11 and four Year 12 units
- Endorsed programs can replace two Year 11 units and two Year 12 units.

For unit equivalence, students may only use up to eight units of VET and endorsed programs with a maximum of four unit equivalents from endorsed programs.

Parents and students are advised to check the School Curriculum and Standards Authority website, <http://www.scsa.wa.edu.au> for the most up to date information on the requirements for the achievement of the WACE. Alternatively, contact the School Curriculum and Standards Authority, 27 Walters Drive, Osborne Park WA 6017, phone (08) 9273 6300.

## University Entrance Requirements

In order to be considered for university admission, a school leaver WACE applicant should have:

- (a) met the **WACE** requirements as prescribed by the School Curriculum and Standards Authority
- (b) achieved **competence in English** as prescribed by the individual universities, and obtained a **sufficiently high ATAR** for entry to a particular university and/or course.

For some university courses there are additional special requirements such as prerequisite studies, interviews, portfolios, auditions, fitness requirements, etc.

For detailed information about university admission requirements, students and parents should refer to the appropriate *Admission Requirements for School Leavers* on the Tertiary Institution Service Centre (TISC) website [www.tisc.edu.au](http://www.tisc.edu.au).

**Note:**

**Students in Year 11 in 2017 should refer to the 2018 Admission Requirements for School Leavers.**

Students may also make contact directly with the universities for information on courses and admission requirements. University Websites have specific sections for prospective/future students, parents and guardians and even sections for Year 10 students!

**Curtin University of Technology**

[www.curtin.edu.au](http://www.curtin.edu.au)

Prospective Students Services

Phone: (08) 9266 2710 / 9266 2662

Email: [mailto:undergrad@curtin.edu.au](mailto:mailto:undergrad@curtin.edu.au)

**Edith Cowan University**

[www.ecu.edu.au](http://www.ecu.edu.au)

Student Recruitment

Phone: (08) 6304 6304

Email: [admissions@ecu.edu.au](mailto:admissions@ecu.edu.au)

**Murdoch University**

[www.murdoch.edu.au](http://www.murdoch.edu.au)

Prospective Students and Admissions  
Centre

Phone: 1300 Murdoch

Email: [admissions@murdoch.edu.au](mailto:admissions@murdoch.edu.au)

**The University of Western Australia**

[www.uwa.edu.au](http://www.uwa.edu.au)

UWA Admissions Centre

Phone: (08) 6488 1226

Email: [admissions@uwa.edu.au](mailto:admissions@uwa.edu.au)

**The University of Notre Dame (Private)**

[www.nd.edu.au](http://www.nd.edu.au)

Phone: (08) 9433 0555

Email: [enquiries@nd.edu.au](mailto:enquiries@nd.edu.au)

## State Training Providers (Polytechnic - formerly TAFEWA) Entrance Requirements

State Training Providers entry processes and requirements have changed. Parents and students should access the latest and most detailed information, including Minimum Entrance Requirements, from the Department of Training and Workforce Development website, at - <http://www.trainingwa.wa.gov.au/trainingcourses/detcms/portal>

The STP skills calculator at <http://tasonline.tafe.wa.edu.au/Reckoner/Default.aspx> can be used by students to check whether their current educational achievements meet entrance criteria for specific Training courses. The Department of Education's VET Information service, at <http://vetinonet.dtwd.wa.gov.au/Pages/Home.aspx> is also a useful site for students to explore.

For additional information, students and parents are encouraged to contact the **Career Development Centre**

Phone: (08) 9224 6500 or freecall 1800 999 167

Email: [career.developmentcentre@education.wa.edu.au](mailto:career.developmentcentre@education.wa.edu.au)

As a guide only, key points of the new State Training entry requirements include:

**Qualifications offered by State Training Providers will be divided into two groups.**

- The **first group** of qualifications will require applicants to address **entry requirements only**. These are qualifications for which there are more places available than applicants.
- The **second group** of qualifications will require applicants to address **both entry requirements and selection criteria** – these are qualifications for which there are more applicants than places available. Selection criteria will focus on past secondary education achievement/skill development, previous qualifications and workplace experience, whether paid or unpaid.

Where selection criteria are applied, the following model is currently proposed:

State Training Providers Selection Criteria		
Maximum 100 points		
<b>Secondary Education Achievement/Skill Development</b>  <b>[Maximum 42 points]</b>  Points allocated according to levels of achievement in 3 courses, including English or Literature.	<b>Workplace Experience And Employment</b>  <b>[Maximum 29 points]</b>  Points allocated for each hour of WPL, Work Experience, volunteer and paid or unpaid work.	<b>Previous Qualifications</b>  <b>[Maximum 29 points]</b>  Points allocated for any part or full AQTF Certificate or Degree qualification already achieved.

**What does this mean for students selecting their learning program for Years 11 and 12?**

Students should select a broad range of courses and experiences for which they have satisfied the recommended minimum entrance requirements. A student wanting to be prepared for the broadest range of Training courses, in addition to an English course, would typically include in their program of study a Maths and Science course, combined with other courses in their area of interest and part time work and/or workplace learning and/or volunteer or other workplace experience. Students must achieve to the highest level of which they are capable.

Many trade qualifications require Stage 2 courses, especially in Maths, for areas such as electrical, metals and automotive. Completing a VET qualification (AQTF Certificate) at school will increase a student's chances of entry to competitive Training courses. Participating in all classes and learning experiences and submitting all work on time are the most important strategies for doing this.

# **SECTION 2**

## **COURSE UNIT DESCRIPTIONS**

# THE ARTS LEARNING AREA

## 2017-18 PATHWAYS

THE ARTS	GENERAL/VET		ATAR	
VISUAL ART	Year 11	Year 12	Year 11	Year 12
	GEVAR	GTVAR	AEVAR	ATVAR
	Certificate II in Visual Art			
FASHION DESIGN (Design - Dimensions)	GEDESD	GTDESD		
DANCE	GEDAN	GTDAN	AEDAN	ATDAN
DESIGN PHOTOGRAPHY	Certificate II in Visual Arts Photography			
	GEDESP	GTDESP		
DRAMA	Certificate II in Creative Industries (Drama)		AEDRA	ATDRA
MEDIA PRODUCTION AND ANALYSIS	Certificate II in Creative Industries (Media)			
	GEMPA	GTMPA	AEMPA	ATMPA
MUSIC	Certificate III Music			

## General Dance

Course Code GEDAN (Year 11)

(Units 1 & 2 run as a combined course)

### Unit 1 – Exploring the components of dance

This unit focuses on exploring the components of dance.

- The elements of dance and processes of choreography are explored and students solve structured choreographic tasks and produce dance works for performance.
- They have first-hand experience in dance-making, creating and viewing works which actively engages them in exploration, improvisation, research, reflection and response.
- Technologies and design concepts are introduced to the planning stage of dance creation.

A broad introduction to dance genres enables students to place dance in its time and place and then begin to understand its functions within this context.

### Unit 2 – Dance as Entertainment

This unit focuses on dance as entertainment.

- Students explore the entertainment potential of dance and choreography.
- In practical lessons, they improve safe dance practices and their physical competencies while acquiring genre-specific technique.
- They explore and experiment with the elements of dance and processes of choreography. They present dances for an audience.
- Students identify and select technologies and design concepts which enhance the entertainment value of the dance and place it in its social, historical and economic context.

### Minimum Entrance Requirements

Year 10 Dance

### Estimated Cost

\$120.00 (full year); includes course materials and use of costumes for public performances.

Extra costs – uniform – navy dance uniform, jazz shoes (essential) and the cost of attending live performances.

For more information go to the following link:

[http://www.scsa.wa.edu.au/internet/Senior\\_Secondary/Courses/WACE\\_Courses/Dance](http://www.scsa.wa.edu.au/internet/Senior_Secondary/Courses/WACE_Courses/Dance)

## **ATAR Dance**

Course Code AEDAN (Year 11)

(Units 1 & 2 run as a combined course)

### **Course Outline**

Dance is for students who have a passion for dance. Dance provides a unique opportunity to develop physically, creatively, aesthetically, emotionally and intellectually through both “practical” and “theory” components. A variety of genres are explored such as jazz, contemporary and cultural dance. Students will have opportunity to learn about the place of dance within popular culture. Students will also develop their knowledge of Australian Dance.

Students will be required to view and respond to a live performance. They will also be required to perform for an audience in the dance styles studied.

### **Skills Outline**

- Exercises and routines chosen from: jazz, ballet, contemporary, commercial dance, traditional and international dance, ballroom and tap.
- Public performances in a variety of dance genres.
- Contextual History of Dance.
- Healthy dance lifestyle choices.
- Writing dance reviews, both in class and as part of a written exam.
- A practical exam demonstrating pre prepared dances.

### **Minimum Entrance Requirements**

Successful completion of 1A/B Dance in Year 11 with a minimum of C grade

### **Further Study**

Polytechnic, University or other

### **Estimated Cost**

\$120.00 (full year) includes course materials and use of costumes for public performances. Extra costs – uniform – navy dance uniform, jazz shoes (essential) and the cost of attending live performances.

For more information go to the following link:

[http://www.scsa.wa.edu.au/internet/Senior\\_Secondary/Courses/WACE\\_Courses/Dance](http://www.scsa.wa.edu.au/internet/Senior_Secondary/Courses/WACE_Courses/Dance)

## General Design

### General Design (Photography)

Course Code GEDESP (Year 11)

(Units 1 & 2 run as a combined course)

In this course, students develop a competitive edge for current and future industry and employment markets. This course emphasises the scope of design in professional and trade based industries allowing students to maximise vocational and/or university pathways. The goals of the General Design (Photography) course are to facilitate a deeper understanding of how design work; and how ideas, beliefs, values, attitudes, messages and information are effectively communicated to specific audiences with specific intentions or purposes via visual media forms. Within the photography context, design may use analogue and/or digital photographic systems or digital media. There is potential for students to develop transferable skills and vocational competencies while devising innovative designs.

#### Unit 1 – Design fundamentals

The focus of this unit is to introduce design process and practice. Students learn that design can be used to provide solutions to design problems and communication needs. They are introduced to basic design skills and a range of techniques within a defined context to demonstrate control over the elements and principles of design.

Learning context may include calendar design (the season), photography magazine design, poster design, tourism, brochure, photography masters book cover.

#### Unit 2 – Personal design

The focus of this unit is personal design. Students learn that they visually communicate aspects of their personality, values and beliefs through their affiliations and their manipulation of personal surroundings and environments. Students explore design elements and principles and the design process in a project communicating something of themselves. Students increase familiarity with basic production skills and processes, materials and technologies.

Learning context may include scrapbook design, exhibition invitation or poster, portfolio website, book cover, advertising photography, fashion model, alternative printing techniques, book/magazine cover, polaroid collage.

This unit builds on the content covered in Unit 1.

**An enthusiasm for photography and experience in photography in lower school is preferred, but not essential**

#### Further Study

Year 12 General Design Photography

Polytechnic

#### Estimated Cost

\$60.00 (per semester)

#### Excursions/Additional Requirements

Students will need to provide an A3 display binder file, SD card and a USB stick. Students may be required to attend a field excursion in Semester 1 or 2. This will allow them to gain further practical experience and photographic opportunities. Excursions may vary from half day to full day duration.

For more information go to the following link:

[http://www.scsa.wa.edu.au/internet/Senior\\_Secondary/Courses/WACE\\_Courses/Design](http://www.scsa.wa.edu.au/internet/Senior_Secondary/Courses/WACE_Courses/Design)

## Design – Photography – Year 12

Course Code GTDESP

(Units 1 & 2 run as a combined course)

Vocational Pathway

### Course Outline

The goals of the Design course are to facilitate a deeper understanding of how design works; and how ideas, beliefs, values, attitudes, messages and information are effectively communicated to specific audiences with specific intentions or purposes via visual media forms. This course aims to achieve these goals by exposing students to a variety of communication models, and thorough exploration of design forms. Within the Photography context, design is studied using analogue and/or digital photographic systems.

The course content is divided into three content areas:

- design principles and process
- communication principles and visual literacies
- production knowledge and skills.

### Unit 1

The focus for this unit is **design basics**.

Students understand that design is a discipline area with its own history, traditions and tools and techniques. Students are introduced to design elements and principles and design process and practice. They are introduced to basic drawing skills and a range of techniques to demonstrate their control over the elements of design. Students are introduced to basic production skills and process, materials and technologies.

### Unit 2

The focus for this unit is **applied design**.

Students understand that design can be used to solve problems and to satisfy user needs. They are introduced to ethical and legal issues relating to the creation and use of design. Students expand visualising/rendering techniques and a basic lexicon of terminology for design principles. Students increase familiarity with basic production skills and processes, materials and technologies.

### Minimum Entrance Requirements

An enthusiasm for photography

Experience in photography in lower school is preferred, but not essential.

### Further Study

Year 12 Design Photography 1C/1D

TAFE

### Estimated Cost

\$60.00 (per semester)

### Excursions/Additional Requirements

Students will need to provide an A3 display binder file, 8gb SD card.

For more information go to the following link:

[http://www.scsa.wa.edu.au/internet/Senior\\_Secondary/Courses/WACE\\_Courses/Design](http://www.scsa.wa.edu.au/internet/Senior_Secondary/Courses/WACE_Courses/Design)

## **Dimensional Design (Fashion)**

Course Code GEDESD (Year 11)

(Units 1 & 2 run as a combined course)

### **Unit 1**

The focus of this unit is to introduce design process and practice. Students learn that design can be used to provide solutions to design problems and communication needs. They are introduced to basic design skills and a range of techniques within a defined context to demonstrate control over the elements and principles of design.

#### **Defined contexts**

Within each context, teachers can choose a learning focus. The list of learning foci below is not exhaustive:

- Dimensional Design: a series of small design tasks exploring the elements and principles of design resulting in 3D jewellery pieces from found and recycled materials, design and produce a decorative length of fabric

### **Unit 2**

The focus of this unit is personal design. Students learn that they visually communicate aspects of their personality, values and beliefs through their affiliations and their manipulation of personal surroundings and environments. Students explore design elements and principles and the design process in a project communicating something of themselves. Students increase familiarity with basic production skills and processes, materials and technologies.

#### **Defined contexts**

Within each context, teachers can choose a learning focus. The list of learning foci below is not exhaustive:

- Dimensional Design: personalised T-shirt design, wearable art, personal jewellery set, accessories, including model making and mood board or swatching.

**Prior experience in the Visual Arts or Fashion in lower school is desirable**

#### **Further Study**

Polytechnic

#### **Estimated Cost**

\$150.00

Students may be required to pay for class excursions to view works of art. This is an integral part of this course (usually \$6.00)

For more information go to the following link:

[http://www.scsa.wa.edu.au/internet/Senior\\_Secondary/Courses/WACE\\_Courses/Design](http://www.scsa.wa.edu.au/internet/Senior_Secondary/Courses/WACE_Courses/Design)

# Certificate II Applied Fashion Design and Technology (Year 11 and 12)

Vocational Pathway



This 2 year course is run under the auspices of VETis Consulting Pty Ltd

## Course Outline

Fashion Design focuses on the creative side of fashion and textiles design.

This is an exciting and enjoyable course. It is suited to anyone who really likes designing, in particular fashion design. The course is almost entirely practical and there are no exams. Producing quality work and meeting deadlines is important. Choose it if you wish to work in an active and creative environment, producing work in a variety of styles.

The course equips you to competently develop a competitive edge for current industry or Polytechnic courses.

## Skills Outline

- Investigate and develop ideas.
- Create artworks by applying skills and ideas.
- Visual literacy, fashion design appreciation.

**Prior experience in the Visual Arts or Fashion in lower school and/or any Visual Art in year 11**

## Further Study

Polytechnic

## Estimated Cost

\$150.00

Students may be required to pay for class excursions to view works of art. This is an integral part of this course (usually \$6.00)

For more information go to the following link:

[http://www.scsa.wa.edu.au/internet/Senior\\_Secondary/Courses/WACE\\_Courses/Design](http://www.scsa.wa.edu.au/internet/Senior_Secondary/Courses/WACE_Courses/Design)

## **ATAR Drama**

Course Code AEDRA (Year 11)  
(Units 1 & 2 run as a combined course)

### **Unit 1 – Representational, realist drama**

The focus for this unit is representational, realist drama. Students explore techniques of characterisation through different approaches to group based text interpretation, particularly those based on the work of Stanislavski and others. In this unit, students have the opportunity to research and collaboratively workshop, interpret, perform and produce texts in forms and styles related to representational, realistic drama that educate and present perspectives.

### **Unit 2 – Presentational, non-realist drama**

The focus of this unit is presentational, non-realist drama. Students explore techniques of role and/or character through different approaches to group based text interpretation, particularly those based on the work of Brecht and others. In this unit, students have the opportunity to research and collaboratively workshop, interpret and perform drama texts related to presentational, non-realistic drama that challenge and question perspectives.

### **Minimum Entrance Requirements**

B Grade in Theatre Arts year 10 **OR** a B Grade in English  
Theatre Arts Experience in Lower School to a high level of achievement (B) is preferred as those who have not studied Drama before will find this course demanding.

### **Further Study**

ATDRA (Unit 3 and 4) for university entry

### **Estimated Cost**

\$165.00 (per year) – includes folio & equipment charges, text hire, workshop and production costs and compulsory theatre excursions.

### **Excursions/Additional requirements**

2 days compulsory theatre performance/WAAPA /Industry related excursions. One term of after school rehearsals and two evening performances are compulsory. Dress code of 'theatre blacks' is required (black full length leggings / tracksuit pants and black top with long sleeves – students must be able to move freely in these clothes).

For more information go to the following link:

[http://www.scsa.wa.edu.au/internet/Senior\\_Secondary/Courses/WACE\\_Courses/Drama](http://www.scsa.wa.edu.au/internet/Senior_Secondary/Courses/WACE_Courses/Drama)

## Drama – Year 12

Course Code GTDRA

(Run as combined units in a full year course)

University Pathway

### Course Outline

This is a challenging and exciting continuation of the journey into the world of the Theatre and its allied art forms, exploring both the stage and its technologies, culminating in a solo piece of devised theatre.

Students will research, workshop, interpret, perform and produce texts of realistic and non realistic drama. They will see professional theatre productions in Perth and visit WAAPA. Students will refine acting techniques through an extension in their use of voice and movement. They will consider how to interpret, design and stage play texts to reach a modern audience. They will undertake production roles and collaborate to work safely and stage their drama as a production team, culminating in a solo original drama for the WACE Practical Exam.

There are two written and practical exams culminating in a final WACE Written and Practical Exam. This course is demanding.

### Skills Outline

Students refine the following skills and techniques:

- Voice and movement
- Dramatic action and the elements of drama
- Devising and interpreting scripts for performance
- Design elements such as set and performance spaces

\*\* Students are expected to participate in performances that may involve out of school rehearsals and performance.

\*\* The course includes both practical and written components that include keeping and maintaining of a Drama Folio.

### Minimum Entrance Requirements

C grade in Drama Units 2ADRA/2BDRA – stage 2 completion is compulsory to enter Stage 3.

High level of English skills achievement for students who have a limited background in Drama/Theatre Arts study

Drama teacher recommendation

### Further Study

University/TAFE entry or employment in the Arts/Hospitality/Tourism/Entertainment Industries

### Estimated Cost

\$165.00 (per year) – includes folio & equipment charges, text hire, workshop and production costs and compulsory Theatre and Arts Industry excursions.

### Excursions/Additional requirements

3 days compulsory theatre performance/WAAPA /Industry related excursions. One term of after school rehearsals with one matinee (during school time) and 2 evening performances are compulsory.

Dress code of 'theatre blacks' (black full length leggings / tracksuit pants and black top with sleeves – students must be able to move freely in these clothes)

For more information go to the following link:

[http://www.scsa.wa.edu.au/internet/Senior\\_Secondary/Courses/WACE\\_Courses/Drama](http://www.scsa.wa.edu.au/internet/Senior_Secondary/Courses/WACE_Courses/Drama)

## Certificate II in Creative Industries (Theatre)

Course Code CUA20215



This 2 year course is run under the auspices of VETiS Consulting

### Course Outline

This replaces the Certificate II in Live Theatre Production. You will learn all about working in the theatre industry. A large part of this course involves participating in theatre events; you will have the opportunity to perform on stage in the YOH Fest competition (Youth on Health Festival) and other performance events either in the Performing Arts Centre or KADS Theatre in Kalamunda. You will also gain hands on experience working in the production roles (backstage) of theatre; events management, sound, front of house and publicity, designing and constructing sets for the stage and assisting with the 'bump in' and 'bump out' of shows. You will learn how to work in this environment safely and perhaps most importantly gain skills in how to work effectively with others and resolve conflict.

### Units of Competency

BSBWOR203B (Core)	-	Work effectively with others
CUFIND201A (Core)	-	Develop and apply creative arts knowledge
CUOHS301A (Core)	-	Follow OHS procedures
BSBWOR202A(Elective)	-	Organise and complete daily work activities
CUAFOH202 (Elective)	-	Usher patrons
CUAFOH201 (Elective)	-	Undertake routine front of house duties
CUAACT301 (Elective)	-	Develop basic acting skills
CUASCE201 (Elective)	-	Develop basic scenic art skills
SCEPRP201 (Elective)	-	Develop basic prop construction skills
CUFSOU204A (Elective)	-	Basic Sound editing

Year 10 Drama unit desirable, as students who have not performed on stage before may find aspects of this course demanding.

### Excursions / Additional requirements

Dress code of 'theatre blacks' (black tracksuit pants and black top with long sleeves i.e. no logos and students must be able to move freely in these clothes).

There will be one term of after school rehearsals, occasional weekend tech rehearsals for other productions and some night time performance assessments are required.

### Estimated Cost

Cost: \$130.00 per year. This covers the cost of entry into YOHFest, your folio, text hire, workshop and production costs.

## General Media Production & Analysis

Course Code GEMPA (Year 11)

(Units 1 & 2 run as a combined course)

### Unit 1 – Mass media

The focus for this unit is on the mass media. Within this broad focus, students reflect on their own use of the media, common representations, including the examination of characters, stars and stereotypes and the way media is constructed and produced.

Students are introduced to the languages of the media, learning how codes and conventions are used to construct representations within narratives. They examine the media that surrounds them and consider how audiences interpret media representations of people and their associated values.

Students analyse, view, listen to and interact with common media work from their everyday use. They also generate ideas and, with the assistance of their teachers, learn the basic production skills and processes as they apply their knowledge and creativity in their productions.

### Unit 2 – Point of view

The focus for this unit is on point of view, a concept that underpins the construction of all media work. In this unit, students will be introduced to the concept and learn how a point of view can be constructed. They will analyse media work and construct a point of view in their own productions.

Within this broad focus, students have the opportunity to choose from a range of media genres and styles and examine ways in which information and specific codes, conventions and techniques are selected and used to present a particular point of view.

In contexts related to point of view, students analyse, view, listen to and interact with media work in commercial and non-commercial media. They learn about production processes and some of the controls that influence decision making in media production. Students develop strategies and production skills when creating their own media work.

### Further Studies

General Media Yr 12

Polytechnic studies

### Estimated Cost

\$50.00 (per semester)

For more information go to the following link:

[http://www.scsa.wa.edu.au/internet/Senior\\_Secondary/Courses/WACE\\_Courses/Media\\_Production\\_and\\_Analysis](http://www.scsa.wa.edu.au/internet/Senior_Secondary/Courses/WACE_Courses/Media_Production_and_Analysis)

## **ATAR Media Production & Analysis**

Course Code AEMPA (Year 11)

(Units 1 & 2 run as a combined course)

### **Unit 1 – Popular culture**

This focus involves identifying what is meant by ‘popular’ culture and considering the types of media, ideas and audiences from which popular culture evolves. Students analyse, view, listen to and interact with a range of popular media, develop their own ideas, learn production skills and apply their understandings and skills in creating their own productions.

There are many aspects of popular culture that can be used to provide students with interesting and relevant learning contexts, and an opportunity to explore how audiences consume popular media. Teachers should select learning contexts that are familiar to students or provide stimulation and new experiences.

In contexts related to popular culture, students have the opportunity to explore a variety of popular media work, and learn how to interpret the meanings created by codes and conventions.

Students develop production and analytical skills and apply their understanding of media languages and audiences while learning about and working in specific production contexts.

### **Unit 2 – Journalism**

In this unit students will further their understanding of journalistic media. The breadth of this focus allows teachers to choose learning contexts that are of contemporary relevance and related to students’ interests.

In contexts related to journalism students analyse, view, listen to and interact with a range of journalistic genres and they undertake more extensive research into the representation and reporting of groups and issues within media work. They draw on knowledge when developing ideas for their own productions.

Students extend their understanding of production practices and responsibilities. They become increasingly independent as they manipulate technologies and techniques to express their ideas in their productions.

### **Minimum Entrance Requirements**

“A” or “B” grade in Year 10 Media or English. Previous experience in Media Studies is desirable but not essential.

### **Estimated Cost**

\$50.00 per semester

For more information go to the following link:

[http://www.scsa.wa.edu.au/internet/Senior\\_Secondary/Courses/WACE\\_Courses/Media\\_Production\\_and\\_Analysis](http://www.scsa.wa.edu.au/internet/Senior_Secondary/Courses/WACE_Courses/Media_Production_and_Analysis)

## **Certificate II Creative Industries - (Media) (Year 11 and 12)**

Course Code CUF 20107

Vocational Pathway

This 2 year course is run under the auspices of Central Institute of Technology.

### **Course Outline**

This certificate course provides the skills required to successfully create a media production. Students will plan, produce, film and edit a production.

This course is ideal for anyone with an interest in film production and is a good preparation for further media studies at Polytechnic.

### **Units of Competency**

Core Units

- BSBCRT101A - Apply critical thinking techniques
- CUFIND201A - Develop and apply creative arts industry knowledge
- CUSOHS301A - Follow occupational health and safety procedures
- BSBWOR203A - Work effectively with others

Electives

- CUFCAM201A - Assist with a basic camera shoot
- BSBDES201A - Follow a design process
- CUFPOS201A - Perform basic vision and sound editing
- BSBWOR202A - Organise and complete daily work activities

### **Further Study**

Polytechnic

### **Estimated Cost**

\$140

## Music – Certificate III (Year 11 and 12)

Course Code CUS30109

Music is a full year elective and the Certificate is to be completed over the two years under the auspices of Australian Centre for Advanced Studies Inc.

Over the last few years it has become apparent that the music industry has changed considerably and there are now many opportunities to be involved with music in the workplace that is unique to the traditional ways of studying music in performance and education.

Many areas such as Music Technology, Sound recording, Song writing, Music journalism, Production and Promotion, are emerging as desirable music Industry skills and professions.

This course enables students to explore all of these areas of competencies and can lead students to continue their studies at Central Institute of Technology, Edith Cowan University and WA Polytechnic, through Certificate IV, Diploma and Bachelor of Music courses.

Students learn musical skills by performing and engaging with music and this course is not limited solely to musical instrumentalists but also DJ's, music sound producers / engineers and sound mixers.

### Units of Competency

Core Units

- CUSOHS30A - Follow occupational health and safety procedures
- CUFCMP301A - Implement copyright arrangements
- CUSIND301B - Work effectively in the music industry

Electives

- CUSMPF302A - Prepare for performances
- CUSMPF404A - Perform music as part of a group
- CUSSOU302A - Record and mix a basic music demo
- CUSIND302A - Plan a career in the creative arts industry
- CUSMCP301A - Compose simple songs or musical pieces
- CUSSOU201A - Assist with sound recordings
- CUSSOU303A - Set up and disassemble equipment
- CUSMPF402A - Develop and maintain stagecraft skills

The course can also be adapted slightly to cater for students who may be seeking more theoretical advancement, or who are less performance-based and more compositionally-based. For example, previously, some students have swapped the three performance-based units for the following:

- CUSMCP302A - Writing song lyrics
- CUSMCP303A - Incorporating music technology into performance
- CUSMCP301A - Using music technology in composition

### Further Study

Music – Year 12  
Polytechnic  
WAAPA

### Estimated Cost

\$90

For more information go to the following link:

[http://www.scsa.wa.edu.au/internet/Senior\\_Secondary/Courses/WACE\\_Courses/Music](http://www.scsa.wa.edu.au/internet/Senior_Secondary/Courses/WACE_Courses/Music)

## General Visual Arts

Course Code GEVAR (Year 11)

(Units 1 & 2 run as a combined course)

### Unit 1 – Experiences

The focus for this unit is experiences. Students develop artworks based on their lives and personal experiences, observations of the immediate environment, events and/or special occasions. They participate in selected art experiences aimed at developing a sense of observation.

Students discover ways to compile and record their experiences through a range of art activities and projects that promote a fundamental understanding of visual language. They use experiences to develop appreciation of the visual arts in their everyday lives.

Ample scope for free, imaginative interpretation and experimentation with materials is provided.

70% of this course is practical art making.

### Unit 2 – Explorations

The focus for this unit is explorations. Students explore ways to generate and develop ideas using a variety of stimulus materials and explorations

When exploring ideas and approaches to art making, students investigate the work of other artists. They 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 their own artwork.

In developing subject matter for artworks, students explore ways to express personal beliefs, opinions and feelings. They manipulate a variety of media and materials in a range of art forms, recording and reflecting on their artistic achievements.

70% of this course is practical art making

### Minimum Entrance Requirements

Prior experience in the Visual Arts in lower school is desirable.

### Further Study

GTVAR (Unit 3 and 4) in Year 12/ Certificate II in Visual Art

Polytechnic

### Estimated Cost

\$130.00

Students may be required to pay for class excursions to view works of art. This is an integral part of this course (usually \$5.00)

For more information go to the following link:

[http://www.scsa.wa.edu.au/internet/Senior\\_Secondary/Courses/WACE\\_Courses/Visual\\_Arts](http://www.scsa.wa.edu.au/internet/Senior_Secondary/Courses/WACE_Courses/Visual_Arts)

## General Visual Arts

Course Code GTVAR (Year 12)  
(Units 3 & 4 run as a combined course)

### Unit 3 – Inspirations Vocational pathway

#### Unit description

The focus for this unit is inspirations. Students become aware that artists gain inspiration and generate ideas from diverse sources, including what is experienced, learned about, believed in, valued, imagined or invented. The breadth of this focus allows choice of learning contexts that are related to students' interests.

In this unit, students develop their knowledge and understanding of visual language and apply this to both art making and art interpretation. Through exploration, investigation and experimentation, they develop skills in inquiry, recording observations and manipulating media to create artworks in selected art forms.

Students, through research and/or first-hand experience of artworks and art making, actively engage in perception, research, reflection and response and consider the ways in which artists, past and present, have been inspired to develop artworks. They are given opportunities to present or exhibit their work, to describe their source(s) of inspiration and to evaluate the process and success of their finished artworks.

### Unit 4 – Investigations Unit description

The focus for this unit is investigations. Students explore and develop ideas through the investigation of different artists, art forms, processes and technologies. Students investigate spontaneous and analytical styles of drawing, experimenting with a range of media and techniques. They further develop their knowledge and understanding of visual language and apply this to both art making and art interpretation.

In particular, students explore the expressive potential of media techniques and processes, considering their inherent qualities in the development and presentation of their artworks. They investigate ways to document their thinking and working practices, refining their reflection and decision-making skills.

In this unit, students investigate a variety of artworks and media to further develop their understanding of the creative process and learn how to apply new analytical and production skills and techniques in the communication of their own ideas.

**Estimated Cost:** \$130

## **ATAR Visual Art**

Course code AEVAR (Year 11)  
(Units 1 & 2 run as a combined course)

### **Unit 1 – Differences**

The focus for this unit is differences. Students may, for example, consider differences arising from cultural diversity, place, gender, class and historical period. Differences relating to art forms, media and conventions may also provide a stimulus for exploration and expression.

Students explore ways of collecting, compiling and recording information and documenting thinking and working practices. They explore approaches to drawing and develop awareness that each artist has his or her particular way of making marks to convey personal vision. Students examine how visual language and media choices contribute to the process of conveying function and meaning, and use a range of media and technologies to explore, create, and communicate ideas.

Students recognise that visual artwork is subject to different interpretations and appreciate that informed responses should take into account the varying contexts within which a work of art is created. They develop awareness of styles of representation, examining distinctly individualistic approaches of artists in different times and places.

### **Unit 2 – Identities**

The focus for this unit is identities. In working with this focus, students explore concepts or issues related to personal, social, cultural or gender identity. They become aware that self-expression distinguishes individuals as well as cultures. Students use a variety of stimulus materials and use a range of investigative approaches as starting points to create artwork. They develop a personal approach to the development of ideas and concepts, making informed choices about the materials, skills, techniques and processes used to resolve and present their artwork.

Students develop understandings of the personal and/or public functions of art in the expression of identity, for example, spiritual expression, psychological expression, therapy, ceremony and ritual, and the purposes of art, such as narrative – telling personal stories or exploring myths. They understand that art may give form to ideas and issues that concern the wider community.

Response to artwork stimulates insights, encourages deeper understandings, and challenges preconceived ideas. Students develop an awareness of how the visual arts may be both socially confirming and questioning, analyse their own cultural beliefs and values and develop deeper understandings of their own personal visual arts heritage.

### **Minimum Entrance Requirements**

“A” or “B” grade in Year 10 Art, Year 10 English and/or GATE Art

### **Further Study**

Year 12 ATAR Visual Arts

### **Estimated Cost**

\$130.00

Students may be required to pay for class excursions. This is an integral part of this course (usually \$6.00).

For more information go to the following link:

[http://www.scsa.wa.edu.au/internet/Senior\\_Secondary/Courses/WACE\\_Courses/Visual\\_Arts](http://www.scsa.wa.edu.au/internet/Senior_Secondary/Courses/WACE_Courses/Visual_Arts)

## ATAR Visual Art

(Year 12)

ATAR

Course code ATVAR (Year 12)

(Units run as a combined course)

**Unit 3 – Commentaries** - The focus for this unit is commentaries. In this unit, students engage with the social and cultural purposes of art making to produce a unique and cohesive body of work. Broad and innovative inquiry includes the conceptualisation and documentation of experiences within contemporary society. Students transform ideas and develop concepts using innovative approaches to art making and presentation. They document their thinking and working practices, having the flexibility to work across media and art forms. Students research artwork, providing critical comment on the meaning, purpose and values communicated. They examine their own beliefs and consider how the visual arts have reflected and shaped society in different times and places.

Consideration is given to the roles of artists in different societies, for example, hero, outsider, commentator and social critic. Students investigate the social functions of art, for example political and ideological expression, satire, social description or graphic communication. They address the relationship between form, function and meaning and develop understandings of how artists are influenced by pervasive ideas, events and circumstances, and how re-contextualisation contributes to meanings and messages in artwork.

### Unit 4 – Points of view

The focus for this unit is points of view. Students identify and explore concepts or issues of personal significance in the presentation of a sustained, articulate and authentic body of work. They engage in sustained inquiry, exploring ideas and developing concepts to communicate a personal point of view.

Students investigate a range of solutions using visual language and document the progressive resolution of thinking and working practices. Skills, techniques and processes are combined in the pursuit of new art forms, innovation and personal style.

Students use critical analysis frameworks to develop an understanding of the practice of art making and art interpretation. They research and analyse factors affecting points of view such as time, place, culture, religion and politics, synthesising this knowledge to express a personal viewpoint or position. In the analysis of their own and others' artwork, students reflect on the relationship between artwork, audiences and contextual factors, and consider how these contribute to the development of different perspectives.

**Further Study:** TAFE or University

**Estimated Cost:** \$140

## Visual Arts - Certificate II (VISUAL ART) (Year 11 and 12)

Course Code CUV20111

This 2 year course is run under the auspices of North Metropolitan TAFE.

Students will develop their creative skills in traditional media such as drawing, painting, sculpture and printmaking. They will explore a wide range of art making media and begin to develop their own personal artistic style.

Students will also have the opportunity to learn digital imaging skills and will scan and digitize their own work ready for print or web publishing.

Throughout the course students will study aspects of art history and theory and learn to source information relevant to their own arts practice.

This course is designed to help students build a portfolio of creative work that can be exhibited or used to apply for further education in creative courses.

Students who successfully complete the Certificate II in Visual Arts will receive direct entry into the Certificate II in Visual Arts qualification.

### Units of Competency

CUVPAI201A	develop painting skills (painting cluster)
CUVPRP201A	produce simple creative work (painting cluster)
CUVACD101A	use basic drawing techniques (sculpture cluster)
CUVSCU201A	develop sculptural skills (sculpture cluster)
BSBOHS201A	participate in OHS processes
CUVRES201A	source and use information relevant to own arts practice (printmaking cluster)
CUVPRI201A	develop printmaking skills (printmaking cluster)
BSBDES201A	follow a design process (design cluster)
CUVDIG201A	develop digital imaging skills (design cluster)

### Career Pathways

Students who successfully complete Certificate II in Visual Arts will be on a pathway to further study in either Visual Arts or Design.

### Minimum Entrance Requirements

Experience in Visual Arts in Middle School is preferred, but not essential.

### Estimated Cost

\$160.00

## Visual Arts - Certificate II (Photography)

Course Code CUV20111



This 2 year course is run under the auspices of VETis Consulting

Students will develop their creative skills and get a solid foundation in photography and digital imagery. Whether they are planning a career in the photographic/digital arts or just want to improve your skills for your own personal development, this course will be exciting, challenging and rewarding as you explore photography from an art perspective through to a commercial perspective. This course is designed to help you build a portfolio of competent, creative work. You will learn the theoretical and practical skills needed to develop your skills working in the photography studio and on location. Explore your creativity and develop your eye for capturing dynamic imagery.

Students who successfully complete the Certificate II in Visual Arts (Photography) will receive direct entry into the Certificate III in Visual Arts (Photography) qualification.

### Units of Competency

#### Core Units

- \*BSBOHS201A - Participate in OHS processes (15 hours)
- CUVACD101A - Use basic drawing techniques (40 hours)
- CUVPRP201A - Make Simple creative work (40 hours)
- CUVRES201A - Source and use information relevant to own arts practice (30 hours)

#### Electives

- \*CUVPHI302A - Capture photographic images (50 hours)
- \*CUVDIG201A - Develop digital imaging skills (40 hours)
- \*ICPMM321C - Capture a digital image (30 hours)
- \*ICPMM322C - Edit a digital image (40 hours)
- \*BSBWOR202A - Organise and complete daily work activities (15 hours)

\*These units are the units for which students will receive a Credit Transfer from the Certificate II to their Certificate III Visual Arts (Photography).

### Career Pathways

Photographer, Visual Artist, Photographer's Assistant, Photo Journalist, Digital Laboratory Operator, Salesperson (Photo).

### An enthusiasm for photography

Experience in photography in Middle School is preferred, but not essential

### Estimated Cost

\$160 (per semester)

# ENGLISH LEARNING AREA

## 2017/18 PATHWAYS

ENGLISH	GENERAL/VET		ATAR	
	Year 11	Year 12	Year 11	Year 12
English	GEENG	GTENG	AEENG	ATENG
Literature			AELIT	ATLIT

Student progress will be closely monitored by staff, and English pathways over the two years of senior schooling will be determined in consultation with students and their families based on student achievement in preceding units.

## General English

Course Code GEENG (Year 11)

Run as combined units in a full year course

### Unit 1

Unit 1 focuses on students comprehending and responding to the ideas and information presented in texts. Students:

- employ a variety of strategies to assist comprehension
- read, view and listen to texts to connect, interpret and visualise ideas
- learn how to respond personally and logically to texts by questioning, using inferential reasoning and determining the importance of content and structure
- consider how organisational features of texts help the audience to understand the text
- learn to interact with others in a range of contexts, including every day, community, social, further education, training and workplace contexts
- communicate ideas and information clearly and correctly in a range of contexts
- apply their understanding of language through the creation of texts for different purposes.

### Unit 2

Unit 2 focuses on interpreting ideas and arguments in a range of texts and contexts.

Students:

- analyse text structures and language features and identify the ideas, arguments and values expressed
- consider the purposes and possible audiences of texts
- examine the connections between purpose and structure and how a text's meaning is influenced by the context in which it is created and received
- integrate relevant information and ideas from texts to develop their own interpretations
- learn to interact effectively in a range of contexts
- create texts using persuasive, visual and literary techniques to engage audiences in a range of modes and media.

### Further Study

General English Year 12

### Estimated Cost

\$35 per semester. This includes hire of most texts, general course costs and consumables. An English text will need to be purchased (cost approximately \$25)

For more information go to the following link:

[http://www.scsa.wa.edu.au/internet/Senior\\_Secondary/Courses/WACE\\_Courses/English](http://www.scsa.wa.edu.au/internet/Senior_Secondary/Courses/WACE_Courses/English)

## **ATAR English**

Course Code AEENG (Year 11)

Run as combined units in a full year course

### **Unit 1**

Students explore how meaning is communicated through the relationships between language, text, purpose, context and audience. This includes how language and texts are shaped by their purpose, the audiences for whom they are intended and the contexts in which they are created and received. Through responding to and creating texts, students consider how language, structure and conventions operate in a variety of imaginative, interpretive and persuasive texts. Study in this unit focuses on the similarities and differences between texts and how visual elements combine with spoken and written elements to create meaning. Students develop an understanding of stylistic features and apply skills of analysis and creativity. They are able to respond to texts in a variety of ways, creating their own texts and reflecting on their own learning.

### **Unit 2**

Students analyse the representation of ideas, attitudes and voices in texts to consider how texts represent the world and human experience. Analysis of how language and structural choices shape perspectives in and for a range of contexts is central to this unit. By responding to and creating texts in different modes and media, students consider the interplay of imaginative, interpretive and persuasive elements in a range of texts and present their own analyses. Students critically examine the effect of stylistic choices and the ways in which these choices position audiences for particular purposes, revealing and/or shaping attitudes, values and perspectives. Through the creation of their own texts, students are encouraged to reflect on their language choices and consider why they have represented ideas in particular ways.

### **Minimum Entrance Requirements**

B grade in Year 10 English

### **Further Study**

ATAR English Yr 12

### **Estimated Cost**

\$35 per semester. This includes hire of most texts, general course costs and consumables. An English text will need to be purchased (cost approx \$25)

Students may participate in theatre excursions, be addressed by guest speakers or participate in seminars provided by external agencies to the course. These will carry an extra cost.

For more information go to the following link:

[http://www.scsa.wa.edu.au/internet/Senior\\_Secondary/Courses/WACE\\_Courses/English](http://www.scsa.wa.edu.au/internet/Senior_Secondary/Courses/WACE_Courses/English)

## **ATAR Literature**

Course Code AELIT (Year 11)

Run as combined units in a full year course

### **Unit 1**

Unit 1 develops students' knowledge and understanding of different ways of reading and creating literary texts drawn from a widening range of historical, social, cultural and personal contexts. Students analyse the relationships between language, text, contexts, individual points of view and the reader's response. This unit develops knowledge and understanding of different literary conventions and storytelling traditions and their relationships with audiences. A range of literary forms is considered: prose fiction, poetry and drama. The significance of ideas and the distinctive qualities of texts are analysed through detailed textual study. Through the creation of analytical responses, students frame consistent arguments that are substantiated by relevant evidence. In the creation of imaginative texts, students explore and experiment with aspects of style and form.

### **Unit 2**

Unit 2 develops students' knowledge and understanding of intertextuality, the ways literary texts connect with each other. Drawing on a range of language and literary experiences, students consider the relationships between texts, genres, authors, readers, audiences and contexts. The ideas, language and structure of different texts are compared and contrasted. Exploring connections between texts involves analysing their similarities and differences through an analysis of the ideas, language used and forms of texts. Students create analytical responses that are evidence-based and convincing. By experimenting with text structures and language features, students understand how their imaginative texts are informed by analytical responses.

### **Minimum Entrance Requirements**

Year 10 English – A Grade

### **Further Study**

ATAR Literature Year 12

### **Estimated Cost**

\$35 per semester. General course costs and consumables are covered by this fee. Students will need to purchase three texts at approximately \$25 per text.

In addition, students *may* participate in theatre excursions during the course. These will carry an extra cost.

For more information go to the following link:

[http://www.scsa.wa.edu.au/internet/Senior\\_Secondary/Courses/WACE\\_Courses/Literature](http://www.scsa.wa.edu.au/internet/Senior_Secondary/Courses/WACE_Courses/Literature)

## General English

Course Code GTENG (Year 12)

Run as combined units in a full year course

### Unit 3

Unit 3 focuses on exploring different perspectives presented in a range of texts and contexts.

Students:

- explore attitudes, text structures and language features to understand a text's meaning and purpose
- examine relationships between context, purpose and audience in different language modes and types of texts, and their impact on meaning
- consider how perspectives and values are presented in texts to influence specific audiences
- develop and justify their own interpretations when responding to texts
- learn how to communicate logically, persuasively and imaginatively in different contexts, for different purposes, using a variety of types of texts.

### Unit 4

Unit 4 focuses on community, local or global issues and ideas presented in texts and on developing students' reasoned responses to them. Students:

- explore how ideas, attitudes and values are presented by synthesising information from a range of sources to develop independent perspectives
- analyse the ways in which authors influence and position audiences
- investigate differing perspectives and develop reasoned responses to these in a range of text forms for a variety of audiences
- construct and clearly express coherent, logical and sustained arguments and demonstrate an understanding of purpose, audience and context
- consider intended purpose and audience response when creating their own persuasive, analytical, imaginative, and interpretive texts.

### Estimated Cost

- \$35 per semester. This includes hire of most texts, general course costs and consumables. One English text will need to be purchased (cost approx \$25)
- Students may participate in theatre excursions, be addressed by guest speakers or participate in seminars provided by external agencies to the course. These will carry an extra cost.

For more information go to the following link:

[http://www.scsa.wa.edu.au/internet/Senior\\_Secondary/Courses/WACE\\_Courses/English](http://www.scsa.wa.edu.au/internet/Senior_Secondary/Courses/WACE_Courses/English)

## **ATAR English**

### **Course code ATENG (Y12)**

Run as combined units in a full year course

#### **Unit 3**

Students explore representations of themes, issues, ideas and concepts through a comparison of texts. They analyse and compare the relationships between language, genre and contexts, comparing texts within and/or across different genres and modes. Students recognise and analyse the conventions of genre in texts and consider how those conventions may assist interpretation. Students compare and evaluate the effect of different media, forms and modes on the structure of texts and how audiences respond to them. Understanding of these concepts is demonstrated through the creation of imaginative, interpretive, persuasive and analytical responses.

#### **Unit 4**

Students examine different interpretations and perspectives to develop further their knowledge and analysis of purpose and style. They challenge perspectives, values and attitudes in texts, developing and testing their own interpretations through debate and argument. Through close study of texts, students explore relationships between content and structure, voice and perspectives and the text and context. This provides the opportunity for students to extend their experience of language and of texts and explore their ideas through their own reading and viewing. Students demonstrate understanding of the texts studied through creation of imaginative, interpretive, persuasive and analytical responses.

#### **Minimum Entrance Requirements**

C Grade in Year 11 ATAR English

#### **Estimated Cost**

\$35 per semester. This includes hire of most texts, general course costs and consumables. Two English texts will need to be purchased (cost approx \$25)

Students may participate in theatre excursions, be addressed by guest speakers or participate in seminars provided by external agencies to the course. These will carry an extra cost.

For more information go to the following link:

[http://www.scsa.wa.edu.au/internet/Senior\\_Secondary/Courses/WACE\\_Courses/English](http://www.scsa.wa.edu.au/internet/Senior_Secondary/Courses/WACE_Courses/English)

## **ATAR Literature**

### **Course code ATLIT (Y12)**

Run as combined units in a full year course. The notional time for the pair of units is 110 class contact hours.

#### **Unit 3**

Unit 3 develops students' knowledge and understanding of the relationship between language, culture and identity in literary texts. Students inquire into the power of language to represent ideas, events and people, comparing these across a range of texts, contexts, modes and forms. Through critical analysis and evaluation, the values and attitudes represented in and through texts and their impact on the reader are examined. Throughout the unit, students create analytical responses that are characterised by a confident, engaging style and informed observation. In creating imaginative texts, students experiment with language, adapt forms and challenge conventions and ideas.

#### **Unit 4**

Unit 4 develops students' appreciation of the significance of literary study through close critical analysis of literary texts drawn from a range of forms, genres and styles. Students reflect upon the creative use of language, and the structural and stylistic features that shape meaning and influence response. The unit focuses on the dynamic nature of literary interpretation and considers the insights texts offer, their use of literary conventions and aesthetic appeal. Analytical responses demonstrate increasing independence in interpreting texts and synthesising a range of perspectives into critical and imaginative responses. In creating imaginative texts, students experiment with literary conventions and reflect on how the created text takes into account the expectations of audiences.

#### **Minimum Entrance Requirements**

C Grade in Year 11 ATAR Literature

#### **Estimated Cost**

\$35 per semester. This includes hire of most texts, general course costs and consumables. Four texts will need to be purchased at approximately \$25 per text.

Students may participate in theatre excursions, be addressed by guest speakers or participate in seminars provided by external agencies to the course. These will carry an extra cost.

For more information go to the following link:

[http://www.scsa.wa.edu.au/internet/Senior\\_Secondary/Courses/WACE\\_Courses/English](http://www.scsa.wa.edu.au/internet/Senior_Secondary/Courses/WACE_Courses/English)

# LANGUAGES LEARNING AREA

## 2017/18 PATHWAYS

LANGUAGES	GENERAL/VET	
	Year 11	Year 12
INDONESIAN	Cert. III Applied Languages	

## Indonesian, Italian, Year 11/12 Certificate III Applied Languages

Course code 22150IVIC

Vocational and Polytechnic Pathway

This 2 year course is run under the auspices of Central Institute of Technology

The ability to learn another language enables the learner to communicate and understand a culture on its own terms, and also to bridge the gap between other cultures.

Certificates are issued by Central Institute of Technology WA. Achievement of these nationally recognised qualifications has boosted student confidence and has the potential to support with employment opportunities and has been crucial in assisting students with resumes and portfolios. These courses will be delivered at KSHS by specialist language teachers. This course focuses on the style of language appropriate to the work context.

### Course Outline (Year 11)

- Participate in oral interactions in arranging social settings in a culturally appropriate setting
- Give and follow everyday directions and instructions in a range of social settings.

### Skills Outline

- Applying intercultural communication skills to participate in routine and varied situation.
- Using non-verbal communications and visual techniques appropriately.

### Course Outline (Year 12)

- Participate in oral interactions in a range of workplace settings in a culturally appropriate manner.
- Read routine workplace texts.

### Skills Outline

- Read to allow understanding and interpretation of routine source texts
- Apply language skills to allow the writing of routine texts in a relevant social context.
- Apply intercultural communication skills related to routine texts.

### Minimum Entrance Requirements

C in Year 10 languages

### Further Studies

Certificate IV Applied Languages

Certificate IV Tourism

Certificate IV in International Business

### Estimated Cost

\$30.00 plus a textbook

### Excursions

Excursions (eg. Film festival, visiting restaurants or incursions) will incur additional costs.

# MATHEMATICS LEARNING AREA

## 2017/18 PATHWAYS

MATHEMATICS	GENERAL/VET		ATAR	
	Year 11	Year 12	Year 11	Year 12
MATHEMATICS - ESSENTIALS	GEMAE	GTMAE		
MATHEMATICS - APPLICATIONS			AEMAA	ATMAA
MATHEMATICS - METHODS			AEMAM	ATMAM
MATHEMATICS - SPECIALIST			AEMAS	ATMAS

The Specialist course may be delivered by Flex-e-learn

## GENERAL Mathematics

### MATHEMATICS ESSENTIAL

Course Code GEMAE (Year 11)

Run as combined units in a full year course

#### Unit 1

This unit provides students with the mathematical skills and understanding to solve problems related to representing and comparing data, percentages, rates and ratios and time and motion. Students further develop the use of the mathematical thinking process and apply the statistical investigation process. The statistical investigation process should be explicitly taught in conjunction with the statistical content within this unit. Teachers are advised to apply the content of the four topics in this unit: Representing and comparing data; Percentages; Rates and ratios; and Time and motion, in a context which is meaningful and of interest to their students. Possible contexts for this unit are Transport and Independent living.

It is assumed that students will be taught this course with an extensive range of technological applications and techniques. The ability to be able to choose when or when not to use some form of technology and to be able to work flexibly with technology are important skills.

The number formats for the unit are whole numbers, decimals, fractions and percentages, rates and ratios.

#### Unit 2

This unit provides students with the mathematical skills and understanding to solve problems relating to calculations, applications of measurement, the use of formulas to find an unknown quantity and the interpretation of graphs. Throughout this unit, students use the mathematical thinking process. This process should be explicitly taught in conjunction with the unit content. Teachers are advised to apply the content of the four topics in this unit: Basic calculations, percentages and rates; Algebra; Measurement; and Graphs, in contexts which are meaningful and of interest to their students. Possible contexts for this unit are Earning and managing money and Nutrition and health.

It is assumed that an extensive range of technological applications and techniques will to be used in teaching this unit. The ability to choose when or when not to use some form of technology, and the ability to work flexibly with technology, are important skills.

The number formats for the unit are whole numbers, decimals, common fractions, common percentages, square and cubic numbers written with powers.

Completion of Year 10 Mathematics at Kalamunda Senior High School with a minimum 'C' grade is desirable

#### Further Study

Mathematics Essential Yr 12

#### Estimated Cost

\$100 which will cover a scientific calculator, textbook (WA Mathematics Essential Units 1 & 2 [Ellery and Strickland]) plus course fees.

For more information go to the following link:

[http://www.scsa.wa.edu.au/internet/Senior\\_Secondary/Courses/WACE\\_Courses/Mathematics](http://www.scsa.wa.edu.au/internet/Senior_Secondary/Courses/WACE_Courses/Mathematics)

## ATAR Mathematics

### MATHEMATICS APPLICATIONS

Course Code AEMAA (Year 11)

Units 1 & 2 Run as a combined course

#### Unit 1

This unit has three topics: 'Consumer arithmetic', 'Algebra and matrices', and 'Shape and measurement'.

'Consumer arithmetic' reviews the concepts of rate and percentage change in the context of earning and managing money and provides a fertile ground for the use of spread sheets.

'Algebra and matrices' continues the Year 7–10 curriculum study of algebra and introduces the topic of matrices. The emphasis of this topic is the symbolic representation and manipulation of information from real-life contexts using algebra and matrices.

'Shape and measurement' builds on and extends the knowledge and skills students developed in the Year 7–10 curriculum with the concept of similarity and associated calculations involving simple geometric shapes. The emphasis in this topic is on applying these skills in a range of practical contexts, including those involving three-dimensional shapes.

Classroom access to the technology necessary to support the computational aspects of the topics in this unit is assumed.

#### Unit 2

This unit has three topics: 'Univariate data analysis and the statistical process', 'Linear equations and their graphs', and 'Applications of trigonometry'.

'Univariate data analysis and the statistical process' develops students' ability to organise and summarise univariate data in the context of conducting a statistical investigation.

'Linear equations and their graphs' uses linear equations and straight-line graphs, as well as linear-piece-wise and step graphs to model and analyse practical situations.

'Applications of trigonometry' extends students' knowledge of trigonometry to solve practical problems involving non-right-angled triangles in both two and three dimensions, including problems involving the use of angles of elevation and depression and bearings in navigation.

Classroom access to the technology necessary to support the graphical, computational and statistical aspects of this unit is assumed.

#### Minimum Entry Requirements

Completion of Year 10 Mathematics with a grade of B or better

#### Further Study

Mathematics Applications Year 12

Polytechnic /University

**Note: Although University qualification is possible there is severe downward moderation of this course.**

#### Estimated Cost

\$300 including course fees. Students will be required to purchase a CASIO ClassPad calculator (approx. \$200) plus the textbook (Nelson Senior Maths General II)

For more information go to the following link:

[http://www.scsa.wa.edu.au/internet/Senior\\_Secondary/Courses/WACE\\_Courses/Mathematics](http://www.scsa.wa.edu.au/internet/Senior_Secondary/Courses/WACE_Courses/Mathematics)

## ATAR Mathematics

### MATHEMATICS METHODS

Course Code AEMAM (Year 11)  
(Units 1 & 2 run as a combined course)

#### Unit 1

This unit begins with a review of the basic algebraic concepts and techniques required for a successful introduction to the study of calculus. The basic trigonometric functions are then introduced. Simple relationships between variable quantities are reviewed, and these are used to introduce the key concepts of a function and its graph. The study of inferential statistics begins in this unit with a review of the fundamentals of probability and the introduction of the concepts of counting, conditional probability and independence. Access to technology to support the computational and graphical aspects of these topics is assumed.

#### Unit 2

The algebra section of this unit focuses on exponentials. Their graphs are examined and their applications in a wide range of settings are explored. Arithmetic and geometric sequences are introduced and their applications are studied. Rates and average rates of change are introduced, and this is followed by the key concept of the derivative as an 'instantaneous rate of change'. These concepts are reinforced numerically, by calculating difference quotients both geometrically as slopes of chords and tangents, and algebraically. Calculus is developed to study the derivatives of polynomial functions, with simple application of the derivative to curve sketching, the calculation of slopes and equations of tangents, the determination of instantaneous velocities and the solution of optimisation problems. The unit concludes with a brief consideration of anti-differentiation.

#### Minimum Entry Requirements

Completion of Year 10 Mathematics with a grade of A or better

#### Further Study

Mathematics Methods in Year 12  
Polytechnic /University entrance.

#### Estimated Cost

\$300 including course fees. Students will be required to purchase a CASIO ClassPad calculator (approx. \$200) plus the textbook (WA ATAR Mathematical Methods Year 11 Course Textbook [O T Lee])

For more information go to the following link:

[http://www.scsa.wa.edu.au/internet/Senior\\_Secondary/Courses/WACE\\_Courses/Mathematics](http://www.scsa.wa.edu.au/internet/Senior_Secondary/Courses/WACE_Courses/Mathematics)

# ATAR Mathematics

## MATHEMATICS SPECIALIST

Course Code AEMAS (Year 11)  
(Units 1 & 2 run as a combined course)

### Unit 1

Unit 1 of the Mathematics Specialist ATAR course contains three topics: Combinatorics, Vectors in the plane, and Geometry that complement the content of the Mathematical Methods ATAR course. The proficiency strand, Reasoning, of the Year 7–10 curriculum is continued explicitly in Geometry through a discussion of developing mathematical arguments. While these ideas are illustrated through deductive Euclidean geometry in this topic, they recur throughout all topics in the Mathematics Specialist ATAR course. Geometry also provides the opportunity to summarise and extend students' studies in Euclidean Geometry. An understanding of this topic is of great benefit in the study of later topics in the course, including vectors and complex numbers. Vectors in the plane provides new perspectives for working with two-dimensional space and serves as an introduction to techniques that will be extended to three-dimensional space in Unit 3.

Combinatorics provides techniques that are useful in many areas of mathematics, including probability and algebra. All topics develop students' ability to construct mathematical arguments.

The three topics considerably broaden students' mathematical experience and therefore begin an awakening to the breadth and utility of the course. They also enable students to increase their mathematical flexibility and versatility.

Access to technology to support the computational aspects of these topics is assumed.

### Unit 2

Unit 2 of the Mathematics Specialist ATAR course contains three topics: Trigonometry, Matrices, and Real and complex numbers.

Trigonometry contains techniques that are used in other topics in both this unit and Unit 3. Real and complex numbers provides a continuation of students' study of numbers, and the study of complex numbers is continued in Unit 3. This topic also contains a section on proof by mathematical induction. The study of Matrices is undertaken, including applications to linear transformations of the plane.

Access to technology to support the computational aspects of these topics is assumed.

### Minimum Entry Requirements

Completion of Year 10 Mathematics with a grade of A.

### Further Study

Course leads to Polytechnic /University entrance.

### Estimated Cost

\$300 including course fees. Students will be required to purchase a CASIO ClassPad calculator (approx. \$200) plus the textbook (WA ATAR Mathematics Specialist Year 11 Course Textbook [OT Lee] and WA ATAR Course Study Guide Mathematics Specialist Year 11[Greg Hill]).

### Additional Requirements

Time

This course will require considerable application by students and this fact should be carefully considered when included with studies that require students to be outside the normal school program for extended periods. The onus will be on the student to maintain their course standing.

For more information go to the following link:

[http://www.scsa.wa.edu.au/internet/Senior\\_Secondary/Courses/WACE\\_Courses/Mathematics](http://www.scsa.wa.edu.au/internet/Senior_Secondary/Courses/WACE_Courses/Mathematics)

## General Mathematics

### MATHEMATICS Essential

Course Code GTMAE (Year 12)  
(Units 3 & 4 run as a combined course)

#### Unit 3

This unit provides students with the mathematical skills and understanding to solve problems related to measurement, scales, plans and models, drawing and interpreting graphs and data collection. Students use the mathematical thinking process and apply the statistical investigation process. Teachers are encouraged to apply the content of the four topics in this unit: Measurement; Scales, plans and models; Graphs in practical situations; and Data Collection, in a context which is meaningful and of interest to the students. A variety of approaches could be used to achieve this purpose. Possible contexts for this unit are Construction and Design, and Medicine.

It is assumed that an extensive range of technological applications and techniques will be used in teaching this unit. The ability to choose when, and when not, to use some form of technology, and the ability to work flexibly with technology, are important skills.

The number formats for the unit are positive and negative numbers, decimals, fractions, percentages, rates, ratios, square and cubic numbers written with powers and square roots.

#### Unit 4

This unit provides students with the mathematical skills and understanding to solve problems related to probability, earth geometry and time zones, loans and compound interest. Students use the mathematical thinking process and apply the statistical investigation process to solve problems involving probability.

Teachers are advised to apply the content of the three topics in this unit: Probability and relative frequencies; Earth geometry and times zones; and Loans and compound interest, in a context which is meaningful and of interest to the students. Possible contexts for this unit are Finance, and Travel. It is assumed that an extensive range of technological applications and techniques will be used in teaching this unit. The ability to choose when, and when not, to use some form of technology, and the ability to work flexibly with technology, are important skills.

The number formats for the unit are positive and negative numbers, decimals, fractions, percentages, rates, ratios and numbers expressed with integer powers.

#### Minimum Entry Requirements

Successful completion of Mathematics Essential Units 1 and 2 at grade C or above

#### Estimated Cost

\$100 which will cover the cost of a scientific calculator (already owned from year 11), textbook (WA Mathematics Essentials units 3 & 4 [Ellery et al]) and course fees

For further information go to:

<http://wace1516.scsa.wa.edu.au/mathematics>

## ATAR Mathematics

## MATHEMATICS APPLICATIONS

Course Code ATMAA (Year 12)

(Units 3 & 4 run as a combined course)

### Unit 3

This unit has three topics: 'Bivariate data analysis', 'Growth and decay in sequence', and 'Graphs and networks'.

'Bivariate data analysis' introduces students to some methods for identifying, analysing and describing associations between pairs of variables, including the use of the least-squares method as a tool for modelling and analysing linear associations. The content is to be taught within the framework of the statistical investigation process.

'Growth and decay in sequences' employs recursion to generate sequences that can be used to model and investigate patterns of growth and decay in discrete situations. These sequences find application in a wide range of practical situations, including modelling the growth of a compound interest investment, the growth of a bacterial population, or the decrease in the value of a car over time. Sequences are also essential to understanding the patterns of growth and decay in loans and investments that are studied in detail in Unit 4.

'Graphs and networks' introduces students to the language of graphs and the ways in which graphs, represented as a collection of points and interconnecting lines, can be used to model and analyse everyday situations, such as a rail or social network.

Classwork access to technology to support the graphical and computational aspects of these topics is assumed.

### Unit 4

This unit has three topics: 'Time series analysis', 'Loans, investments and annuities', and 'Networks and decision mathematics'.

'Time series analysis continues students' study of statistics by introducing them to the concepts and techniques of time series analysis. The content is to be taught within the framework of the statistical investigation process.

'Loans, investments and annuities' aims to provide students with sufficient knowledge of financial mathematics to solve practical problems associated with taking out or refinancing a mortgage and making investments.

'Networks and decision mathematics' uses networks to model and aid decision making in practical situations.

Classroom access to the technology necessary to support the graphical, computational and statistical aspects of this unit is assumed.

### Minimum Entry Requirements

Successful completion of Mathematics Essential Units 1 and 2 at grade C or above

### Estimated Cost

\$100 which will cover the cost of a scientific calculator (already owned from year 11), textbook Nelson AC Senior Maths General 12 Student Book/eBook Year 12 [Tracey MacBeth-Dunn] and course fees.

For further information go to: <http://wace1516.scsa.wa.edu.au/mathematics>

## **ATAR Mathematics**

### **MATHEMATICS METHODS**

Course Code ATMAM (Year 12)  
(Units 3 & 4 run as a combined course)

#### **Unit 3**

The study of calculus continues with the derivatives of exponential and trigonometric functions and their applications, together with some differentiation techniques and applications to optimisation problems and graph sketching. It concludes with integration, both as a process that reverses differentiation and as a way of calculating areas. The fundamental theorem of calculus as a link between differentiation and integration is emphasised. In statistics, discrete random variables are introduced, together with their uses in modelling random processes involving chance and variation. This supports the development of a framework for statistical inference.

Access to technology to support the computational aspects of these topics is assumed.

#### **Unit 4**

The calculus in this unit deals with derivatives of logarithmic functions. In probability and statistics, continuous random variables and their applications are introduced and the normal distribution is used in a variety of contexts. The study of statistical inference in this unit is the culmination of earlier work on probability and random variables. Statistical inference is one of the most important parts of statistics, in which the goal is to estimate an unknown parameter associated with a population using a sample of data drawn from that population. In the Mathematics methods ATAR course, statistical inference is restricted to estimating proportions in two-outcome populations.

Access to technology to support the computational aspects of these topics is assumed.

#### **Minimum Entry Requirements**

Successful completion of Mathematics Methods Units 1 and 2 at grade C or above

#### **Estimated Cost**

\$300 which will cover the cost of a CASIO Classpad calculator (already owned from Year 11), textbook WA ATAR Mathematics Methods Year 12 Course Textbook [OT Lee] and course fees

For further information go to: <http://wace1516.scsa.wa.edu.au/mathematics>

## **ATAR Mathematics MATHEMATICS SPECIALIST**

Course Code ATMAS (Year 12)  
(Units 3 & 4 run as a combined course)

### **Unit 3**

This unit contains three topics: Complex numbers, Functions and sketching graphs and Vectors in three dimensions. The study of vectors was introduced in Unit 1 with a focus on vectors in two-dimensional space. In this unit, three-dimensional vectors are studied and vector equations and vector calculus are introduced, with the latter extending students' knowledge of calculus from the Mathematics methods ATAR course. Cartesian and vector equations, together with equations of planes, enables students to solve geometric problems and to solve problems involving motion in three-dimensional space. The Cartesian form of complex numbers was introduced in Unit 2, and the study of complex numbers is now extended to the polar form.

The study of functions and techniques of graph sketching, begun in the Mathematics Methods ATAR course, is extended and applied in sketching graphs and solving problems involving integration. Access to technology to support the computational aspects of these topics is assumed.

### **Unit 4**

This unit contains three topics; Integration and applications of integration, Rates of change and differential equations and Statistical inference.

In Unit 4, the study of differentiation and integration of functions continues, and the calculus techniques developed in this and previous topics are applied to simple differential equations, in particular in biology and kinematics. These topics demonstrate the real-world applications of the mathematics learned throughout the Mathematics Specialist ATAR course.

In this unit, all of the students' previous experience working with probability and statistics is drawn together in the study of statistical inference for the distribution of sample means and confidence intervals for sample means.

Access to technology to support the computational aspects of these topics is assumed.

### **Minimum Entry Requirements**

Successful completion of Mathematics Specialist Units 1 and 2 at grade C or above

### **Estimated Cost**

\$300 which will cover the cost of a CASIO Classpad calculator (already owned from Year 11), textbook WA ATAR Mathematics Specialist Year 12 Course Textbook [OT Lee] and WA ATAR Course Study Guide Mathematics Specialist Year 11[Hine et al] and course fees

For further information go to: <http://wace1516.scsa.wa.edu.au/mathematics>

## HEALTH & PHYSICAL EDUCATION LEARNING AREA

### 2017/18 PATHWAYS

HEALTH AND PHYSICAL EDUCATION	GENERAL/VET		ATAR	
	Year 11	Year 12	Year 11	Year 12
HEALTH STUDIES	GEHEA	GTHEA	AEHEA	ATHEA
OUTDOOR EDUCATION	Certificate II Outdoor Recreation		AEOED	ATOED
PHYSICAL ED. STUDIES	GEPES	GTPES	AEPES	ATPES
	Certificate II Sport Coaching		Run over two years	
	Certificate II Sport & Recreation		Run over two years	

## **GENERAL Physical Education Studies (Year 11)**

Course Code GEPES

(Run as combined units in a full year course)

### **Unit 1**

The focus of this unit is the development of students' knowledge, understanding and application of anatomical, physiological and practical factors associated with performing in physical activities.

### **Unit 2**

The focus of this unit is the impact of physical activity on the body's anatomical and physiological systems. Students are introduced to these concepts which support them to improve their performance as team members and/or individuals.

Both of these units are highly practical sport units, typically comprised of badminton, touch, gold and volleyball.

**C grade in Year 10 in Physical Education, Science and English is desirable**

### **Further Study**

Year 12 Physical Education Studies Unit 3 and 4

Polytechnic studies in sport coaching and fitness training.

### **Estimated Cost**

Approx \$120.00

### **Excursion/Additional Requirements**

1 Half Day Excursion

For more information go to the following link:

[http://www.scsa.wa.edu.au/internet/Senior\\_Secondary/Courses/WACE\\_Courses/Physical\\_Education\\_Studies](http://www.scsa.wa.edu.au/internet/Senior_Secondary/Courses/WACE_Courses/Physical_Education_Studies)

## **ATAR Physical Education Studies (Year 11)**

Course Code AEPES

Run as combined units in a full year course

### **Unit 1**

The focus of this unit is to explore anatomical and biomechanical concepts, the body's responses to physical activity and stress management processes to improve their own performance and that of others in physical activity.

### **Unit 2**

The focus of this unit is to identify the relationship between skill, strategy and the body in order to improve the effectiveness and efficiency of performance.

### **Minimum Entrance Requirements**

A or B in Year 10 Science and English

Teacher Recommendation

### **Further Study**

Year 11- Physical Education Studies Unit 3 and 4

Year 12 - University studies in Sports Science, Exercise Physiology, Physical Education Teaching, Polytechnic studies

### **Estimated Cost**

\$120.00

For more information go to the following link:

[http://www.scsa.wa.edu.au/internet/Senior\\_Secondary/Courses/WACE\\_Courses/Physical\\_Education\\_Studies](http://www.scsa.wa.edu.au/internet/Senior_Secondary/Courses/WACE_Courses/Physical_Education_Studies)

## ATAR Physical Education Studies (Year 12)

Course Code ATPES

Run as combined units in a full year course

### Course Outline

This course includes an increased focus on the study of anatomy, physiology and biomechanics and requires students to apply learning to practical experiences. Physical Education Studies combines practical learning in sports with theory, about movement and sport. Course time is divided between the practical and theoretical components and will also assist students with an interest in sport and fitness. Students are required to actively participate in all modules of the course to the best of their ability.

This course includes two sport modules and an emphasis on planning for enhanced participation. Sociological issues associated with sport are also researched. The practical modules selected for each class will be dependent upon the specific expertise of the teacher and the resources and facilities available to the class.

### Skills Outline

- Sports Psychology
- Coaching
- Physical Adaptations to exercise
- Application of biomechanics to sport
- Two practical sport modules (may include)
  - Badminton
  - Volleyball

### Minimum Entrance Requirements

C Grade in Year 11 Physical Education Studies 2B, C Grade in Year 11 English. Computer literacy is preferred.

Teacher Recommendation

### Further Study

University studies in Sports Science, Exercise Physiology, Physical Education Teaching, TAFE studies

### Estimated Cost

Approx \$120.00

For more information go to the following link:

[http://www.scsa.wa.edu.au/internet/Senior\\_Secondary/Courses/WACE\\_Courses/Physical\\_Education\\_Studies](http://www.scsa.wa.edu.au/internet/Senior_Secondary/Courses/WACE_Courses/Physical_Education_Studies)

## **ATAR Outdoor Education (Year 11)**

Course Code AEOED

Run as combined units in a full year course

### **Unit 1**

The focus of this unit is being responsible in the outdoors. Students are exposed to a broad range of responsibilities involved in undertaking short-duration expeditions. Through regular practical experiences and group activities, students develop flexibility, monitoring and commitment. They further develop problem solving, decision making and outdoor leadership skills and strategies for building effective group relationships. Students become more aware of the natural environment and develop interpretational skills. They are introduced to sustainability and local environmental management strategies and consider the role of technology in mediating human relationships with nature.

### **Unit 2**

The focus for this unit is attaining independence in the outdoors. Students further their performance and competence at increasing levels of self-sufficiency, technical understanding, and physical fitness, to deal with a range of challenges. They are involved in planning for participation in extended expeditions and become more proficient in outdoor activity roping and navigational skills. They are able to conduct emergency response processes. Opportunities for self-discovery and strategies to enhance personal and interpersonal skills are provided. They deliver briefings, participate in debriefing, and experience shared leadership opportunities. Students extend their understanding about the environment and develop weather forecasting skills. They are introduced to historical, cultural and Indigenous heritage. They explore current controversial environmental issues related to outdoor experiences, and examples of management strategies for environments at risk in Western Australia (WA).

### **Minimum Entrance Requirements**

A or B in Year 10 Science and English

Teacher Recommendation

### **Further Study**

Year 11 - Outdoor Education unit 3 and 4

Year 12 - Outdoor Education at Notre Dame University

Environmental Science, Teaching, Polytechnic

Industry based jobs such as Abseil Guide

### **Estimated Cost**

Approx \$500

### **Excursion/Additional Requirements**

The course includes two extended expeditions of 3 days and two nights and two one day excursions, which students are required to attend. Where a student cannot attend an expedition an alternative opportunity to address course outcomes will be made available, however the students final results will be affected.

## **ATAR Outdoor Education (Year 12)**

Course Code ATOED

Run as combined units in a full year course

### **Course Outline**

Outdoor Education has an academic focus on theoretical underpinnings of outdoor pursuits including expedition planning, map interpretation and group dynamics.

Fundamental to this course is the development of expedition planning, leadership and teamwork skills. Students will learn skills to successfully and safely participate in a major expedition. The availability of resources and the specific expertise of the teacher will determine the experiences chosen for each class.

### **Skills Outline**

- Abseiling, roping rescue and rock climbing
- Camp-craft
- Navigation
- Mountain Biking
- Expedition planning and experience
- Leadership

### **Minimum Entrance Requirements**

Year 11 Outdoor Education AEOED

Outdoor Education at Notre Dame University

Environmental science, Teaching

TAFE

Industry based jobs such as Abseil Guide

### **Estimated Cost**

Approx \$500.00 – students will be required to pay additional costs associated with expeditions and additional learning experiences during the year.

### **Excursion/Additional Requirements**

The course includes one extended expedition of 4 days and three nights and three one day excursions, which students are required to attend. Where a student cannot attend an expedition an alternative opportunity to address course outcomes will be made available, however the student's final results will be affected.

For more information go to the following link:

[http://www.scsa.wa.edu.au/internet/Senior\\_Secondary/Courses/WACE\\_Courses/Outdoor\\_Education](http://www.scsa.wa.edu.au/internet/Senior_Secondary/Courses/WACE_Courses/Outdoor_Education)

## **GENERAL Health (Year 11)**

Course Code GEHEA

Run as combined units in a full year course

### **Unit 1**

This unit provides a general introduction to personal health and wellbeing and what it means to be healthy. Students explore factors which influence their health in positive and negative ways, and devise action plans which focus on achieving identified goals designed to improve health. Key consumer health skills and concepts are introduced, including the role and features of components of the Australian healthcare system. The relationship between beliefs, attitudes, values and health behaviour, and the impact of social and cultural norms is examined. Key self-management and interpersonal skills required to positively influence health and build effective relationships are explored. Health inquiry skills are developed and applied to investigate and report on health issues.

### **Unit 2**

This unit continues to build students' knowledge and understandings about personal health and introduces the multiple determinants which influence health. These influences are explored in terms of how they interact and contribute to personal and community health status. The notion of prevention is central to this unit, and students explore personal actions and skills to cope with health influences and devise strategies for communities to promote and improve health. In addition to health determinants, the influence of cognitive dissonance on behaviour and the role of communities in shaping social and cultural norms are explored. Self-management and cooperative skills essential to improve personal communication are examined. Students continue to develop health inquiry skills, including applying the steps in the inquiry process to explore relevant health issues.

**C in Year 10 Health, English and Science is desirable**

### **Further Study**

Polytechnic course in Nursing

### **Estimated Cost**

\$100.00

## Certificate II in Sport and Recreation (Year 11 and 12)

Course Code: SIS 20115

Vocational Pathway

### Course Outline

This is a highly practical two year course that is run under the auspices of Australian YMCA Institute of Education and Training and has units from fitness, sport and outdoor recreation. It is designed for motivated students who are passionate about gaining the most from physical activity.

### Students are required to study the following units of competency:

- BSBWOR202A - Organise and complete daily work activities
- HLTAID003 - Provide first aid
- SISXEMR201A - Respond to emergency situations
- SISXIND211 - Develop and update sport, fitness and recreation industry knowledge
- SISXOHS101A - Follow occupational health and safety policies

### Electives

- SISSTOU201A - Perform the intermediate skills of Touch
- SISSTOU202A - Perform the intermediate tactics and strategies of Touch
- SISSSPT303A - Conduct basic warm-up and cool-down programs
- SISXCAI102A - Assist in preparing and conducting sport and recreation sessions
- SISXCAI303A - Plan and conduct sport and recreation sessions
- SISXFAC207 - Maintain sport, fitness and recreation equipment for activities (15)
- SISXCAI101A - Provide equipment for activities

### Further Studies

State Training Providers (Polytechnic) - Certificate IV in Sport and Recreation, Certificate IV in Outdoor Recreation

### Estimated cost

\$100.00

## Certificate II Outdoor Recreation (Year 11 and 12)

Course code: SIS20213

Vocational Pathway

### Course Outline

This is a highly practical course with a focus on mountain biking, abseiling and aquatic activities. Students will also, if successful, attain their Senior First Aid and Bronze Medallion. This course is run over 2 years run under the auspices of Australian YMCA Institute of Education and Training.

The course is designed for students who wish to work or participate in the Outdoor Recreation industry.

### Students are required to study the following units of competencies:

#### Core

- |             |   |
|-------------|---|
| HLTAID003   | - Provide first aid   |
| SISOODR201A | - Assist in conducting outdoor recreation sessions          |
| SISOOPS201A | - Minimize environmental impact                             |
| SISXWHS101A | - Follow work health and safety policies                    |
| SISXIND211  | - Develop and update sport fitness and recreation knowledge |

#### Elective

- |             |  |
|-------------|--|
| SISOABA201A | - Demonstrate simple abseiling skills on artificial surfaces     |
| SISOABN201A | - Demonstrate simple abseiling skills on natural surfaces        |
| SISOABN202A | - Safeguard an abseiler using a single rope belay system         |
| SISOABN304A | - Establish ropes for single pitch abseiling on natural surfaces |
| SISOVTR301A | - Perform vertical rescues                                       |
| SISCAQU202A | - Perform basic water rescues                                    |
| SISOKYK201A | - Demonstrate simple kayaking skills                             |
| SISONAV201A | - Demonstrate navigation skills in a controlled environment      |
| SISOCYT201A | - Select, set up and maintain a bike                             |
| SISOMBK201A | - Demonstrate basic off-road cycling skills                      |
| SISXEMR201A | - Respond to emergency situations                                |
| SISOOPS306A | - Interpret weather conditions in the field                      |
| SISOCNE201A | - Demonstrate simple canoe skills                                |

**C in Year 10 English and Science is recommended**

### Further Studies

Polytechnic studies in Outdoor Recreation

### Estimated cost

\$300.00

### Excursions/Additional requirements

2 one day excursions

## Certificate II in Sport Coaching (Year 11 and 12)

Course code: SIS20513

Vocational Pathways

### Course Outline

This is a highly practical course designed for students who are passionate about sport and want to take it to the next level. This course is run over two years under the auspices of Australian YMCA Institute of Education and Training

### Skills Outline

Senior first aid

Basic sports taping

Coaching basketball

**Students are required to study the following units of competencies:**

#### Core

- 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

#### Group B – Basketball

- SISBBSB201A - Teach fundamental basketball skills
- SISBBSB202A - Teach fundamental basketball tactics and game strategy
- SISBBSB205 - Interpret and apply the rules of basketball

#### Electives

- SISSSPT303A - Conduct basic warm-up and cool-down programs
- SISSSPT304A - Tape ankle, thumb and fingers

### Minimum Entrance Requirements

Yr11 Cert II Sport and Recreation 20213

### Further Studies

- State Training Providers (TAFE) - Certificate III in Fitness
- Certificate IV in Sport and Recreation

### Estimated cost

\$100.00

# SCIENCE LEARNING AREA

## 2017/18 PATHWAYS

SCIENCE	GENERAL/VET		ATAR	
	Year 11	Year 12	Year 11	Year 12
BIOLOGICAL SCIENCES			AEBLY	ATBLY
CHEMISTRY			AECHE	ATCHE
HUMAN BIOLOGICAL SCIENCE	GEHBY	GTHBY	AEHBY	ATHBY
PHYSICS			AEPHY	ATPHY
CERTIFICATE II IN SAMPLING & MEASUREMENT	CERTIFICATE II			

# ATAR Biology

Course Code AEBIO

(Units 1 & 2 run as a combined course)

## Unit 1

### Ecosystems and biodiversity

The current view of the biosphere as a dynamic system composed of Earth's diverse, interrelated and interacting ecosystems developed from the work of eighteenth and nineteenth century naturalists who collected, classified, measured and mapped the distribution of organisms and environments around the world. In this unit, students investigate and describe a number of diverse ecosystems, exploring the range of biotic and abiotic components to understand the dynamics, diversity and underlying unity of these systems.

Students develop an understanding of the processes involved in the movement of energy and matter in ecosystems. They investigate ecosystem dynamics, including interactions within and between species, and interactions between abiotic and biotic components of ecosystems. They also investigate how measurements of abiotic factors, population numbers and species diversity, and descriptions of species interactions, can form the basis for spatial and temporal comparisons between ecosystems. Students use classification keys to identify organisms, describe the biodiversity in ecosystems, investigate patterns in relationships between organisms, and aid scientific communication.

Fieldwork is an important part of this unit. Fieldwork provides valuable opportunities for students to work together to collect first-hand data and to experience local ecosystem interactions. In order to understand the interconnectedness of organisms, the physical environment and human activity, students analyse and interpret data collected through investigation of a local environment. They will also use sources relating to other Australian, regional and global environments.

## Unit 2

### From single cells to multicellular organisms

The cell is the basic unit of life. Although cell structure and function are very diverse, all cells possess some common features: all prokaryotic and eukaryotic cells need to exchange materials with their immediate external environment in order to maintain the chemical processes vital for cell functioning. In this unit, students examine inputs and outputs of cells to develop an understanding of the chemical nature of cellular systems, both structurally and functionally, and the processes required for cell survival. Students investigate the ways in which matter moves and energy is transformed and transferred in the processes of photosynthesis and respiration, and the role of enzymes in controlling biochemical systems.

Multicellular organisms typically consist of a number of interdependent systems of cells organised into tissues, organs and organ systems. Students examine the structure and function of plant and animal systems at cell and tissue levels in order to describe how they facilitate the efficient provision or removal of materials to and from all cells of the organism.

Students use science inquiry skills to explore the relationship between structure and function by conducting real or virtual dissections and carrying out microscopic examination of cells and tissues. Students consider the ethical considerations that apply to the use of living organisms in research. They develop skills in constructing and using models to describe and interpret data about the functions of cells and organisms.

**Minimum Entrance Requirements**

"B" grade in Year 10 Sciences.

**Further Study**

ATAR Biology units 3 & 4

**Estimated Cost**

\$80.00 per year - plus text book

**Excursions/Additional Requirements**

Academic Associates WACE Study Guide Units 1&2

Excursion to the Zoo (Approximately \$70)

For more information go to the following link:

[http://www.scsa.wa.edu.au/internet/Senior\\_Secondary/Courses/WACE\\_Courses/Biological\\_Sciences](http://www.scsa.wa.edu.au/internet/Senior_Secondary/Courses/WACE_Courses/Biological_Sciences)

## ATAR Chemistry

Course Code AECHE

(Units 1 & 2 run as a combined course)

### Unit 1

#### Chemical fundamentals: structure, properties and reactions

Chemists design and produce a vast range of materials for many purposes, including for fuels, cosmetics, building materials and pharmaceuticals. As the science of chemistry has developed over time, there has been an increasing realisation that the properties of a material depend on, and can be explained by, the material's structure. A range of models at the atomic and molecular scale enable explanation and prediction of the structure of materials and how this structure influences properties and reactions. In this unit, students relate matter and energy in chemical reactions as they consider the breaking and reforming of bonds as new substances are produced. Students can use materials that they encounter in their lives as a context for investigating the relationships between structure and properties.

Students use science inquiry skills to develop their understanding of patterns in the properties and composition of materials. They investigate the structure of materials by describing physical and chemical properties at the macroscopic scale, and use models of structure and primary bonding at the atomic and sub-atomic scale to explain these properties. They are introduced to the mole concept as a means of quantifying matter in chemical reactions.

### Unit 2

#### Molecular interactions and reactions

Students develop their understanding of the physical and chemical properties of materials, including gases, water and aqueous solutions, acids and bases. Students explore the characteristic properties of water that make it essential for physical, chemical and biological processes on Earth, including the properties of aqueous solutions. They investigate and explain the solubility of substances in water, and compare and analyse a range of solutions. They learn how rates of reaction can be measured and altered to meet particular needs, and use models of energy transfer and the structure of matter to explain and predict changes to rates of reaction. Students gain an understanding of how to control the rates of chemical reactions, including through the use of a range of catalysts.

Students use a range of practical and research inquiry skills to investigate chemical reactions, including the prediction and identification of products and the measurement of the rate of reaction. They investigate the behaviour of gases, and use the Kinetic Theory to predict the effects of changing temperature, volume and pressure in gaseous systems.

#### Minimum Entrance Requirements

"A" grade in Biological Sciences AND "A" grade in Course 1 Chemical Sciences

#### Further Study

ATAR Chemistry Units 3&4 (Year 12)

#### Estimated Cost

\$80.00 per year plus text books

#### Excursions/Additional Requirements

Academic Associates Units 1 & 2 Study Guide

For more information go to the following link:

[http://www.scsa.wa.edu.au/internet/Senior\\_Secondary/Courses/WACE\\_Courses/Chemistry](http://www.scsa.wa.edu.au/internet/Senior_Secondary/Courses/WACE_Courses/Chemistry)

## **GENERAL Human Biology**

Course Code GEHBY

(Units 1 & 2 run as a combined course)

### **Healthy body**

This unit explores how the systems of the human body are interrelated to help sustain functioning to maintain a healthy body.

Cells are the basic structural and functional units of the human body. Materials are exchanged in a variety of ways within and between the internal and external environment to supply inputs and remove outputs for life processes. The respiratory, circulatory, digestive and urinary systems control the exchange and transport around the body of materials required for efficient functioning.

The lifestyle choices we make can have consequences for the optimal functioning of these systems. Humans can intervene to treat dysfunction and influence the quality of life of the individual.

Students investigate the body systems through real or virtual dissections and practical examination of cells, organs and systems. They research contemporary treatments for dysfunctions to the body systems and are encouraged to use ICT to interpret and communicate their findings in a variety of ways.

### **Reproduction**

This unit explores the role that males and females have in reproduction, including contraception, and the issues of sexually transmitted infections. Students learn about the reproductive systems of males and females and how they are specialised in many different ways to produce differentiated gametes (eggs and sperm) and ensure the chances of fertilisation and implantation are more likely.

The healthy development of the embryo and foetus can be monitored, and technologies available will be presented. Infertility: options available for couples, along with associated risks, will be considered, in addition to lifestyle choices that can affect fertility. Sexually transmitted infections will be researched, and effects, treatments and ways to minimise infection will be examined.

Students apply their knowledge to construct a deoxyribonucleic acid (DNA) model and demonstrate cell division processes. They are encouraged to use ICT to interpret and communicate their findings in a variety of ways.

**C grade in all year 10 Science strands is recommended**

### **Further Study**

Human Biology Units 1 & 2 (year 12)

### **Estimated Cost**

\$80.00 per year plus text books

### **Excursions/Additional Requirements**

For more information go to the following link:

[http://www.scsa.wa.edu.au/internet/Senior\\_Secondary/Courses/WACE\\_Courses/Human\\_Biological\\_Science](http://www.scsa.wa.edu.au/internet/Senior_Secondary/Courses/WACE_Courses/Human_Biological_Science)

# ATAR Human Biology

Course Code AEHBY

(Units 1 & 2 run as a combined course)

## Unit 1

### The functioning human body

This unit looks at how human structure and function supports cellular metabolism and how lifestyle choices affect body functioning.

Cells are the basic structural and functional unit of the human body. Cells contain structures that carry out a range of functions related to metabolism, including anabolic and catabolic reactions. Materials are exchanged in a variety of ways within and between the internal and external environment to supply inputs and remove outputs of metabolism. Metabolic activity requires the presence of enzymes to meet the needs of cells and the whole body. The respiratory, circulatory, digestive and excretory systems control the exchange and transport of materials in support of metabolism, particularly cellular respiration. The structure and function of the musculo-skeletal system provides for human movement and balance as the result of the co-ordinated interaction of the many components for obtaining the necessary requirements for life.

Students investigate questions about problems associated with factors affecting metabolism. They trial different methods of collecting data, use simple calculations to analyse data and become aware of the implications of bias and experimental error in the interpretation of results. They are encouraged to use ICT to interpret and communicate their findings in a variety of ways.

## Unit 2

### Reproduction and inheritance

This unit provides opportunities to explore, in more depth, the mechanisms of transmission of genetic materials to the next generation, the role of males and females in reproduction, and how interactions between genetics and the environment influence early development. The cellular mechanisms for gamete production and zygote formation contribute to human diversity. Meiosis and fertilisation are important in producing new genetic combinations.

The transfer of genetic information from parents to offspring involves the replication of deoxyribonucleic acid (DNA), meiosis and fertilisation. The reproductive systems of males and females are differentially specialised to support their roles in reproduction, including gamete production and facilitation of fertilisation. The female reproductive system also supports pregnancy and birth. Reproductive technologies can influence and control the reproductive ability in males and females. Cell division and cell differentiation play a role in the changes that occur between the time of union of male and female gametes and birth. Disruptions to the early development stages can be caused by genetic and environmental factors: inheritance can be predicted using established genetic principles. The testing of embryos, resulting from assisted reproductive technologies, is conducted for embryo selection, and the detection of genetic disease. The application of technological advances and medical knowledge has consequences for individuals and raises issues associated with human reproduction.

Students investigate an aspect of a given problem and trial techniques to collect a variety of quantitative and qualitative data. They apply simple mathematical manipulations to quantitative data, present it appropriately, and discuss sources and implications of experimental error. They also consider the limitations of their procedures and explore the ramifications of results that support or disprove their hypothesis. They are encouraged to use ICT in the analysis and interpretation of their data and presentation of their findings.

**Minimum Entrance Requirements**

A or B grade in all year 10 Science strands

**Further Study**

ATAR Human Biology Units 3 & 4 (year 12)

**Estimated Cost**

\$80.00 per year plus text books

**Excursions/Additional Requirements**

Academic Associates WACE Study Guide ATAR Human Biology (Units 1 & 2), Peter Walster

For more information go to the following link:

[http://www.scsa.wa.edu.au/internet/Senior\\_Secondary/Courses/WACE\\_Courses/Human\\_Biological\\_Science](http://www.scsa.wa.edu.au/internet/Senior_Secondary/Courses/WACE_Courses/Human_Biological_Science)

## **ATAR Physics**

Course Code AEPHY

(Units 1 & 2 run as a combined course)

### **Unit 1 – Thermal, nuclear and electrical physics**

An understanding of heating processes, nuclear reactions and electricity is essential to appreciate how global energy needs are met. In this unit, students explore the ways physics is used to describe, explain and predict the energy transfers and transformations that are pivotal to modern industrial societies. Students investigate heating processes, apply the nuclear model of the atom to investigate radioactivity, and learn how nuclear reactions convert mass into energy. They examine the movement of electrical charge in circuits and use this to analyse, explain and predict electrical phenomena.

Contexts that can be investigated in this unit include technologies related to nuclear, thermal, or geothermal energy, the greenhouse effect, electrical energy production, large-scale power systems, radiopharmaceuticals, and electricity in the home; and related areas of science, such as nuclear fusion in stars and the Big Bang theory.

Students develop skills in interpreting, constructing and using a range of mathematical and symbolic representations to describe, explain and predict energy transfers and transformations in heating processes, nuclear reactions and electrical circuits. They develop their inquiry skills through primary and secondary investigations, including analysing heat transfer, heat capacity, radioactive decay and a range of simple electrical circuits.

### **Unit 2 – Linear motion and waves**

Students develop an understanding of motion and waves which can be used to describe, explain and predict a wide range of phenomena. Students describe linear motion in terms of position and time data, and examine the relationships between force, momentum and energy for interactions in one dimension.

Students investigate common wave phenomena, including waves on springs, and water, sound and earthquake waves.

Contexts that can be investigated in this unit include technologies such as accelerometers, motion detectors, global positioning systems (GPS), energy conversion buoys, music, hearing aids, echo locators, and related areas of science and engineering, such as sports science, car and road safety, acoustic design, noise pollution, seismology, bridge and building design.

Students develop their understanding of motion and wave phenomena through laboratory investigations. They develop skills in relating graphical representations of data to quantitative relationships between variables, and they continue to develop skills in planning, conducting and interpreting the results of primary and secondary investigations.

**Minimum Entrance Requirements**

A or B grade in Course 1 Biological Sciences AND A grade in Course 1 Chemical Sciences AND A grade in Course 1 Physical Sciences in Year 10

It is desirable that students study higher level Mathematics at the same time

**Further Study**

ATAR Physics Units 3 & 4 (year 12)

**Estimated Cost**

\$80.00 per year plus text books

**Excursions/Additional Requirements**

Physics day at Adventure World (cost approximately \$65)

Academic Associates WACE Study Guide ATAR Physics (Units 1 & 2)

For more information go to the following link:

[http://www.scsa.wa.edu.au/internet/Senior\\_Secondary/Courses/WACE\\_Courses/Physics](http://www.scsa.wa.edu.au/internet/Senior_Secondary/Courses/WACE_Courses/Physics)

## Certificate II in Sampling and Measurement (Year 11 and Year 12)

Course Code: MSL20109

Vocational pathway



This certificate is run under the auspices of VETiS Consulting

### Course Outline

This qualification offers entry level training for sampling and measurement skills applied across a range of industries, such as samplers and testers, production personnel, plant operators, production operators, field assistants, drivers and sample couriers.

To attain the MSL 20109 Certificate II in Sampling and Measurement 8 units must be achieved.

- 4 core units; plus
- 4 electives

### Skills Outline

Some of the key concepts which will be covered include:

- Follow set procedures to sample raw materials and products
- May package, label, store and transport samples
- Use simple equipment (hydrometers, thermometers and pH meters) to make measurements and perform basic tests that take a short time and involve a narrow range of variables and easily recognised control limits
- Make visual inspection of products and packaging.
- Prepare working solutions and undertaking basic testing
- Communicate with others
- Work safely with instruments that emit ionising radiation

**C grade for all Year 10 Science Strands is recommended**

### Further Study

Certificate III of Laboratory Skills (MSL30109) or Certificate III in Manufacturing Technology (Laboratory Operations Stream- MSA30208).

### Estimated Cost

\$265 per year

### Excursions/Additional Requirements

Excursions required by the course and will occur across the year. (Approximately \$95)  
Students are required to purchase safety glasses and laboratory coat

For more information go to the following link:

<http://training.gov.au/Training/Details/MSL20109>

## HUMANITIES AND SOCIAL SCIENCES LEARNING AREA

### 2017/18 PATHWAYS

SOCIETY AND ENVIRONMENT	GENERAL/VET		ATAR	
	Year 11	Year 12	Year 11	Year 12
GEOGRAPHY			AEGEO	ATGEO
MODERN HISTORY	GEHIM	GTHIM	AEHIM	ATHIM
POLITICS AND LAW			AEPAL	ATPAL
PSYCHOLOGY			AEPSY	ATPSY
CAREER AND ENTERPRISE	GECAE	GTCAE		
CERTIFICATE IN TOURISM	CERT. II TOURISM	CERT. II TOURISM		

## **General Geography (Year 11)**

Course Code GEGEO

Run as combined units in a full year course

### **Unit 1 – Geography of environments at risk**

#### **Unit description**

This unit explores the spatial patterns and processes related to environments at risk, and to the protection of such environments through management at local, regional and global levels. In the local area, in specific regions and globally, people pose threats to the environment as they attempt to meet their needs. Individuals and/or groups can have conflicting viewpoints about particular environments. This can place environments at risk. Sustainable solutions need to be developed for these environments.

### **Unit 2 – Geography of people and places**

#### **Unit description**

This unit explores the natural and cultural characteristics of a region, the processes that have enabled it to change over time and the challenges it may face in the future. Students develop the knowledge, understanding and skills that will enable them to understand and apply the concept of a region to other regions in different scales.

A C grade in Year 10 Humanities and Social Sciences is recommended for this course.

#### **Minimum Entry Requirements**

A C grade in Year 10 Humanities and Social Sciences is recommended for this course, or a written recommendation from the Head of Humanities and Social Sciences.

#### **Estimated Cost**

\$50 plus text and excursion costs

#### **Further studies**

General Geography Year 12

Polytechnic

#### **Proposed Excursions**

2 one day excursions

For more information go to the following link:

<http://wace1516.scsa.wa.edu.au/humanities-and-social-sciences/>

## **GENERAL Geography (Year 12)**

Course Code GTGEO

Run as combined units in a full year course

### **Unit 3 – Natural and ecological hazards**

#### **Unit Description**

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. Risk management, in this particular context, refers to prevention, mitigation and preparedness. Prevention is concerned with the long term aspects of hazards and focuses on avoiding the risks associated with their reoccurrence. Mitigation is about reducing or eliminating the impact if the hazard does happen. Preparedness refers to actions carried out prior to the advance notice of a hazard to create and maintain the capacity of communities to respond to, and recover from, natural disasters. Preparedness starts at the local community level but may branch out to national and international levels through measures, such as planning, community education, information management, communications and warning systems.

### **Unit 4 – Global networks and interconnections**

#### **Unit description**

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 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. Cultural groups that may have been isolated in the early twentieth century are now linked across an interconnected world in which there is a 'shrinking' of time and space. Of particular interest are the ways in which people adapt and respond to these changes.

#### **Minimum Entry Requirements**

C Grade in GENERAL Geography Unit 1 and 2 or written recommendation from Head of Humanities and Social Science

#### **Estimated Costs**

\$50 per semester plus text and excursion costs

#### **Proposed Excursions**

2 one day excursions

Students are eligible to attend Humanities and Social Science school tours

#### **Further studies**

Polytechnic

#### **Careers**

Air Force General Entrant, Minerals Process Engineer, Army Soldier – Technician, Navy Sailor, Farm Manager, Park Ranger, Farmer, Public Servant, Forest Technical Officer, Survey Assistant, Forest Worker, Tour Guide, Landcare Worker, Tourist Information Officer, Miner, Travel Consultant, Agricultural Technical Officer, Architectural Drafter, Real Estate Agent, Real Estate Salesperson, Farmer Stock and Station Agent, Minerals Process Engineer.

# ATAR Geography (Year 11)

Course Code AEGEO

Run as combined units in a full year course

## 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. Risk management, in this particular context, refers to prevention, mitigation and preparedness. Prevention is concerned with the long-term aspects of hazards, and focuses on avoiding the risks associated with their reoccurrence. Mitigation is about reducing or eliminating the impact if the hazard does happen. Preparedness refers to actions carried out prior to the advance notice of a hazard to create and maintain the capacity of communities to respond to, and recover from, natural disasters. Preparedness starts at the local community level, but may branch out to national and international levels through measures such as planning, community education, information management, communications and warning systems.

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## Minimum Entry Requirements

A recommended B grade or higher in Year 10 Society & Environment, or a written recommendation from the Head of Humanities and Social Science.

## Further Study

ATAR Geography Year 12. Polytechnic Environment courses. University

## Estimated Cost

\$100.00 per year plus texts (includes excursions and camp)

## Excursions / Additional Requirements

Two one-day excursions

One three-day camp

Students are eligible to attend Humanities and Social Science tours

For more information go to the following link:

[http://www.scsa.wa.edu.au/internet/Senior\\_Secondary/Courses/WACE\\_Courses/Geography](http://www.scsa.wa.edu.au/internet/Senior_Secondary/Courses/WACE_Courses/Geography)

## ATAR Geography (Year 12)

Course Code ATGEO

Run as combined units in a full year course

### Unit 3 – Global environmental change

#### Unit description

This unit focuses on the changing biophysical cover of the Earth's surface, the creation of anthropogenic biomes and the resulting impacts on either global climate or biodiversity. Land cover transformations have changed both global climate and biodiversity through their interaction with atmospheric and ecological systems. Conversely, climate change and loss of biodiversity are producing further transformations in land cover. Through applying the concept of sustainability, students are given the opportunity to examine and evaluate a program designed to address the negative effect of land cover change. Aspects of physical, environmental and human geography provide students with an integrated and comprehensive understanding of the processes related to land cover change, their local, regional and global environmental consequences, and possible sustainable solutions.

### Unit 4 – Planning sustainable places

#### Unit description

Challenges exist in designing urban places to render them more productive, vibrant and sustainable. This unit studies how people respond to these challenges, individually and collectively, influencing the sustainability and liveability of places into the future. While all places are subject to changes produced by economic, demographic, social, political and environmental processes, the outcomes of these processes vary depending on local responses, adaptations and planning practices.

Urban planning involves a range of stakeholders who contribute to decision making and the planning process. Students examine how governments, planners, communities, interest groups and individuals attempt to address these challenges in order to ensure that places are sustainable. They also investigate the ways in which geographical knowledge and skills can be applied to identify and address these challenges. The present and future needs of society are addressed by the allocation and reallocation of land uses, improving infrastructure and transport systems and enhancing amenities to meet the needs of the population as perceived by the different perspectives of the various stakeholders.

#### Minimum Entry Requirements

Recommended C grade or higher in ATAR Geography Unit 1 and 2 or written recommendation from Head of Humanities and Social Science

#### Estimated Costs

\$100 plus text and revision guide (includes excursions)

#### Proposed Excursions

Two one day excursions

Students are eligible to attend Humanities and Social Science school tours

#### Further Study

University

TAFE

#### Careers

Agricultural and Resource Economist, Geologist, Agricultural Scientist, Geophysicist, Agricultural Technical Officer, Historian, Air Force Officer, Hydro-grapher, Anthropologist, Hydro-graphic Surveyor, Archaeologist, Hydrologist, Architect, Land Economist, Army Officer, Landscape Architect, Cartographer, Market Researcher, Civil Engineer, Meteorologist, Civil Engineering, Technologist, Mine Surveyor, Demographer, Mining Engineer, Ecologist, Natural Resource Manager, Environmental Scientist, Navy Officer, Farm Manager, Park Ranger, Farmer, Pilot, Foreign Affairs and Trade Officer, Public Servant, Forest Technical Officer, Real Estate Agent, Forester, Sociologist, Geographer, Surveyor, Geographic Information Systems Officer, Urban and Regional Planner, Geological Engineer.

## **GENERAL Modern History (Year 11)**

Course code GEHIM

Run as combined units in a full year course

### **Unit 1 – People, place and time**

This unit allows students to become aware of the broad sweep of history and our place within the historical narrative. Students become aware of the values, beliefs and traditions within a society, the continuity between different societies and different time periods, and the importance of individuals within a time period.

### **Unit 2 – Power and authority**

Students learn that societies consist of individuals and institutions that have various types of power and authority and that these interact with each other. Students learn how power and authority is distributed throughout a group or society, that individuals and groups seek to influence the structures of power and authority and the difficulties of using these structures in a just or equitable manner. In learning about the structures and institutions of societies, they make comparisons and judgements about other societies and their own society.

### **Minimum Entry Requirements**

Recommended C grade in year 10 Humanities and Social Science, or a written recommendation from the Head of Humanities and Social Science

### **Further Study**

General Modern History Year 12, Polytechnic

### **Estimated Cost**

\$50.00 per year (plus texts and excursion cost)

### **Proposed Excursions**

Two one-day excursions

For more information go to the following link to:

[http://www.scsa.wa.edu.au/internet/Senior\\_Secondary/Courses/WACE\\_Courses/Modern\\_History](http://www.scsa.wa.edu.au/internet/Senior_Secondary/Courses/WACE_Courses/Modern_History)

### **Careers**

Administrative Assistant, Public Servant, Law Clerk, Religious Leader, Assistant Tour Guide, Museum Attendant, Tourist Information Officer, Parliamentarian, Writer, Records and Information Manager, Library Technician, Tour Guide, Museum Officer.

## **GENERAL Modern History (Year 12)**

Course Code GTHIM

Run as combined units in a full year course

### **Unit 3 – Societies and change**

#### **Unit description**

Students learn about the evolving nature of societies and the various forces for continuity and change that exist. Students learn that some values, beliefs and traditions are linked to the identity of a society. They also learn that, in any period of change, there are those individuals and institutions that support change, but others that oppose it, and that there are different interpretations of the resultant society.

### **Unit 4 – Historical trends and movements**

#### **Unit description**

Students learn that, throughout history, there have been events, ideas, beliefs and values that have contributed to underlying historical trends and movements. Students learn that historical trends and movements have particular underlying ideas, that different methods and strategies are used to achieve change, and that there are consequences for continuity and change. Some perspectives are omitted and others emphasised, both during the period of the trend or movement and subsequent to the trend or movement.

#### **Minimum Entry Requirements**

C Grade in GENERAL Modern History Unit 1 and 2, or written recommendation from Head of Humanities and Social Science

#### **Estimated Costs**

\$50 plus text and excursion costs

#### **Proposed Excursions**

2 one day excursions

Students are eligible to attend Humanities and Social Science school tours

#### **Further Studies**

TAFE

#### **Careers**

Administrative Assistant, Public Servant, Law Clerk, Religious Leader, Assistant Tour Guide, Museum Attendant, Tourist Information Officer, Parliamentarian, Writer, Records and Information Manager, Library Technician, Tour Guide, Museum Officer.

## ATAR Modern History (Year 11)

Course Code AEHIM

Run as combined units in a full year course

### 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, 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.

### Unit 2 – Movements for change in the 20th century

This unit examines significant movements for change in the 20th century that led to change in society, including people's attitudes and circumstances. These movements draw on the major ideas described in Unit 1, have been connected with democratic political systems, and have been subject to political debate. Through a detailed examination of **one** major 20th century movement, students investigate the ways in which individuals, groups and institutions have challenged existing political structures, accepted social organisation, and prevailing economic models, to transform societies. The key conceptual understandings covered in this unit are: the factors leading to the development of movements; the methods adopted to achieve effective change; the changing nature of these movements; and changing perspectives of the value of these movements and how their significance is interpreted.

### Minimum Entry Requirements

Recommended B grade or higher in Year 10 Society and Environment, or written recommendation from Head of Humanities and Social Science

### Further Study

ATAR Modern History Year 12

University

Polytechnic

### Estimated Cost

\$85.00 plus texts (includes excursion) plus texts

### Excursions

A one-day excursion

Students are eligible to attend Humanities and Social Sciences Senior School tours.

For more information go to the following link:

[http://www.scsa.wa.edu.au/internet/Senior\\_Secondary/Courses/WACE\\_Courses/Modern\\_History](http://www.scsa.wa.edu.au/internet/Senior_Secondary/Courses/WACE_Courses/Modern_History)

### Careers

Anthropologist, Lawyer, Archaeologist, Librarian, Archivist, Museum Curator, Arts Administrator, Parliamentarian, Conservator, Political Scientist, Criminologist, Public Servant, Cultural Heritage Officer, Publisher, Editor, Records and Information Manager, Foreign Affairs and Trade Officer, Religious Leader, Historian, Research Officer, Industrial Relations Officer, Sociologist, Journalist, Writer.

## ATAR Modern History (Year 12)

Course Code ATHIM

Run as combined units in a full year course

### Unit 3 – Modern nations in the 20th century

#### Unit description

This unit examines the characteristics of modern nations in the 20th century; the crises that confronted nations, their responses to these crises and the different paths nations have taken to fulfil their goals. Students study the characteristics of **one** nation. Students investigate crises that challenged the stability of government, the path of development that was taken and the social, economic and political order that was either established or maintained. Students examine the ways in which the nation dealt with internal divisions and external threats. They emerge with a deeper understanding of the character of a modern nation. The key conceptual understandings covered in this unit are the reliability and usefulness of evidence; cause and effect; continuity and change; significance; empathy; contestability; and changing representations and interpretations.

### Unit 4 – The modern world since 1945

#### Unit description

This unit examines some significant and distinctive features of the modern world within the period

1945–2001 in order to build students' understanding of the contemporary world – that is, why we are here at this point in time. These include changes to the nature of the world order: shifting international tensions, alliances and power blocs; the emergence of Asia as a significant international political and economic force, and the nature of engagement by and with Australia; the nature of various conflicts and regional and international attempts to create peace and security. Students study **one** of these features. As part of their study, they should follow and make relevant connections with contemporary events. The key conceptual understandings covered in this unit are: causation; continuity and change; historical significance and changing perspectives and interpretations of the past; and contestability.

#### Minimum Entry Requirements

C Grade in ATAR Modern History Unit 1 and 2 or written recommendation from Head of Humanities and Social Science

#### Estimated Costs

\$85 plus text and revision guide (excursion included)

#### Proposed Excursions

1 one day excursion

Students are eligible to attend Humanities and Social Science school tours

#### Further Studies

University

TAFE

#### Careers

Anthropologist, Lawyer, Archaeologist, Librarian, Archivist, Museum Curator, Arts Administrator, Parliamentarian, Conservator, Political Scientist, Criminologist, Public Servant, Cultural Heritage Officer, Publisher, Editor, Records and Information Manager, Foreign Affairs and Trade Officer, Religious Leader, Historian, Research Officer, Industrial Relations Officer, Sociologist, Journalist, Writer.

## **ATAR Politics and Law (Year 11)**

Course Code AEPAL

Run as combined units in a full year course

### **Unit 1 – Democracy and the rule of law**

This unit examines the principles of a liberal democracy; the legislative, executive and judicial structures and processes of Australia's political and legal system; the functioning of a non-democratic system; and the 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 – Representation 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 are used to provide a framework for the unit.

### **Minimum Entry Requirements**

B grade or higher in Year 10 Society and Environment, or a recommendation from the Head of Humanities and Social Sciences

### **Further Study**

ATAR Politics and Law Year 12, University

Polytechnic

### **Cost**

\$85.00 plus texts (includes materials and excursion) plus texts

### **Excursions**

One day excursion

Students are eligible to attend Humanities and Social Science tours

For more information go to the following link:

[http://www.scsa.wa.edu.au/internet/Senior\\_Secondary/Courses/WACE\\_Courses/Politics\\_and\\_Law](http://www.scsa.wa.edu.au/internet/Senior_Secondary/Courses/WACE_Courses/Politics_and_Law)

### **Careers**

Advertising, Marketing Officer, Economist, Market Researcher, Parliamentarian, Police Officer – WA Police and Australian Federal Police, Political Scientist, Probation and Parole Officer, Community Worker, Psychologist, Public Relations Officer, Public Servant, Court Officer, Records Officer, Criminologist, Research Officer, Foreign Affairs and Trade Officer, Teacher, Historian, Trade Union Official, Training Officer, Human Resources Officer, University Lecturer, Industrial Relations Officer, Journalist, Lawyer, Writer, Librarian, Management Consultant.

## **ATAR Politics and Law (Year 12)**

Course Code ATPAL

Run as combined units in a full year course

### **Unit 3 – Political and legal power**

#### **Unit description**

This unit examines various aspects of the political and legal system established by the Commonwealth Constitution (Australia), including the roles and powers of the legislative, executive and judicial branches of government, with a comparison to a non-Westminster system; the influence of individuals, political parties and pressure groups on the law making process of parliament and the courts; and the operation of federalism and the balance of power between the Commonwealth and the States in Australia.

### **Unit 4 – Accountability and rights**

#### **Unit description**

This unit examines the structures, processes and procedures of accountability in relation to the legislative, executive and judicial branches of government in Australia; how rights are protected, and democratic principles can be upheld and/or undermined, in Australia and one other country; and the experience of a particular group with respect to their political and legal rights in Australia.

### **Minimum Entry Requirements**

C Grade in ATAR Politics and Law Unit 1 and 2 or written recommendation from Head of Humanities and Social Science

### **Estimated Costs**

\$85 plus text and revision guide (includes excursion)

### **Proposed excursions**

1 one day excursion

Students are eligible to attend Humanities and Social Science school tours

### **Further studies**

University

### **Careers**

Advertising, Marketing Officer, Economist, Market Researcher, Parliamentarian, Police Officer – WA Police and Australian Federal Police, Political Scientist, Probation and Parole Officer, Community Worker, Psychologist, Public Relations Officer, Public Servant, Court Officer, Records Officer, Criminologist, Research Officer, Foreign Affairs and Trade Officer, Teacher, Historian, Trade Union Official, Training Officer, Human Resources Officer, University Lecturer, Industrial Relations Officer, Journalist, Lawyer, Writer, Librarian, Management Consultant.

# General Psychology (Year 11)

Course Code GEPSY

Run as combined units in a full year course

## Unit 1

This unit provides a general introduction to personality and intelligence and seeks to explain how individuals are influenced by their surroundings. Students explore a number of influential theories used to describe and/or explain personality such as Freud's psychodynamic approach and Eysenck's trait theory. A range of intelligence theories are reviewed and cultural influences with respect to intelligence testing and child-rearing are examined. Beyond the individual, the impact of others on behaviour is a key focus. Students examine different agents of socialisation, focusing on the impact of parenting style on behaviour. Types of communication and the role of verbal and non-verbal communication in initiating, maintaining and regulating relationships are studied. Students are introduced to qualitative and quantitative methods of data collection and explore fundamental ethical considerations in research including informed consent and voluntary participation.

## Unit 2

This unit introduces students to the human brain, focusing on the major parts. Students explore the impact of factors influencing behaviour, emotion and thought, including heredity, hormones, physical activity and psychoactive drugs. The scientific study of development is an important component of psychology. Students review physical, cognitive, social and emotional development and the role of nature and nurture. Erikson's stages of psychosocial development are examined as students learn about the impact of external factors on personality development. Students examine the impact of group size on behaviour and look at the influence of culture in shaping attitudes towards issues such as mental illness and disability. Students interpret descriptive data such as mean and range. They use this data to create tables, graphs and diagrams and draw conclusions using patterns observed in the data.

## Minimum Entry Requirements

A C grade in Humanities and Social Sciences Year 12

## Further Studies

Year 12 General Psychology  
Polytechnic

## Estimated Cost

\$50.00 plus textbook and excursion costs

## Proposed Excursions

One one-day excursion

## Careers

Counsellor, Police Officer - State, Court Officer, Probation and Parole Officer, Education Aide, Human Resources Officer, Recruitment Consultant, Indigenous Community Liaison Officer, Religious Leader, Community Worker, Correctional Officer, Family Day Care Educator, Youth Worker

For more information go to the following link:

[http://www.scsa.wa.edu.au/internet/Senior\\_Secondary/Courses/WACE\\_Courses/Psychology](http://www.scsa.wa.edu.au/internet/Senior_Secondary/Courses/WACE_Courses/Psychology)

## **GENERAL Psychology (Year 12)**

Course Code GTPSY

Run as combined units in a full year course

### **Unit 3**

#### **Unit description**

This unit expands on personality theories studied in Unit 1 by introducing students to important theorists including Bandura, Pavlov and Skinner. Students apply knowledge and understandings to explore how personality can shape motivation and performance. An analysis of the use of personality testing by organisations is undertaken. Students are introduced to different states of consciousness and the role of sensation, perception and attention in organising and interpreting information. Factors which determine friendships and conflict resolution are explored. Students expand on their knowledge of ethics in psychological research by examining the role of deception in experiments. Key terminology, such as sample and populations, are defined and an understanding of experimental and control groups is acquired.

### **Unit 4**

#### **Unit description**

In this unit, the functions of the four lobes of the cerebral cortex are examined. Brain scanning techniques and relevant case studies are used to illustrate the link between the brain and behaviour. In developmental psychology, students learn about Piaget's theory of cognitive development and Kohlberg's theory of moral development. Group behaviours, including conformity, group polarisation and the bystander effect, are studied. The causes of prejudice and ways of reducing prejudice are explored. Students continue to develop and apply their understanding of psychological research and data collection methods.

#### **Minimum Entry Requirements**

C Grade in GENERAL Psychology Unit 1 and 2 or written recommendation from Head of Humanities and Social Science

#### **Estimated Costs**

\$50 plus text and excursion costs

#### **Proposed Excursions**

1 one day excursion

Students are eligible to attend Humanities and Social Science school tours

#### **Further education**

Polytechnic

#### **Careers**

Counsellor, Police Officer - State, Court Officer, Probation and Parole Officer, Education Aide, Human Resources Officer, Recruitment Consultant, Indigenous Community Liaison Officer, Religious Leader, Community Worker, Correctional Officer, Family Day Care Educator, Youth Worker

## ATAR Psychology (Year 11)

Course code AEPSY

Run as combined units in a full year course

### Unit 1

This unit focuses on a number of concepts that enable students to gain an understanding of how and why people behave the way they do. Students are introduced to the human brain, focusing on the major parts and lobes of the cerebral cortex, and review case studies, illustrating the link between the brain and behaviour. They also explore the impact of external factors, such as physical activity and psychoactive drugs, on individuals' behaviour. Cognitive processes, such as sensation and perception and selective and divided attention, are investigated. The impact of others on behaviour is also studied. Students examine different types of relationships and look at the role of verbal and non-verbal communication in initiating, maintaining and regulating relationships. Students are introduced to ethics in psychological research and carry out investigations, following the steps in conducting scientific research. They identify the aims of psychological investigations and apply appropriate structure to sequence data using correctly labelled tables, graphs and diagrams.

### Unit 2

This unit introduces students to developmental psychology by looking at the concept of average development and changes expected as people age. They analyse twin and adoption studies to gain insight into the nature/nurture debate and look at the role of play in assisting development. Students explore what is meant by the term personality and examine several historical perspectives used to explain personality such as Freud's psychodynamic approach. Students investigate the influence of others on self-concept, identity and attitudes. They explore the behaviours observed within groups, such as de-individuation and social loafing, and causes of prejudice. Psychological research methods introduced in Unit 1 are further explored.

### Minimum Entrance Requirements

B grade in Humanities and Social Science and Mathematics in Year 10

### Further Studies

ATAR Psychology Year 12

University

Polytechnic

### Estimated Cost

\$100 plus textbook includes excursions)

### Proposed Excursions

One day excursion

Students are eligible to attend Humanities and Social Sciences tours.

For more information go to the following link:

[http://www.scsa.wa.edu.au/internet/Senior\\_Secondary/Courses/WACE\\_Courses/Psychology](http://www.scsa.wa.edu.au/internet/Senior_Secondary/Courses/WACE_Courses/Psychology)

### Careers

Counsellor, Police Officer - State, Court Officer, Probation and Parole Officer, Education Aide, Human Resources Officer, Recruitment Consultant, Indigenous Community Liaison Officer, Religious Leader, Community Worker, Correctional Officer, Family Day Care Educator, Youth Worker

## ATAR Psychology (Year 12)

Course Code ATPSY

Run as combined units in a full year course

### Unit 3

#### Unit description

The focus of this unit is to introduce new concepts which assist students to have a better understanding of human behaviour. In this unit, students study the functions of the four lobes of the cerebral cortex and examine how messages are transmitted from the brain to the body. They focus on how behaviour is influenced by learning, by reviewing classical and operant conditioning, negative and positive reinforcement and observational learning. They further expand their knowledge and understanding by examining behaviour that is not influenced by learning, such as heredity, hormones and recreational drugs. Students learn about the impact of others on individual behaviour. They examine the socialisation processes observed within families and explore how social background and gender can shape communication styles. They expand on their knowledge of ethics in psychological research by considering the role of the experimenter and participants' rights such as privacy and anonymity. Students engage in detailed investigations of experimental methods, noting practical issues associated with research and its application.

### Unit 4

#### Unit description

In this unit, students are introduced to theories of development, including Piaget's theory of cognitive development and Kohlberg's theory of moral development. They review contemporary personality theories and their limitations and analyse the causes of conformity and obedience by investigating the results of famous experiments conducted by Asch, Milgram and Zimbardo. They also gain an understanding into factors that shape a sense of community and explore the varied responses individuals have to significant events. Students continue to develop their understanding and application of psychological research methods. They manipulate dependent and independent variables to test hypotheses and use statistical significance to draw conclusions.

#### Minimum Entry requirements

C Grade in ATAR Psychology Unit 1 and 2 or written recommendation from Head of Humanities and Social Science

#### Estimated Costs

\$85 plus text and revision guide (includes excursion)

#### Proposed Excursions

1 one day excursion

Students are eligible to attend Humanities and Social Science school tours

#### Further education

University

TAFE

#### Careers

Market Researcher, Anthropologist, Career Development Practitioner, Community Worker, Psychologist, Consumer Scientist, Public Relations Officer, Counsellor, Public Servant, Records Officer, Criminologist, Recruitment Consultant, Rehabilitation Counsellor, Disability Services Instructor, Religious Leader, Research Officer, Environmental Health Officer, Social Worker, Teacher, Health Promotion Officer, Human Resources Officer, University Lecturer, Welfare Worker, Writer, Youth Worker.

## General Career and Enterprise (Year 11)

Course Code GECAE

Run as combined units in a full year course

### Unit description

The focus of this unit is exploring work and networks. Students develop an understanding of aspects of work, such as part-time, full-time, flexi hours, volunteer work and unemployment. They learn that positive self-esteem and self-management are required to access work opportunities and acquire skills to build careers. Students learn the basic organisation and roles associated with different workplace structures, and develop awareness that employment is connected with responsibility for themselves and others.

Students understand that transitions can be facilitated by resources made available through the family, school, workplace and community, and that these groups assist young people to learn what is expected of them as workers.

It enables students to increase their knowledge of work and career choices and to identify a network of people and organisations that can help with their school-to-work transition.

### Unit 2

The focus of this unit is entry-level work readiness. Students explore the attributes and skills necessary for employment, and identify their personal strengths and interests, and the impact these have on career development opportunities and decisions.

Students examine the organisation of workplaces within a chosen industry area and learn about the rights and responsibilities of employees and employers in entry-level jobs.

An audit is conducted of career competencies, knowledge, behaviours, values and attitudes, and an autobiographical profile is developed. This profile is used, together with simple work search tools and techniques, to commence planning career development options. A record of work, training and learning experiences is required for inclusion in a career portfolio.

The work search tools and techniques and career competencies used in the process of career management are investigated. An exploration is made of workplaces, organisation and systems, and also employment as a contractual agreement. The roles, rights and responsibilities of individuals are defined and assessed according to legal, ethical and financial considerations. The unit investigates how influences and trends impact on personal career development opportunities.

### Minimum Entrance Requirements

Recommended C Grade in Humanities and Social Science, or a written recommendation from the Head of Humanities and Social Science.

### Further Study

General Career and Enterprise Year 12

Polytechnic

### Cost

\$60.00 plus excursions

### Careers

This course prepares students for successful transition to ALL work environments

For more information go to the following link:

[http://www.scsa.wa.edu.au/internet/Senior\\_Secondary/Courses/WACE\\_Courses/Career\\_and\\_Enterprise](http://www.scsa.wa.edu.au/internet/Senior_Secondary/Courses/WACE_Courses/Career_and_Enterprise)

## General Career and Enterprise (Year 12)

Course Code GTCAE

Runs as combined units in a full year course

### Unit 3

#### Unit description

This unit focuses on adopting a proactive approach to securing and maintaining work. It involves self-management, using work search tools and techniques, developing career competencies, and accessing learning opportunities which are essential for career building. An assessment is made of the multidimensional operation and organisation of workplaces. The legal, ethical and financial considerations underpinning corporate and individual rights and responsibilities and the resolution of conflict are examined. An exploration is made of the implications of organisational reviews due to influences and trends, and how they impact on individual opportunities to secure and maintain work.

Opportunities are provided for students to further develop the repertoire of career competencies and work search techniques that are directly applicable to securing and maintaining work. Career portfolios are presented in a professional manner and reflect organisation of detailed records of work, training and learning experiences, especially those related to securing and maintaining work.

### Unit 4

#### Unit description

This unit explores issues associated with career management, workplaces and influences and trends in times of change. Change can be analysed and the information used to inform strategies associated with self-management, career building and personal and professional learning experiences. This unit investigates the dynamic nature of the interrelationships between these strategies. An examination of the complexity of workplace operations and management of resources is used to understand productivity, achievement of industry standards and compliance with legal, ethical and financial considerations.

Exposure to changing scenarios for career development provides opportunities to further develop career competencies and work search techniques, in particular those associated with planning and organisation, making decisions, identifying and solving problems and creativity and innovation.

Work, training and learning experiences provide opportunities to extend students' knowledge and skills in anticipation of responding to change and maintaining an edge. These experiences are documented in career portfolios, using an increasing range of information technology skills.

#### Minimum Entry Requirements

C Grade in GENERAL Career & Enterprise Unit 1 and 2 or written recommendation from Head of Humanities and Social Science

#### Estimated Costs

\$60 plus excursion costs

#### Proposed Excursions

Two one day excursions e.g. (Mock Interviews)

Students are eligible to attend Humanities and Social Science school tours

#### Further Study

TAFE

#### Careers

This course prepares students for successful transition to ALL work environments

## Technology & Enterprise Learning Area 2017/18 Pathways

TECHNOLOGY AND ENTERPRISE	VET		WACE	
	Year 11	Year 12	Year 11	Year 12
APPLIED INFORMATION TECHNOLOGY	GEAIT	GTAIT	AEAIT	ATAIT
CHILDREN, FAMILY AND COMMUNITY (LIVING INDEPENDENTLY)	GECFC	GTCFC		
DESIGN: TECHNICAL GRAPHICS	GEDEST	GTDEST		
FOOD SCIENCE – NUTRITION	GEFST	GTFST	AEFST	ATFST
MATERIALS, DESIGN & TECH – METAL	GEMDTM	GTMDTM		
MATERIALS, DESIGN & TECH – WOOD	GEMDTW	GTMDTW		
CERTIFICATE IN BUSINESS	CERTIFICATE II/III			
CERTIFICATE IN INFORMATION TECHNOLOGY	CERTIFICATE II			
CERTIFICATE IN COMMUNITY SERVICES	CERTIFICATE II			
CERTIFICATE IN HOSPITALITY	CERTIFICATE II			
CERTIFICATE IN APPLIED FASHION DESIGN & TECHNOLOGY	CERTIFICATE II/III			
CERTIFICATE IN VISUAL ARTS (Wood Focus)	CERTIFICATE II			

## **GENERAL Applied Information Technology (Year 11)**

Course Code GEAIT

Run as combined units in a full year course

### **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.

Skills Outline

- Design concepts
- Hardware
- Impacts of technology
- Application skills
- Project management

### **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.

Skills Outline

- Managing data
- Networks
- Impacts of technology
- Application skills
- Project management

### **Further Study**

Applied Information Technology Units 3 and 4 (Year 12)

### **Estimated Cost**

\$50.00 plus text book

### **Excursions/Additional Requirements**

Nil

For more information go to the following link:

[http://www.curriculum.wa.edu.au/internet/Senior\\_Secondary/Courses/WACE\\_Courses/Applied\\_Info\\_Tech](http://www.curriculum.wa.edu.au/internet/Senior_Secondary/Courses/WACE_Courses/Applied_Info_Tech)

## **GENERAL Applied Information Technology (Year 12)**

Course Code GTAIT

Run as combined units in a full year course

### **Unit 3 – Media information and communication technologies**

The emphasis is on the use of digital technologies to create and manipulate digital media. Students use a range of applications to create visual and audio communications. They examine trends in digital media transmissions and implications arising from the use of these technologies.

### **Unit 4 – Digital technologies in business**

The emphasis of this unit is on the skills, principles and practices associated with various types of documents and communications. Students identify the components and configuration of networks to meet the needs of a business. Students design digital solutions for clients, being mindful of the various impacts of technologies within legal, ethical and social boundaries.

Each unit is delivered in a semester of 15 weeks.

### **Skills Outline**

- Design concepts
- Hardware
- Managing data
- Networks
- Impacts of technology
- Application skills
- Project management

### **Minimum Entrance Requirements**

Nil

### **Further Study**

TAFE Studies

### **Estimated Cost**

\$50.00 plus text book

### **Excursions/Additional Requirements**

Nil

For more information go to the following link:

[http://www.scsa.wa.edu.au/internet/Senior\\_Secondary/Courses/WACE\\_Courses/Applied\\_Info\\_Tech](http://www.scsa.wa.edu.au/internet/Senior_Secondary/Courses/WACE_Courses/Applied_Info_Tech)

## **ATAR Applied Information Technology (Year 11)**

Course Code AEAIT

Run as combined units in a full year course

### **Unit 1 – Media information and communication technologies**

This unit focuses on the use of digital technologies to create and manipulate digital media. Students use a range of applications to create visual and audio communications. They examine trends in digital media transmissions and implications arising from the use of these technologies.

Skills Outline

- Design concepts
- Hardware
- Impacts of technology
- Application skills
- Project management

### **Unit 2 – Digital technologies in business**

This unit focuses on the skills, principles and practices associated with various types of documents and communications. Students identify the components and configuration of networks to meet the needs of a business. Students design digital solutions for clients being, mindful of the various impacts of technologies within legal, ethical and social boundaries.

Skills Outline

- Managing data
- Networks
- Impacts of technology
- Application skills
- Project management

### **Minimum Entrance Requirements**

B Grade or higher in Year 10 English and Year 10 Mathematics

### **Further Study**

Applied Information Technology (Year 12)  
Polytechnic or University studies

### **Estimated Cost**

\$50.00 plus text book

### **Excursions/Additional Requirements**

Nil

For more information go to the following link:

[http://www.scsa.wa.edu.au/internet/Senior\\_Secondary/Courses/WACE\\_Courses/Applied\\_Info\\_Tech](http://www.scsa.wa.edu.au/internet/Senior_Secondary/Courses/WACE_Courses/Applied_Info_Tech)

## ATAR Applied Information Technology (Year 12)

Course Code ATAIT

Run as combined units in a full year course

### Unit 3 – Evolving digital technologies

Students focus on the use of applications to create, modify, manipulate, use and/or manage technologies. Students consider the nature and impact of technological change and the effect this has when creating products for a particular purpose and audience.

### Unit 4 – Digital technologies within a global society

Students focus on the production of a digital solution for a particular client. Students undertake the management of data and develop an appreciation of the social, ethical and legal impacts of digital technologies within a global community.

### Skills Outline

- Design concepts
- Hardware
- Managing data
- Networks
- Impacts of technology
- Application skills
- Project management

### Minimum Entrance Requirements

Satisfactory completion ("B" Grade or higher) of Units 1 and 2

### Further Study

TAFE Studies

University Studies

### Estimated Cost

\$50.00 plus text book

### Excursions/Additional Requirements

Nil

For more information go to the following link:

[http://www.scsa.wa.edu.au/internet/Senior\\_Secondary/Courses/WACE\\_Courses/Applied\\_Info\\_Tech](http://www.scsa.wa.edu.au/internet/Senior_Secondary/Courses/WACE_Courses/Applied_Info_Tech)

## Certificate II in Business (Year 11 and 12)

Course Code: BSB20115

Vocational Pathway

This qualification is delivered over two years under the auspices of Australian Institute of Commerce and Technology.

### Course Outline

Students are required to study 12 units as listed below, including:

BSBWHS201A – Contribute to Health and Safety of Self and Others

BSBCMM201A – Communicate in the Workplace

BSBCUS201B – Deliver a Service to Customers

BSBIND201A – Work Effectively in a Business Environment

BSBINM201A – Process and Maintain Workplace Information

BSBINN201A – Contribute to Workplace Innovation

BSBITU201A – Produce Simple Word Processed Documents

BSBITU202A – Create and Use Spread sheets

BSBITU203A – Communicate Electronically

BSBSUS201A – Participate in Environmentally Sustainable Work Practices

BSBWOR202A – Organise and Complete Daily Work Activities

BSBWOR204A – Use Business Technology

### Skills Outline

Some of the key concepts which will be covered include:

- Personal values and attitudes regarding work and business are taken into account when planning future work/career directions
- Business technology is used efficiently and effectively to complete work tasks
- Effective listening and speaking skills are used in oral communication
- Appropriate technology and software applications are selected to achieve the requirements of the task
- Organisational requirements relating to security and confidentiality are applied to information handling
- Petty cash transactions are processed and recorded within designated time limits
- Communications with clients is conducted in a professional and courteous manner
- Hazards in the work area are recognised and reported to the designated personnel.

On completion of the Certificate II, students will continue with a Certificate III, which will assist students with future options in employment and further education.

### Minimum Entrance Requirements

None, however it is advisable to have achieved at least a "C" Grade in an English subject at Year 10.

### Further Study

TAFE Studies

### Estimated Cost

\$50.00

### Excursions/Additional Requirements

Nil

## Certificate II in Information, Digital Media and Technology (Year 11 & 12)

Course Code: ICT20115

Vocational Pathway

This qualification is delivered over two years under the auspices of Australian Institute of Commerce and Technology.

### Course Outline

This qualification provides the foundation ICT skills and knowledge for an individual to be an effective ICT user or employee. The qualification has a fundamental ICT knowledge and skills base which is pivotal for all other qualifications in ICA05. The 8 core units contain those basic ICT skills and knowledge required for effective entry into all ICA05 qualifications from Certificate III upwards.

To attain the *ICT20115 Certificate II in Information Technology* 14 units must be achieved:

- 7 core units; plus
- 7 electives units

### Skills Outline

Some of the key concepts which will be covered include:

- Operating Computer Hardware
- Operating Computer Packages
- Working effectively in an IT environment
- Installing software applications
- Connecting hardware peripherals

### Minimum Entrance Requirements

It is advisable to have achieved at least a "C" Grade in an English course in Year 10.

### Further Study

Polytechnic Studies

### Estimated Cost

\$50.00

### Excursions/Additional Requirements

Nil

# General Design

## Design - Technical Graphics (Year 11)

Course Code AEDEST

Run as combined units in a full year course

### Unit 1 – Design fundamentals

The focus of this unit is to introduce design process and practice. Students learn that design can be used to provide solutions to design problems and communication needs. They are introduced to basic design skills and a range of techniques within a defined context to demonstrate control over the elements and principles of design.

#### Defined contexts

Within each context, teachers can choose a learning focus. The list of learning foci below is not exhaustive:

Technical Graphics: freehand sketching and presentation techniques to include rendering skills, tone and line work; CAD and instrument drawing skills; 2D/3D introduction, study tools and equipment, drawing layout, conventions, orthographic projection, perspective drawing and engineering drawing. Possible projects could include simple to more complex 2D and 3D designs such as; logos, T-shirt graphics, skateboard deck designs, posters, fishing lures, music/jewellery boxes, plastic mazes, medallions, clocks, toys, kitchen appliances or items of furniture.

### Unit 2 – Personal design

The focus of this unit is personal design. Students learn that they visually communicate aspects of their personality, values and beliefs through their affiliations and their manipulation of personal surroundings and environments. Students explore design elements and principles and the design process in a project communicating something of themselves. Students increase familiarity with basic production skills and processes, materials and technologies.

#### Defined contexts

Within each context, teachers can choose a learning focus. The list of learning foci below is not exhaustive:

Technical Graphics: application of design fundamentals to design geometric figures, logo design, shelter design, architectural buildings, interior design, shop design, building conventions, wrist watches, jewellery items, bachelor pad, bedroom design, sales posters, toys, customised bicycles, skateboard ramps, jewellery boxes, perfume bottles, basic furniture.

### Minimum Entrance Requirements

Successful completion of Technical Drawing in lower school

### Further Study

Polytechnic studies

### Estimated Cost

\$60.00

### Excursions/Additional Requirements

Nil

For more information go to the following link:

[http://www.scsa.wa.edu.au/internet/Senior\\_Secondary/Courses/WACE\\_Courses/Design](http://www.scsa.wa.edu.au/internet/Senior_Secondary/Courses/WACE_Courses/Design)

## Design – Technical Graphics (Year 12)

Course Code GTDEST

Run as combined units in a full year course

### Unit 3 – Product design

The focus of this unit is product design. Students learn that the commercial world is comprised of companies, requiring consumer products, services and brands for a particular audience. They are introduced to the concept of intellectual property. Using the design process, they create products/services, visuals and/or layouts with an awareness of codes and conventions. They use relevant and appropriate production skills and processes, materials and technologies relevant to the design.

### Unit 4 – Cultural design

The focus of this unit is cultural design. Students learn that society is made up of different groups of people who share diverse values, attitudes, beliefs, behaviours and needs, and that different forms of visual communication transmit these values and beliefs. Students are encouraged to create designs that link to a culture or sub-culture and are introduced to ethical issues concerning representation. Students develop a design process with an understanding of codes and conventions. They consider communication strategies and audience. They define and establish contemporary production skills and processes, materials and technologies.

### Defined contexts

Within each context, teachers can choose a learning focus. The list of learning foci below is not exhaustive:

Technical Graphics: architectural design, such as a gallery or public building; dimensional, such as a tourist souvenir or graphic, such as a tattoo; architecture for communities; product design of cultural articles designing with materials appropriate to place and culture.

### Minimum Entrance Requirements

Satisfactory completion ("C" Grade or higher) of Units 1 and 2

### Further Study

TAFE Studies

### Estimated Cost

\$60.00

### Excursions/Additional Requirements

Nil

For more information go to the following link:

[http://www.scsa.wa.edu.au/internet/Senior\\_Secondary/Courses/WACE\\_Courses/Design](http://www.scsa.wa.edu.au/internet/Senior_Secondary/Courses/WACE_Courses/Design)

# **GENERAL Materials Design and Technology (Year 11)**

## **Materials Design and Technology - Metal**

Course Code GEMDTM

Run as combined units in a full year course

### **Unit 1**

Students interact with a variety of items that have been specifically designed to meet certain needs. Students are introduced to the fundamentals of design. They learn to communicate various aspects of the technology process by constructing what they design.

Throughout the process, students learn about the origins, classifications, properties and suitability for purpose of the materials they are using, and are introduced to a range of production equipment and techniques. They develop materials manipulation skills and production management strategies, and are given the opportunity to realise their design ideas through the production of their design project.

### **Unit 2**

Students interact with products designed for a specific market. They use a range of techniques to gather information about existing products and apply the fundamentals of design. Students learn to conceptualise and communicate their ideas and various aspects of the design process within the context of constructing what they design.

Throughout the process, students learn about the origins, classifications, properties and suitability for end use of materials they are working with. Students are introduced to a range of technology skills and are encouraged to generate ideas and realise them through the production of their design projects. They work within a defined environment and learn to use a variety of relevant technologies safely and effectively.

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

**Successful experience in lower school metal classes is recommended**

### **Further Study**

Polytechnic studies

Apprenticeships in Welding, Boiler Making, Sheet metal Working, Mechanics, Jewellery

### **Estimated Cost**

\$145.00

### **Excursions/Additional Requirements**

Nil

For more information go to the following link:

[http://www.scsa.wa.edu.au/internet/Senior\\_Secondary/Courses/WACE\\_Courses/Materials\\_Design\\_and\\_Technology](http://www.scsa.wa.edu.au/internet/Senior_Secondary/Courses/WACE_Courses/Materials_Design_and_Technology)

## **GENERAL Materials Design and Technology – Metal (Year 12)**

Course Code GTMDTM

Run as combined units in a full year course

### **Unit 3**

Students develop an understanding of the elements and fundamentals of design and consider human factors involved in the design, production and use of their projects. They develop creative thinking strategies and work on design projects within specified constraints. Students learn about the classification and properties of a variety of materials and make appropriate materials selection for design needs.

Students learn about manufacturing and production skills and techniques. They develop the skills and techniques appropriate to the materials being used and gain practice in planning and managing processes through the production of design project. They learn about risk management and ongoing evaluation processes.

### **Unit 4**

Students learn about the nature of designing for a client, target audience or market. Students learn about the nature, properties and environmental impacts related to a variety of materials, and production techniques. Students apply an understanding of the elements and fundamentals of design and consider human factors involved in their design projects. They develop creative thinking strategies, work on design projects within specified constraints and consider the environmental impacts of recycling of materials.

Students extend their understanding of safe working practices and contemporary manufacturing techniques, and develop the knowledge, understanding and skills required to manage the processes of designing and manufacturing.

### **Minimum Entrance Requirements**

Satisfactory completion ("C" Grade or higher) of Units 1 and 2.

### **Further Study**

TAFE Studies

Apprenticeships in Welding, Boilermaking, Sheetmetal Working, Mechanic

### **Estimated Cost**

\$145.00

### **Excursions/Additional Requirements**

Nil

For more information go to the following link:

[http://www.scsa.wa.edu.au/internet/Senior\\_Secondary/Courses/WACE\\_Courses/Materials\\_Design\\_and\\_Technology](http://www.scsa.wa.edu.au/internet/Senior_Secondary/Courses/WACE_Courses/Materials_Design_and_Technology)

# **GENERAL Materials Design and Technology (Year 11)**

## **Materials Design and Technology – Wood**

Course Code GEMDTW

Run as combined units in a full year course

### **Unit 1**

Students interact with a variety of items that have been specifically designed to meet certain needs. Students are introduced to the fundamentals of design. They learn to communicate various aspects of the technology process by constructing what they design.

Throughout the process, students learn about the origins, classifications, properties and suitability for purpose of the materials they are using, and are introduced to a range of production equipment and techniques. They develop materials manipulation skills and production management strategies, and are given the opportunity to realise their design ideas through the production of their design project.

### **Unit 2**

Students interact with products designed for a specific market. They use a range of techniques to gather information about existing products and apply the fundamentals of design. Students learn to conceptualise and communicate their ideas and various aspects of the design process within the context of constructing what they design.

Throughout the process, students learn about the origins, classifications, properties and suitability for end use of materials they are working with. Students are introduced to a range of technology skills and are encouraged to generate ideas and realise them through the production of their design projects. They work within a defined environment and learn to use a variety of relevant technologies safely and effectively.

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

**Successful experience in Woodwork is desirable**

### **Further Study**

Materials, Design and Technology – Wood (Year 12)

Polytechnic studies

### **Estimated Cost**

\$120.00

Students may need to supply some materials for larger projects

### **Excursions/Additional Requirements**

Nil

For more information go to the following link:

[http://www.scsa.wa.edu.au/internet/Senior\\_Secondary/Courses/WACE\\_Courses/Materials\\_Design\\_and\\_Technology](http://www.scsa.wa.edu.au/internet/Senior_Secondary/Courses/WACE_Courses/Materials_Design_and_Technology)

## **GENERAL Materials Design and Technology – Wood (Year 12)**

Course Code GTMDTW

Run as combined units in a full year course

### **Unit 3**

Students develop an understanding of the elements and fundamentals of design and consider human factors involved in the design, production and use of their projects. They develop creative thinking strategies and work on design projects within specified constraints. Students learn about the classification and properties of a variety of materials and make appropriate materials selection for design needs.

Students learn about manufacturing and production skills and techniques. They develop the skills and techniques appropriate to the materials being used and gain practice in planning and managing processes through the production of design project. They learn about risk management and ongoing evaluation processes.

### **Unit 4**

Students learn about the nature of designing for a client, target audience or market. Students learn about the nature, properties and environmental impacts related to a variety of materials, and production techniques. Students apply an understanding of the elements and fundamentals of design and consider human factors involved in their design projects. They develop creative thinking strategies, work on design projects within specified constraints and consider the environmental impacts of recycling of materials.

Students extend their understanding of safe working practices and contemporary manufacturing techniques, and develop the knowledge, understanding and skills required to manage the processes of designing and manufacturing.

### **Minimum Entrance Requirements**

Satisfactory completion ("C" Grade or higher) of Units 1 and 2

### **Further Study**

TAFE Studies

Apprenticeships in Carpentry, Cabinetmaking

### **Estimated Cost**

\$140.00

### **Excursions/Additional Requirements**

Nil

For more information go to the following link:

[http://www.scsa.wa.edu.au/internet/Senior\\_Secondary/Courses/WACE\\_Courses/Materials\\_Design\\_and\\_Technology](http://www.scsa.wa.edu.au/internet/Senior_Secondary/Courses/WACE_Courses/Materials_Design_and_Technology)

## **GENERAL Children, Family and the Community (Living Independently) (Year 11)**

Course Code GECFC

Run as combined units in a full year course

### **Unit 1 – Families and relationships**

This unit focuses on family uniqueness. Students examine the role of families and the relationships between individuals, families and their communities.

Through an understanding of growth and development, students recognise the characteristics of individuals and families and that development is affected by biological and environmental influences. They identify roles and responsibilities of families and examine their similarities and differences, the issues that arise from family interactions and the influence of attitudes, beliefs and values on the allocation of resources to meet needs and wants.

Students make decisions, examine consequences and develop skills to accommodate actions that impact themselves or others. Skills, processes, understandings and knowledge are developed through individual and group experiences. Students design and produce products and services that meet the needs of individuals, families and communities.

### **Unit 2 – Our community**

This unit focuses on families, relationships and living in communities. The influence of biological and environmental factors, lifestyle behaviours and health status on growth and development is studied. Students explore the health of individuals and communities and the protective and preventative strategies that impact on growth and development.

Students examine the roles and responsibilities of particular groups, networks, and services, and the impact of attitudes, beliefs and values on the management of resources. Students engage in shared research practice, communicate information, use decision-making, goal setting, self-management and cooperation skills when creating products, services or systems that will assist individuals, families and communities to achieve their needs and wants.

**C Grade in Year 10 English is desirable**

### **Further Study**

Children, Family and the Community Unit 3 and 4 (Year 12)

### **Estimated Cost**

\$75.00

These costs cover course work, including any practical work involved in the course.

### **Excursions/Additional Requirements**

Nil

For more information go to the following link:

[http://www.scsa.wa.edu.au/internet/Senior\\_Secondary/Courses/WACE\\_Courses/Children\\_Family\\_and\\_the\\_Community](http://www.scsa.wa.edu.au/internet/Senior_Secondary/Courses/WACE_Courses/Children_Family_and_the_Community)

## **GENERAL Children, Family and the Community (Year 12)**

### **Children, Family and the Community (Living Independently)**

Course Code GECFC

Run as combined units in a full year course

#### **Unit 3 – Building on relationships**

In this unit, students investigate the principles of development and how these relate to the domains and theories of development. Students examine and evaluate the features of products, services and systems for individuals and families. They examine the diverse and dynamic nature of families in Australia. They recognise and acknowledge cultural diversity, and inequity and injustice issues. Students develop effective self-management and interpersonal skills to recognise and enhance personal relationships, enabling them to take active roles in society.

#### **Unit 4 – My place in the community**

In this unit, students examine the effect on an individual's development and wellbeing in a society characterised by rapid change. They explore contemporary Australian issues or trends relating to families and communities at the state and national level and are introduced to a range of advocacy types. Students examine developmental theories and their influence on cognitive development. Students use effective self-management and interpersonal skills when assessing or developing products, processes, services, systems or environments.

#### **Minimum Entrance Requirements**

Satisfactory completion ("C" Grade or higher) of Units 1 and 2.

#### **Further Study**

TAFE Studies

#### **Estimated Cost**

\$75.00

These costs cover course work, including any practical work involved in the course.

#### **Excursions/Additional Requirements**

Nil

For more information go to the following link:

[http://www.scsa.wa.edu.au/internet/Senior\\_Secondary/Courses/WACE\\_Courses/Children\\_Family\\_and\\_the\\_Community](http://www.scsa.wa.edu.au/internet/Senior_Secondary/Courses/WACE_Courses/Children_Family_and_the_Community)

# **GENERAL Food Science and Technology (Year 11)**

## **Nutrition and Health Promotion**

Course Code GEFST

Run as combined units in a full year course

### **Unit 1 – Food choices and health**

This unit focuses on the sensory and physical properties of food that affect the consumption of raw and processed foods. Students investigate balanced diets, the function of nutrients in the body and apply nutrition concepts that promote healthy eating. They study health and environmental issues that arise from lifestyle choices and investigate factors which influence the purchase of locally produced commodities.

Students devise food products, interpret and adapt recipes to prepare healthy meals and snacks that meet individual needs. They demonstrate a variety of mise-en-place and precision cutting skills, and processing techniques to ensure that safe food handling practices prevent food contamination. Students recognise the importance of using appropriate equipment, accurate measurement and work individually and in teams to generate food products and systems.

### **Unit 2 – Food for communities**

This unit focuses on the supply of staple foods and the factors that influence adolescent food choices and ethical considerations. Students recognise factors, including processing systems that affect the sensory and physical properties of staple foods. They explore food sources and the role of macronutrients and water for health, and nutrition-related health conditions, such as coeliac and lactose intolerance, which often require specialised diets. Students consider how food and beverage labelling and packaging requirements protect consumers and ensure the supply of safe, quality foods.

Students work with a range of staple foods, adapt basic recipes and apply the technology process to investigate, devise, and produce food products to achieve specific dietary requirements. They evaluate food products and demonstrate a variety of safe workplace procedures, processing techniques and food handling practices.

### **C Grade in Year 10 English**

**Experience in food subjects in lower school is desirable**

### **Further Study**

Food Science and Technology (Nutrition and Health Promotion) (Year 12)

Polytechnic studies

### **Estimated Cost**

\$130.00

Plus students must wear approved industry standard footwear for practical classes

### **Excursions/Additional Requirements**

Nil

For more information go to the following link:

[http://www.curriculum.wa.edu.au/internet/Senior\\_Secondary/Courses/WACE\\_Courses/Food\\_Science\\_and\\_Technology](http://www.curriculum.wa.edu.au/internet/Senior_Secondary/Courses/WACE_Courses/Food_Science_and_Technology)

## **GENERAL Food Science and Technology (Year 12)**

Course Code GTFST

Run as combined units in a full year course

### **Unit 3 – Food science**

This unit explores the societal, lifestyle and economic issues that influence food choices. Students research the effect of under-consumption and over-consumption of nutrients on health and investigate a range of diet-related health conditions that affect individuals and families.

Using scientific methods, students examine the functional properties that determine the performance of food and apply these in the planning, preparation and processing of food.

Students develop their expertise with technology skills to implement strategies to design food products and processing systems. They select resources to meet performance requirements and use evaluation strategies to monitor and maintain optimum standards. Students follow occupational safety and health requirements, implement safe food handling practices and use a variety of foods and processing techniques to produce safe, quality food products.

### **Unit 4 – The undercover story**

This unit focuses on food spoilage and contamination and explores reasons for preserving food. Students investigate food processing techniques and the principles of food preservation. They examine the regulations which determine the way food is packaged, labelled and stored and how the principles of Hazard Analysis Critical Control Point (HACCP) system are administered and implemented to guide the production and provision of safe food.

Students investigate the food supply chain and value-adding techniques applied to food to meet consumer and producer requirements. Food choices are often determined by location, income, supply and demand and the environmental impact of food provision. Students examine influences on the nutritional wellbeing of individuals that arise from lifestyle and cultural traditions. They implement principles of dietary planning and adapt recipes and processing techniques when considering specific nutritional needs of demographic groups.

Students apply the technology process to address a product proposal and produce a preserved food product. They justify the equipment, resources and processing techniques used, and evaluate sensory properties.

### **Minimum Entrance Requirements**

Satisfactory completion ("C" Grade or higher) of Units 1 and 2.

### **Further Study**

TAFE Studies

### **Estimated Cost**

\$130.00

Plus students must wear approved industry standard footwear for practical classes

### **Excursions/Additional Requirements**

Nil

For more information go to the following link:

[http://www.scsa.wa.edu.au/internet/Senior\\_Secondary/Courses/WACE\\_Courses/Food\\_Science\\_and\\_Technology](http://www.scsa.wa.edu.au/internet/Senior_Secondary/Courses/WACE_Courses/Food_Science_and_Technology)

# ATAR Food Science and Technology (Year 11)

Course Code AEFSTN

Run as combined units in a full year course

## Unit 1 – Food science

In this unit, students explore how sensory, physical and chemical properties influence the selection, use and consumption of raw and processed foods. Using scientific methods, they examine the functional properties, which determine the performance of food. Students explore societal and economic issues and lifestyles that influence food choices.

Students examine primary and secondary food processes that affect nutrition, food quality and supply. They research the effect of under-consumption and over-consumption of nutrients on health and investigate a range of diet-related health conditions that affect individuals and families.

Students develop their expertise with technology and communication skills to implement strategies to design food products, services or processing systems. They select resources to meet performance requirements and use evaluation strategies to monitor and maintain optimum standards. Students follow occupational safety and health requirements and safe food handling practices. They use a variety of foods and processes to produce and evaluate food products, services or systems.

## Unit 2 – The undercover story

This unit focuses on food spoilage and contamination and explores reasons for preserving food. Students investigate food processing techniques and preservation principles. They consider the laws and regulations that determine the way food is safely preserved, packaged, labelled and stored.

Students learn how the principles of the Hazard Analysis Critical Control Point (HACCP) system are implemented to produce and provide safe food. They investigate the food supply chain, natural and processed functional foods and value-adding techniques that are applied to food to meet producer and consumer requirements. Students examine cultural traditions, beliefs and values, location, economic and media influences on the nutritional wellbeing of individuals that arise from lifestyle and food choices.

Students apply their knowledge of the technology process to meet design specifications, including legal requirements and devise food orders, production plans, and produce safe, palatable, quality food. Students implement the principles of dietary planning, use food models, and adapt recipes and processing techniques when considering specific nutritional needs of demographic groups.

## Minimum Entrance Requirements

Satisfactory completion (B grade or higher in year 10 Science)

## Further Study

Polytechnic studies, University studies

## Estimated Cost

\$130.00

Plus students must wear approved industry standard footwear for practical classes

For more information go to the following link:

[http://www.curriculum.wa.edu.au/internet/Senior\\_Secondary/Courses/WACE\\_Courses/Food\\_Science\\_and\\_Technology](http://www.curriculum.wa.edu.au/internet/Senior_Secondary/Courses/WACE_Courses/Food_Science_and_Technology)

## **ATAR Food Science and Technology (Year 12)**

Course Code ATFST

Run as combined units in a full year course

### **Unit 3 – Food diversity and equity**

This unit focuses on the relationships between food science and technology, food consumption patterns and issues of food diversity and equity in Australian society. Students investigate biotechnology and the process of genetic modification and determine the benefits and risks involved. They analyse factors that influence food selection, including marketing practices. Influences on the development and production of functional foods, food products, services or systems are examined.

Students investigate the principles of the Hazard Analysis Critical Control Point (HACCP) system to manage food safety and associated laws and regulatory codes to ensure food for sale is safe and suitable for human consumption. Using the technology process, students trial and adapt recipes and processing techniques to devise and produce food products that demonstrate functional properties of food. Students evaluate and analyse processes and results, justifying choices and drawing conclusions. They make recommendations to adjust and improve processing techniques.

### **Unit 4 – The future of food**

In this unit, students explore how food production systems can provide a sustainable supply of food for current and future world populations. They examine technologies that create innovative food products and investigate influences on global food supply, unequal distribution of food resources and consequences of global food inequity. Influence of food innovation in the development of food products and the impact of food availability, selection, consumption and the nutritional value of food for specific demographic groups are investigated.

Students examine the role and responsibility of organisations that control foods imported into Australia and the advertising and marketing laws related to food and beverages. Using the technology process, students collect, interpret and analyse data to examine practices used to develop new food products. They trial and adapt recipes and processing techniques to develop a food product. Students evaluate, analyse, draw conclusions and make recommendations when assessing the features and suitability of new food products.

### **Minimum Entrance Requirements**

Satisfactory completion ("B" Grade or higher) of Units 1 and 2.

### **Further Study**

TAFE Studies

University Studies

### **Estimated Cost**

\$130.00

Plus students must wear approved industry standard footwear for practical classes

### **Excursions/Additional Requirements**

Nil

For more information go to the following link:

[http://www.scsa.wa.edu.au/internet/Senior\\_Secondary/Courses/WACE\\_Courses/Food\\_Science\\_and\\_Technology](http://www.scsa.wa.edu.au/internet/Senior_Secondary/Courses/WACE_Courses/Food_Science_and_Technology)

## Certificate II Community Services (Year 11 and 12)

Course Code CHC22015 Certificate II in Community Services  
Vocational Pathway



This qualification is delivered over two years under the auspices of VETIS Consulting

### Course Outline

Students study a variety of units dealing with future employment which focuses on children.

### Skills Outline

#### Units of Competency

- BSBCMM101A - Apply basic communication skills
- CHCCS211B - Prepare for work in the community sector
- CHCCOM201C - Communicate with the people accessing the services of the organisation
- CHCORG201C - Follow policies, procedures and programs of the organisation
- CHCORG202C - Work with others
- HLTWH200A - Participate with WHS processes

#### Electives

- CHCAC316D - Provide food services
- BSBITU203A - Communicate electronically
- HLTF205D - Perform kitchenware washing
- HLTFS207C - Follow basic food safety practices
- CHCIC201B - Communicate with children
- CHCADMIN201D - Undertake basic administrative duties

### Further Study

Polytechnic

Employment in Child Care Centres, After School Care Centres and child minding facilities

### Estimated Cost

\$60.00 per year (Includes craft supplies and handouts)

## Certificate II Hospitality (Year 11 and 12)

Course Code SIT20316 Certificate II in Hospitality  
Vocational Pathway



This qualification is delivered over two years under the auspices of VETiS Consulting Services (VCS)

### Course Outline

This qualification provides the skill and knowledge for an individual to be competent in a range of kitchen functions and practical skills.

### Skills Outline

Students will

- Apply food and beverage skills in the workplace
- Provide and serve food and beverage service
- Prepare and serve non-alcoholic beverages
- Develop and update hospitality industry knowledge
- Prepare and serve a range of food items
- Prepare and serve beverages
- Understand the functioning of the Hospitality Industry

**The study of food preparation courses in lower school is desirable.  
A pass in English and Maths in lower school**

### Further Study

Polytechnic

Employment as a breakfast cook, short order cook, fast food cook.

### Estimated Cost

\$125 – includes the preparing of food items twice weekly, and handouts. Students must wear approved industry footwear for practical lessons.

## Certificate II Tourism (Year 11 and 12)

Course Code SIT20116 Certificate II in Tourism  
Vocational Pathway



This course is run under the auspices of VETiS Consulting

### Course Outline

This qualification reflects the role of individuals where work is undertaken in an office environment of tour operators, retail travel agencies or conference organisers.

### Skills Outline

Competencies

- Source and use information on the tourism and travel industry
- Show social and cultural sensitivity
- Participate in safe work practices
- Provide a briefing or scripted commentary
- Interpret aspects of local Australian Indigenous culture
- Provide visitor information
- Source and present information
- Access and interpret product information
- Process financial transactions
- Work effectively with others

### Further Study

Polytechnic

Employment in event management businesses, and as planning coordinators in tourism offices

### Estimated cost

\$60.00

## Certificate II in Applied Fashion Design and Technology (Year 11 and 12)

Course Code LMT21707

Certificate II in Applied Fashion Design and Technology

Vocational Pathway



This qualification is delivered over two years under the auspices of VETiS Consulting Services (VCS).

### Course Outline

This course introduces students to the knowledge and skills of fashion design. The course is hands-on with students being asked to design, produce and present garment so their own creation. Basic through to advanced sewing productions skills are included in the course, and will be a useful skill set for a range of vocations in future life. This course leads directly to Certificate III in Applied Fashion Design and Technology.

### Skills Outline

Core Units

- LMTCL2001B - Use a sewing Machine
- LMTCL2003B - Identify fibres and fabrics
- LMTFD2001B - Design and produce a simple garment
- LMTFD2005B - Identify design process for fashion designs
- LMTGN2001B - Follow defined OH&S policies and procedures
- LMTGN2002B - Apply quality standards
- MSAENV272B - Participate in environmentally sustainable work practices

Electives

- LMTCL2004B - Sew components
- LMTCL2010B - Modify patterns to create basic styles
- LMTCL2011B - Draw and interpret a basic sketch
- LMTFD3003B - Prepare design concept for a simple garment

On completion of the Certificate II, students will then continue with a Certificate III, which will assist students with future options in employment and further education.

### Further Study

Polytechnic

Employment in fashion, fashion design, marketing, fashion production

### Estimated cost

\$60. This will cover students' basic project requirements. Students may choose to purchase their own fabric etc for their design projects and this will be an extra cost.

## Authority Developed Work Place Learning

Code ADWPL (Year 11 & 12)

Endorsed Program

Vocational Pathway

**Note: All students in a VET pathway (2 or less ATAR courses) must do Workplace Learning ADWPL**

### Course Outline

ADWPL has a focus on students attending two work placements, accruing a minimum of 55 hours for each placement, and completing a logbook and skills journal. The logbook contains a record of tasks completed in the workplace, an attendance record and 10 questions to be answered for each 55 hours completed in the work place.

### Skills Outline

- Completion of ADWPL Skills Journal and logbook
- Completion of ADWPL Skills Journal for each 55 hours
- 55 hours in the work place can contribute a C equivalence toward WACE
- Possibility of gaining part time holiday employment

### Further Study

Skills Journal and logbook provide evidence for State Training Provider courses and future job applications.

### Cost

\$20 per year

### Excursions / Additional Requirements

Building and Construction workplaces – Carpentry, Bricklaying, Plumbing, Electrician, Construction – may require students to hold a “white card”. This is an industry recognised qualification and online training is often not acceptable. The cost for this training may be up to \$100 at the students’s expense.