CHOICES 2015

Year 11 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 (formally 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 2015 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 (TAFE) 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 (formally TAFEs), 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 2015) 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 2015;
- 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. These appointments will be scheduled towards the end of Term 2. Students will be required to bring their completed 2015 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) and on the first semester results in Year 11 (in the case of Year 11 students). It is important to use these teacher judgements in making good choices to increase the likelihood of your success in Senior School studies.

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 2015. 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 Wooldridges 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 2015 -2016 Admission Requirements for School Leavers which can be downloaded from 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- Curriculum Council Developed, Vocational Education and Training (VET) and Curriculum Council 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 Curriculum Council. These syllabus statements are available from the School Curriculum and Standards Authority website – 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](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 (TAFE), 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 of 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 TAFE entry, as TAFE awards points for VET Qualifications (see P18).
LIST A and LIST B Courses offered for Year 11 2015

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

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

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 2015 will aim to graduate in 2016, 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 (TAFE) or employment at any time during 2015 or 2016, 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.

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 2015, Kalamunda SHS will offer AQF Certificate courses under auspice arrangements with a range of Registered Training Organisations (RTOs) from the following training packages:

- Certificate I and II in Business
- Certificate I and II in Information Technology
- Certificate II in Outdoor Recreation
- Certificate III in Sport and Recreation
- Certificate II in Community Service
- Certificate I and 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 Curriculum Council endorsed 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 day per week (profile courses) or two days per week (PAiS courses).

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 2016

The minimum requirements to receive a WACE in 2016 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 2016 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.

Note:
Students in Year 11 in 2015 should refer to the 2017 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
Prospective Students Services
Phone: (08) 9266 2710 / 9266 2662
Email:mailto:undergrad@curtin.edu.au

Edith Cowan University
www.ecu.edu.au
Student Recruitment
Phone: (08) 6304 6304
Email: admissions@ecu.edu.au

Murdoch University
www.murdoch.edu.au
Prospective Students and Admissions Centre
Phone: 1300 Murdoch
Email: admissions@murdoch.edu.au

The University of Western Australia
www.uwa.edu.au
UWA Admissions Centre
Phone: (08) 6488 1226
Email: admissions@uwa.edu.au

The University of Notre Dame (Private)
www.nd.edu.au
Phone: (08) 9433 0555
Email: enquiries@nd.edu.au
State Training Providers (formally 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://vetinfonet.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

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:

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

**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

### 2015-16 PATHWAYS

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General Dance

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:
ATAR Dance
Unit 1 and 2

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
TAFE, 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:
General Design (Photography)

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
TAFE

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_Sec/Secondary/Courses/WACE_Courses/Design
General Design
Design Dimensions (Fashion Design)

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:

- 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 – Personal design
Unit description
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
TAFE

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:
Certificate II Applied Fashion Design and Technology - Year 11/12
OR Course Codes 1CDESD / 1DDESD
Vocational Pathway

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 TAFE 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
TAFE

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:
General Drama

Unit 1 – Dramatic storytelling

The focus of this unit is **dramatic storytelling**. Students engage with the skills, techniques, processes and conventions of dramatic storytelling. Students view, read and explore relevant drama works and texts using scripts and/or script excerpts from Australian and/or world sources.

Unit 2 – Drama performance events

The focus for this unit is **drama performance events** for an audience other than their class members. In participating in a drama performance event, students work independently and in teams. They apply the creative process of devising and of interpreting Australian and/or world sources to produce drama that is collaborative and makes meaning.

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

Year 10 Theatre Arts unit desirable but not essential

Further Study
Training TAFE courses in Arts, Hospitality, Tourism and Entertainment and public relations fields

Estimated Cost
$65.00 (per semester) – includes folio & equipment charges, text hire, workshop and production costs and entry into YOHFest.

Excursions/Additional Requirements
2 days of theatre excursions during school time. 2 after school rehearsal time slots for tech/dress rehearsal and performance. Students have the opportunity of attending extra theatre excursions after school that are highly recommended. Extra cost is involved

For more information go to the following link:
http://www.scsa.wa.edu.au/internet/Senior_Secondary/Courses/WACE_Courses/Drama
Cert II in Live Production and Services
Course Code CUE2021

Course Outline
In this 2 year course 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 - Work effectively with others
CPCCOHS1001A - Work safely in the construction industry
CUFIND201A - Develop and apply creative arts industry knowledge
CUSOHS301A - Follow occupational health and safety procedures
CUAFOH201 - Undertake routine front of house duties
CUAFOH202 - Usher patrons
CUASCE201 - Develop basic scenic art skills
CUASTA202 - Assist with bump in and bump out of shows
BSBCMM201A - Communicate in the workplace
CUFRES201A - Collect and organise content for broadcast or publication

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.
**ATAR Drama**

**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**

Year 12 Drama 3A/3B for university entry
Year 12 Drama 1A/1B for employment in Arts /Hospitality /Tourism /Entertainment Industries or TAFE courses

**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
General Media

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
TAFE 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
ATAR Media

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
Creative Industries - (Media) (Year 11 and 12)
Course Code CUF 20107 Certificate II in Creative Industries (Media)
Vocational Pathway

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 TAFE.

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
TAFE

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.

For the first time this year we will be offering a Certificate III in music for year 11 and 12 students.

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 TAFE, 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
CUSOHS301A - Follow occupational health and safety procedures
CUFCMP301A - Implement copyright arrangements
CUSIND301B - Work effectively in the music industry

Electives
CUSMPF301A - Develop technical skills in performance
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

Further Study
Music – Year 12
TAFE
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
General Visual Arts

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

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

Further Study
1AVAR /1BVAR in Year 12/ Certificate II in Visual Art
TAFE

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
ATAR Visual Art

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

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
**Visual Arts - Certificate II (VISUAL ART)**
Course Code CUV20111

This course is ideal for anyone interested in Visual Arts Production and is good preparation for further visual art studies at TAFE. It covers the basics of painting, drawing, printmaking, sculpting and digital imaging.

**Units of Competency**

**Core Units**
- BSBOHS201A - Participate in Occupational Health and Safety processes
- CUVACD101A - Use basic drawing techniques
- CUVPRP201A - Make simple creative work
- CUVRES201A - Source and use information relevant to own arts practice

**Electives**
- CUVDRA201A - Develop drawing skills
- CUVPAI201A - Develop painting skills
- CUVPRI201A - Develop printing skills
- CUVSCU201A - Develop sculptural skills
- CUVDIG201A - Develop digital imaging skills

*Units may change according to teacher and resource availability.*

**Further Study**
TAFE

**Prior experience in Visual Art in lower school is desirable**

**Estimated Cost**
$150.00
Visual Arts - Certificate II (Photography)
Course Code CUV20111

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 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 lower school is preferred, but not essential

Estimated Cost
$80 (per semester)
### ENGLISH LEARNING AREA

#### 2015 PATHWAYS

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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

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 everyday, 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 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 approximately $25)

For more information go to the following link:
http://www.scsa.wa.edu.au/internet/Senior_Secondary/Courses/WACE_Courses/English
ATAR English

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
**ATAR Literature**

**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 two 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
# LANGUAGES LEARNING AREA

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Indonesian, Italian, Japanese Year 11 /12
Certificate III Applied Languages
Course code LOTE 3001 and 3002
Vocational and TAFE Pathway

Certificates are issued by Central Institute. Delivery of these courses will be at KSHS by KSHS staff. The Units of Competence covered in the Certificate III are common. The context is the language being studied.

Course Outline
Certificate III covers speaking, listening, reading and writing skills focussing on vocational, applied language used by employees and their customers and clients and other workplace contexts.
Tasks include:
- Telephone exchanges
- Negotiations
- Asking for and giving directions orally
- Listening tasks
- Reading tasks
- Write a sequence of instructions.

Skills Outline
There will be tasks and tests to show competency in listening, speaking, reading and writing and to show understanding of the culture and customs of Indonesia, Italy or Japan.

Minimum Entrance Requirements
C in Year 10 languages

Further Studies
Certificate IV Applied Languages

Estimated Cost
$20.00 plus a textbook

Excursions
There is one excursion for the year which will incur additional costs.
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The Specialist course may be delivered by Flex-e-learn.
GENERAL Mathematics

MATHEMATICS ESSENTIAL

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 ‘D’ grade is desirable

Further Study
Mathematics Essential Yr 12

Estimated Cost
$100 which will cover a scientific calculator, textbook (Workable Maths for WA WACE by Thomson, Carlton, Crothers and Taylor [NELSON]) and course fees.

For more information go to the following link:
http://www.scsa.wa.edu.au/internet/Senior_Secondary/Courses/WACE_Courses/Mathematics
ATAR Mathematics

MATHEMATICS APPLICATIONS

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 spreadsheets.

‘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 C or better

Further Study
Mathematics Applications Year 12
TAFE/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 (Sadler 2A and 2B).

For more information go to the following link:
http://www.scsa.wa.edu.au/internet/Senior_Secondary/Courses/WACE_Courses/Mathematics
ATAR Mathematics

MATHEMATICS METHODS

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 B or better

Further Study
Mathematics Methods in Year 12
TAFE/University entrance.

Estimated Cost
$300 including course fees. Students will be required to purchase a CASIO ClassPad calculator (approx. $200) plus the textbook (Sadler 2C and 2D)

For more information go to the following link:
http://www.scsa.wa.edu.au/internet/Senior_Secondary/Courses/WACE_Courses/Mathematics
ATAR Mathematics
MATHEMATICS SPECIALISTS

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 TAFE/University entrance.

Estimated Cost
$300 including course fees. Students will be required to purchase a CASIO ClassPad calculator (approx. $200) plus the textbook (Sadler 3C and 3D).

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
## HEALTH & PHYSICAL EDUCATION

### LEARNING AREA

### 2015 PATHWAYS

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GENERAL Physical Education Studies

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
TAFE 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
ATAR Physical Education Studies

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, TAFE 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
ATAR Outdoor Education

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 ranging 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, TAFE
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.
**GENERAL Health**

**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**  
TAFE course in Nursing

**Estimated Cost**  
$50.00
Certificate II in Sport and Recreation
Course Code: SIS 20312
Vocational Pathways

Course Outline
The certificate II in sport and recreation is designed to enhance students’ knowledge of the sport and recreation industry. There is a major focus on working effectively and the requirements of industry. Year 11 students will develop their knowledge of the sport and recreation industry through participation in physical education lessons and theoretical classroom work.

Students are required to study the following units of competency:

- BSBWOR202A - Organise and complete daily work activities
- HLTFA301B - Apply first aid
- SISXEMR201A - Respond to emergency situations
- SISOMD101A - Work effectively in sport and recreation environments
- SISXOHS101A - Follow occupational health and safety policies
- SISXFAC201A - Maintain sport and recreation equipment for activities
- SISXCAI101A - Provide equipment for activities
- SISSTOU202A - Perform the intermediate tactics and strategies of Touch
- SISSTOU202A - Perform the intermediate skills of Touch
- SISSCGP201A - Apply legal and ethical coaching practices
- SISXCAI102A - Assist in preparing and conducting sport and recreation sessions

Skills Outline
Students will complete a range of units of competency in different areas including Touch Rugby, coaching and working safely in the sport and recreation industry. Please note the units listed below may change to match the requirements of our registered training organisation.

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

Estimated cost
$100.00
Certificate II Outdoor Recreation
Course code: SIS20213
Vocational Pathways

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. This course is run over 2 years.

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
- SISCNE202A - Perform deep 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
TAFE studies in Outdoor Recreation

Estimated cost
$300.00

Excursions/Additional requirements
2 one day excursions
## SCIENCE LEARNING AREA

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**CERTIFICATE II**
ATAR Biology

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
$77.00 per year - plus text book

Excursions/Additional Requirements
Excursion to the Zoo. (Approximately $65)

For more information go to the following link:
http://www.scsa.wa.edu.au/internet/Senior_Secondary/Courses/WACE_Courses/Biological_Sciences
ATAR Chemistry

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 “B” grade in Chemical Sciences

Further Study

ATAR Chemistry Units 3&4 (Year 12)

Estimated Cost

$77.00 per year plus text books

Excursions/Additional Requirements

Academic Associates Units 1&2 Study Guide (recommended)

For more information go to the following link:

http://www.scsa.wa.edu.au/internet/Senior_Secondary/Courses/WACE_Courses/Chemistry
GENERAL Human Biology

Unit 1 – 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.

Unit 2 – 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 3&4 (year 12)

Estimated Cost
$77.00 per year plus text books

Excursions/Additional Requirements
For more information go to the following link:
http://www.scsa.wa.edu.au/internet/Senior_School/Courses/WACE_Courses/Human_Biological_Science
ATAR Human Biology

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**
$77.00 per year plus text books

**Excursions/Additional Requirements**
Academic Associates WACE Study Guide ATAR Human Biology (units 3&4), Peter Walster (optional)

For more information go to the following link:
http://www.scsa.wa.edu.au/internet/Senior_Secondary/Courses/WACE_Courses/Human_Biological_Science
GENERAL Integrated Science

Unit 1
In this unit, students develop an understanding of the processes involved in the functioning of systems from the macro level (cycles in nature and Earth systems) to systems at the organism, cellular and molecular level. They investigate and describe the effect of human activity on the functioning of cycles in nature. By integrating their understanding of Earth and biological systems, students come to recognise the interdependence of these systems.

Students investigate structure and function of cells, organs and organisms, and the interrelationship between the biological community and the physical environment. They use a variety of practical activities to investigate patterns in relationships between organisms.

Practical experiences form an important part of this course. They provide valuable opportunities for students to work together to collect and interpret first-hand data in the field or the laboratory. In order to understand the interconnectedness of organisms to their physical environment, and the impact of human activity, students analyse and interpret data collected through investigations in the context studied. They will also use sources relating to other Australian, regional and global environments.

Unit 2
In this unit, students develop an understanding of the processes involved in the transformations and redistributions of matter and energy in biological, chemical and physical systems, from the atomic to the macro level. Students will investigate the properties of elements, compounds and mixtures, and how substances interact with each other in chemical reactions to produce new substances. They explore the concepts of forces, energy and motion and recognise how an increased understanding of scientific concepts has led to the development of useful technologies and systems.

Practical experiences are an important part of this course that provide valuable opportunities for students to work together to collect and interpret first-hand data. In order to understand the interconnectedness of organisms to their physical environment, and the impact of human activity, students analyse and interpret data collected through investigation of the context studied. They will also use sources relating to other Australian, regional and global environments.

C grade for Year ALL 10 Science strands is recommended

Further Study
General Integrated Science Units 3&4 (Year 12)

Estimated Cost
$57.00 per semester

Excursions/Additional Requirements
Excursions may take place depending upon the topic chosen. (not included in the costs)

For more information go to the following link:
ATAR Physics

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 grade in Biological Sciences AND "B" grade in Chemical Sciences AND "B" grade in 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
$77.00 per year plus text book

Excursions/Additional Requirements
Physics day at Adventure World (cost approximately $65).
Academic Associates WACE Study Guide Units 1&2 (recommended)

For more information go to the following link:
http://www.scsa.wa.edu.au/internet/Senior_Sec/Secondary/Courses/WACE_Courses/Physics
Certificate II in Sampling and Measurement (Year 11 and Year 12)
Course Code: MSL20109
Vocational pathway

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
$205 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:
HUMANITIES AND SOCIAL SCIENCES
LEARNING AREA

2015 PATHWAYS

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General Geography

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.

Estimated Cost
$50 plus text and excursion costs

Further studies
Year 12 General Geography
Certificate course in Environmental Science

Excursions
2 one day excursions

For more information go to the following link:
ATAR Geography

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.

Unit 2 – Global networks and interconnections

This unit focuses on the process of international integration (globalisation) and is based on the reality that we live in an increasingly interconnected world. It provides students with an understanding of the economic and cultural transformations taking place in the world today, the spatial outcomes of these processes, and their political and social consequences. This is a world in which advances in transport and telecommunications technologies have not only transformed global patterns of production and consumption but also facilitated the diffusion of ideas and elements of cultures. The unit explains how these advances in transport and communication technology have lessened the friction of distance and have impacted at a range of local, national and global scales. 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
Recommended B grade or higher in Year 10 Society & Environment

Further Study
ATAR Geography Year 12 / University entry for Arts, Social Science and Earth and Environmental Science majors and minors / TAFE courses in environment courses.

Estimated Cost
$100.00 per year (includes materials and excursion) plus texts

Excursions / Additional Requirements
Two one-day excursions
Students are eligible to attend Humanities and Social Science school tours

For more information go to the following link:
http://www.scsa.wa.edu.au/internet/Senior_Sec/ Courses/WACE_Courses/Geography
GENERAL Modern History

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.

Recommended C grade in year 10 Humanities and Social Science

Further Study
Year 12 General Modern History

Estimated Cost
$50.00 per year (plus texts and excursion cost)

Excursions / Additional Requirements
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
ATAR Modern History

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

Further Study
ATAR Modern History in Year 12
University entry for Arts and Social Science majors and minors
TAFE

Estimated Cost
$85.00 (includes materials and excursion) plus texts

Excursions/Additional Requirements
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
ATAR Politics and Law

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 and a recommendation from their Society and Environment teacher

Further Study
ATAR Politics and Law in Year 12, University entry for Arts and Social Science majors and minors,
Features of this course link well with History 2A and 2B.

Cost
$85.00 (includes materials and excursion) plus texts

Excursions / Additional Requirements
One day excursion
Students are eligible to attend Humanities and Social Science senior school tours.

For more information go to the following link:
http://www.scsa.wa.edu.au/internet/Senior_Secondary/Courses/WACE_Courses/Politics_and_Law
General Psychology

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.

A C grade in English and Maths in Year 10 is desirable

Further Studies
Year 12 General Psychology

Estimated Cost
$50.00 plus textbook and excursion costs

For more information go to the following link:
http://www.scsa.wa.edu.au/internet/Senior_Secondary/Courses/WACE_Courses/Psychology
**ATAR Psychology**

**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 deindividuation and social loafing, and causes of prejudice. Psychological research methods introduced in Unit 1 are further explored.

**Minimum Entrance Requirements**
B grade in English and Mathematics in Year 10

**Further Studies**
ATAR Psychology (Year 12)
University courses in Psychology, Social Work and Education

**Estimated Cost**
$100 plus a textbook

**Excursions**
One day excursions
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/Psychology
General Career and Enterprise

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.

Recommended C Grade in English
Positive attitude and interest

Further Study
General Career and Enterprise Year 12

Cost
Approx $60.00 including workbook
Excursions may incur additional cost

For more information go to the following link:
http://www.scsa.wa.edu.au/internet/Senior_Secondary/Courses/WACE_Courses/Career_and_Enterprise
# Technology & Enterprise Learning Area
## 2015 Pathways

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GENERAL Applied Information Technology

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 1C and 1D (Year 12)

Estimated Cost
$50.00 plus text book

Excursions/Additional Requirements
Nil

For more information go to the following link:
ATAR Applied Information Technology

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)
TAFE or University studies

Estimated Cost
$50.00 plus text book

Excursions/Additional Requirements
Nil

For more information go to the following link:
Certificate I in Business (Year 11)
Course Code: BSB10112
Vocational Pathway

Course Outline
Students are required to study 6 units from the Common Business units at Certificate I listed below:
BSBWHS201A – Contribute to Health and Safety of Self and Others
BSBWOR202A – Organise and Complete Daily Work Activities
BSBCMM101A – Apply Basic Communication Skills
BSBADM101A – Use Business Equipment and Resources
BSBITU101A – Operate a Personal Computer
BSBITU102A – Develop Keyboard Skills

Skills Outline
Some of the key concepts which will be covered include:
- Employee’s/employer’s rights and responsibilities
- Time management strategies
- Business technology is used as required
- Effective questioning is used as required
- Workplace communication requirements are identified
- Possible career directions in industry or organisations are identified
- Personal work goals are identified
- Business equipment required to complete a task are identified and accessed
- Hazards in the workplace are identified
- Occupational Health and Safety issues are raised with appropriate people
- Basic functions and features of computer systems are identified and implemented
- Environmental policies are recognised and issues are discussed

It is advisable to have achieved at least a “C” Grade in an English subject at Year 10

Further Study
Certificate II in Business

Estimated Cost
$50.00

Excursions/Additional Requirements
Nil
Certificate II in Business (Year 12)
Course Code: BSB20112
Vocational Pathway

Course Outline
Students are required to study 12 units from the Common Business Units of Certificate II listed below, including:

- BSBCMN201A - Contribute to Health and Safety of Self and Others
- BSBCMN203A - Communicate in the Workplace
- BSBCMN208A - Deliver a Service to Customers
- BSBCIND201A - Work Effectively in a Business Environment
- BSBCMN206A - Process and Maintain Workplace Information
- BSBINN201A - Contribute to Workplace Innovation
- BSBCMN213A - Produce Simple Word Processed Documents
- BSBCMN214A - Create and Use Spreadsheets
- BSBITU203A - Communicate Electronically
- BSBCMN215A - Participate in Environmentally Sustainable Work Practices
- BSBWOR202A - Organise and Complete Daily Work Activities
- BSBCMN205A - 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

It is advisable to have achieved at least a C grade in an English subject in Year 10

Further Study
TAFE Studies

Estimated Cost
$50.00

Excursions/Additional Requirements
Nil
Certificate I in Information Technology (Year 11)
Course Code: ICA10111
Vocational Pathway

Course Outline
This qualification provides the skills and knowledge for an individual to function at a basic level of ICT competency in the contemporary information society. It will enable a person to undertake basic ICT functions using a personal computer and to engage in fundamental online activities. It could be described as ‘the community standard in ICT literacy’ and may be wholly or partially used as an access and equity program. Its objective is to enable people to acquire basic ICT knowledge and skills at a fundamental or foundation level.

To attain the ICA10111 Certificate I in Information Technology 6 units must be achieved:
• 4 core units; plus
• 2 electives units

Skills Outline
Some of the key concepts which will be covered include:
• Operating a Personal Computer
• Operating a Word Processing Application
• Sending and retrieving information using web browsers
• Installing software packages
• Operating computer packages

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

Further Study
Certificate II in Information Technology

Estimated Cost
$50.00

Excursions/Additional Requirements
Nil
Certificate II in Information Technology (Year 12)
Course Code: ICA20111
Vocational Pathway

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 ICA20111 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

It is advisable to have achieved at least a “C” Grade in an English course at Year 10 or satisfactory completion of Certificate I in Information Technology

Further Study
TAFE Studies

Estimated Cost
$50.00

Excursions/Additional Requirements
Nil
Design - Technical Graphics

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
TAFE studies

Estimated Cost
$60.00

Excursions/Additional Requirements
Nil

For more information go to the following link:
GENERAL Materials Design and Technology
Materials Design and Technology - Metal

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

Estimated Cost
$140.00

Excursions/Additional Requirements
Nil

For more information go to the following link:
GENERAL Materials Design and Technology
Materials Design and Technology – Wood

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)
TAFE 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:
GENERAL  Children, Family and the Community

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 2A and 2B (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_Schools/Courses/WACE_Courses/Children_Family_and_the_Community
GENERAL Food Science and Technology
Nutrition and Health Promotion

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)
TAFE studies

Estimated Cost
$125.00
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
ATAR Food Science and Technology

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
TAFE studies, University studies

Estimated Cost
$125.00
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
Community Services (Year 11 and 12)
Course Code CHC20108 Certificate II in Community Services
Vocational Pathway

Course Outline
This course is completed over two years. Students study a variety of units dealing with future employment which focuses on children.
The course consists of two certificates:
Certificate I in Work Preparation
Certificate II in Community Services

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
HLTFSS207C - Follow basic food safety practices
CHCIC201B - Communicate with children
CHCADMIN201D - Undertake basic administrative duties

Further Study
TAFE
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 11/12)
Course Code SIT20207 Certificate II in Hospitality
(Over 2 years)
Vocational Pathway

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
TAFE
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 11/12)
Course Code  SIT20107
Certificate II in Tourism
Vocational Pathway

Course Outline
This qualification is studied over two year and 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
TAFE
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 11/12)
Course Code  LMT21707
Certificate II in Applied Fashion Design and Technology
Vocational Pathway

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

Further Study
TAFE
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.
Certificate II in Visual Arts (Furniture)
Course Code  CUV20111
Vocational Pathway

Course Outline
In these units students will have the opportunity to:
Use appropriate tools, machinery and equipment safely and effectively
Use machinery to meet productivity requirements
Perform minor maintenance on machinery in accordance with workplace practice
Use manual handling technologies in the workplace
Set up and adjust tools and equipment

Skills Outline
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
CUVWOO201A  -  Develop Woodworking Skills (40 hours)
LMFCR0003B  -  Carry out measurements and calculations (20 hours)
MSAPCII296A  -  Make a small furniture item from timber (40 hours)
LMFFM2001B  -  Use furniture making sector hand and power tools (38 hours)
LMFFM3002B  -  Construct furniture using leg and rail method (40 hours)

It is advisable to have achieved success in lower school wood classes.

Further Study
TAFE studies

Estimated cost
$120

Excursions/Additional Requirements
Nil
### 2015 VETfS Pathways – Career Directions Programs – Polytechnic West

<table>
<thead>
<tr>
<th>Campus</th>
<th>Qualification (name &amp; national code)</th>
<th>Full or Partial Qualification</th>
<th>Day</th>
<th>Interview Yes/No</th>
<th>Comments</th>
<th>Material Fees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Armadale</td>
<td>Certificate III in Education Support</td>
<td>Full over 1 year</td>
<td>Thursday &amp; Friday</td>
<td>Yes</td>
<td>Require High levels of numeracy &amp; literacy (At least C grade). Pathway to Cert IV. Students pay for First Aid Certificate ($50) &amp; Uniform-Shirts ($50).</td>
<td>$100</td>
</tr>
<tr>
<td>Bentley</td>
<td>Certificate II in Animal Studies – Year</td>
<td>Thursday &amp; Friday</td>
<td></td>
<td></td>
<td>Year 12 students only</td>
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<tr>
<td>Bentley</td>
<td>Certificate II in Applied Fashion Design &amp; Technology</td>
<td>Full over 1 year</td>
<td>Thursday &amp; Friday</td>
<td>Yes</td>
<td>2 Year program, specific to Year 11 students. Commitment required to continuing into 2nd year as a Yr 12 student</td>
<td></td>
</tr>
<tr>
<td>Midland</td>
<td>CHC20108 Certificate II in Community Services Work - Childcare</td>
<td>Full over 1 year</td>
<td>Friday</td>
<td>No</td>
<td>1 year program Work placement in 3rd Term</td>
<td></td>
</tr>
<tr>
<td>Balga, Midland or Thornlie</td>
<td>Certificate II in Building &amp; Construction – Construction Carpentry</td>
<td></td>
<td>Thursday &amp; Friday</td>
<td>Bulk</td>
<td></td>
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</tr>
<tr>
<td>Bentley</td>
<td>Certificate II in Applied Fashion Design &amp; Technology</td>
<td>Full over 1 year</td>
<td>Thursday &amp; Friday</td>
<td>Yes</td>
<td>2 year program, specific to Year 11 students. Commitment required to continuing into 2nd year as a Year 12 student. To be advised</td>
<td></td>
</tr>
</tbody>
</table>

Note: Program information is a guide only and subject to change.

For further information:
- Talk to the VET Coordinator
**APPLICATION PROCESS**

- All programs are open to Year 11 & 12 students who are attending school in 2015.
- To express interest in one of the courses, please discuss with the VET Coordinator at school.
- School reports are required to be submitted with applications. CV's and any references are also strongly recommended to be submitted.
- Applications will open in June 2014.
- Applications will close on 30 August 2014.
- Interviews will be held in September 2014.

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### YOU CAN GO TO UNIVERSITY COURSES

<table>
<thead>
<tr>
<th>Campus</th>
<th>Qualification (name &amp; national code)</th>
<th>Full or Partial Qualification</th>
<th>Day</th>
<th>Interview Yes/No</th>
<th>Comments</th>
<th>Material Fees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carlisle</td>
<td>MEM30505 Certificate III in Engineering (Technical)</td>
<td>Full over 2 years</td>
<td>Thursday</td>
<td>Yes</td>
<td>2 year program. Specific to Year 11 students who want a university pathway but do not meet ATAR requirements</td>
<td>Book fees to be advised</td>
</tr>
<tr>
<td>Thornlie</td>
<td>Certificate III in Information, Digital Media &amp; Technology and Certificate IV in IT Networking</td>
<td>2 Years</td>
<td>Friday</td>
<td>Yes</td>
<td>2 year program. Year 11 students only to apply. Commitment required to continue in 2nd year of program as a Yr 12 student</td>
<td></td>
</tr>
<tr>
<td>Thornlie</td>
<td>Certificate III in Media and Certificate IV in Interactive Digital Media</td>
<td>Full over 2 years</td>
<td>Friday</td>
<td></td>
<td>2 year program. Need to complete Cert III in 1st year to go in to Cert IV in 2nd year as a Yr 12 student</td>
<td></td>
</tr>
<tr>
<td>Thornlie</td>
<td>Certificate IV in Digital and Interactive Games</td>
<td>Full over 1 year</td>
<td>Thursday &amp; Friday</td>
<td>Yes</td>
<td>2 year program. Year 11 students only to apply. Commitment required to continue in 2nd year of program as a Yr 12 student</td>
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<tr>
<td>Thornlie</td>
<td>Diploma of Business Including Certificate IV in Business</td>
<td>2 Years</td>
<td>Friday</td>
<td></td>
<td>2 year program. Commence 1st year in Cert IV in Business, then Diploma in Business. Pathway to Associate Degree in Business or Commerce at Bentley or Bachelor Degree at Murdoch University</td>
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<tr>
<td>Campus</td>
<td>Program Name</td>
<td>Qualification</td>
<td>Comments</td>
<td>Material Fees</td>
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<tr>
<td>Leederville</td>
<td>Aged Care</td>
<td>Certificate II in Community Services (Age Care Electives)</td>
<td>This qualification is offered over 12 months. The course is an introduction to working within a community service organisation and will focus on general skills required to work effectively with older people.</td>
<td>Students may be required to purchase course resources</td>
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</tr>
<tr>
<td>Perth (Northbridge)</td>
<td>Beauty Therapy</td>
<td>Certificate II in Retail Makeup Services</td>
<td>This qualification is offered over Terms 1 – 3. The course will equip students with the skills required to work within the retail cosmetics services industry or as a make-up artist.</td>
<td>$200 – this covers learning resources</td>
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<tr>
<td>Perth (Northbridge)</td>
<td>Beauty Therapy</td>
<td>Certificate II in Nail Technology</td>
<td>This qualification is offered over Terms 1 – 3. This course will enable students to gain practical skills in manicure and pedicure services and applying nail enhancements.</td>
<td>$200 – this covers learning resources</td>
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<tr>
<td>Perth (Northbridge)</td>
<td>Beauty Therapy</td>
<td>Certificate III in Beauty Services</td>
<td>This qualification is available ONLY for students who have completed the Certificate II in Makeup Services or the Certificate II in Nail Technology.</td>
<td>$200 – this covers learning resources</td>
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</tr>
<tr>
<td>Perth (Northbridge)</td>
<td>Business</td>
<td>Certificate III &amp; IV in Business</td>
<td>These programs provide students with the chance to experience a practical and real business environment. Students work in admin. finance, human resources and sales &amp; marketing.</td>
<td>Students may be required to purchase learning resources</td>
<td></td>
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</tr>
<tr>
<td>Leederville</td>
<td>Child Care</td>
<td>Certificate II in Community Services</td>
<td>This qualification is offered over one year. This program will provide students with the practical skills and knowledge in caring for children in various settings.</td>
<td>Students may be required to purchase learning resources</td>
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<tr>
<td>Perth</td>
<td>Building &amp; Construction</td>
<td>Certificate II in Building &amp; Construction (Para-Professional)</td>
<td>This program will allow students to gain experience in non-trade job roles available in the building industry, such as estimating, site management, construction administration and sales consultant. It includes work placement in a construction office environment. Students could then work in a traineeship or further training in the VET pathway.</td>
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<tr>
<td>Campus</td>
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<tr>
<td>Perth</td>
<td>Financial Services</td>
<td>Certificate III in Accounts Administration</td>
<td>This course will provide students with the practical skills and knowledge to record and create summaries of the financial transactions of a business or other organisation. Some of the units covered in this qualification include the following: working in the financial services industry; processing financial transactions and extracting interim reports; preparing financial reports; and establishing and maintaining a payroll system.</td>
<td>Students may be required to purchase learning resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mt Lawley</td>
<td>Health</td>
<td>Certificate II &amp; III in Health Services Support</td>
<td>This is a two year program that enables students to develop skills in communicating with client, assisting the nursing staff and working as a member of a team whilst developing an understanding of how the health sector works. (Cert. II is a pre-requisite of Cert III)</td>
<td>Students will be required to purchase a textbook to the value of $100</td>
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</tr>
<tr>
<td>Mt Lawley</td>
<td>Health</td>
<td>Certificate IV in Preparation for Entry into Enrolled Nursing</td>
<td>This qualification will provide you with the skills and knowledge to gain entry into the Diploma of Nursing qualification. Student will learn skills to enable effective study management and assignment presentation and to use medical terminology. You will also be able to develop an understanding of anatomy and physiology; physics &amp; chemistry; microbiology and health mathematics</td>
<td>Students will be required to purchase course resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>East Perth</td>
<td>Information Technology</td>
<td>Certificate III in Information Technology (Network Administration)</td>
<td>This course provides an introduction to networking basics. Students will undertake units in installation, administration, running and maintenance of a network. Completion of this “taster” of units allows a student entry into further study options</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perth</td>
<td>Legal Studies</td>
<td>Certificate III in Business Administration (Legal)</td>
<td>This course runs over one year and provides students with the practical skills and knowledge to provide administrative support in a legal or general office environment</td>
<td>Students may be required to purchase text books</td>
<td></td>
<td></td>
</tr>
<tr>
<td>East Perth</td>
<td>Mine and Construction Surveying</td>
<td>Certificate II in Spatial Information Services</td>
<td>This qualification will provide you with the practical skills and knowledge to support surveying field activities in the mining industry. On completion of this course, you will have the skills to gain employment as a survey assistant in a mining or construction environment, and a pathway to continue on to become an engineering surveyor.</td>
<td>Students will be required to purchase course resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>East Perth</td>
<td>Multimedia</td>
<td>Selected Units of Competency from Certificate III in Media</td>
<td>This program runs from Terms 1 to 3 and introduces students to some of the skills required to work in the interactive Multimedia industry. Students will learn how to create illustrations using Photoshop and Illustrator, make 2D animations using Flash and create 3D models using 3D Studio Max.</td>
<td>No charge for resources</td>
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</tbody>
</table>

ONE DAY STP, FOUR DAYS OF SCHOOL (Day to be advised. Places are limited.)
For Detailed information on these courses:

These programs have a set pathway. Starting with entry into a Certificate 3 or Certificate 4 Central qualification (Government funded, profile courses). Followed by either a F/T Central Diploma/Advanced Diploma or University linked Diploma with credit, in most cases, for the 1st year of a Bachelor Degree (studied at Central). This will allow entry into the 2nd year o the Bachelor Degree at the linked university.

- **Business**
  - Certificate III in Business – Yr 11 start

- **Health**
  - Certificate III in allied Health Assistance – Yr 11 start

- **Events & Tourism**
  - Certificate III in Tourism (Wed) – Yr 11/12 start
  - Certificate III in Events (Wed or Fri) – Yr 11/12 start

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**Central Institute of Technology**

**VETiS Beauty Pathway – 2015**

- **Beauty**

Courses in beauty will be available but the model for schools is so new and innovative that they are still being fine-tuned. More information will be available after July 2014. Central have state of the art beauty studios and equipment in addition to a fully functioning commercial clinic at our Northbridge premises.
## Pre-apprenticeships in Schools Program (Pais)

### 2 Days Polytechnic West, 3 Days School

<table>
<thead>
<tr>
<th>Campus</th>
<th>Qualification</th>
<th>Day</th>
<th>Interview</th>
<th>Comments</th>
<th>Material Fees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bentley</td>
<td>Certificate II in Hospitality (Kitchen Operations)</td>
<td>Thursday and Friday</td>
<td>Yes</td>
<td>Individual Interviews. Induction to be held in early December at Bentley Campus</td>
<td></td>
</tr>
<tr>
<td>Midland</td>
<td>Certificate II in Electro technology - Pre-Apprenticeship Electrical</td>
<td>Thursday and Friday</td>
<td>Yes</td>
<td>Maths Assessment &amp; Questionnaire required to be completed. Individual Interviews.</td>
<td></td>
</tr>
<tr>
<td>Midland</td>
<td>Certificate II in Automotive – Pre-Apprenticeship Vehicle Servicing Light</td>
<td>Thursday and Friday</td>
<td>Bulk</td>
<td>Material Fee - Model Engine</td>
<td>$50</td>
</tr>
<tr>
<td>Midland OR Thornlie</td>
<td>Certificate II in Engineering – Pre-Apprenticeship Fabrication (Heavy)</td>
<td>Thursday and Friday</td>
<td>Bulk</td>
<td></td>
<td>$60</td>
</tr>
<tr>
<td>Midland OR Thornlie</td>
<td>Certificate II in Engineering – Pre-Apprenticeship Mechanical (Fitter Machinist)</td>
<td>Thursday and Friday</td>
<td>Bulk</td>
<td></td>
<td>$60</td>
</tr>
<tr>
<td>Carlisle</td>
<td>Certificate II in Autobody Vehicle Body – Pre-Apprenticeship Vehicle Painting</td>
<td>Thursday and Friday</td>
<td></td>
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<tr>
<td>Carlisle</td>
<td>Certificate II in Autobody Vehicle Body – Pre-Apprenticeship Panel Beating</td>
<td>Thursday and Friday</td>
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<tr>
<td>Thornlie</td>
<td>Certificate II in Construction – Pre-Apprenticeship Carpentry</td>
<td>Thursday Friday</td>
<td>Bulk</td>
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</tbody>
</table>

### Notes:

- Program information is a guide only and subject to change. For further information:
  - Talk to the VET Coordinator
  - Polytechnic West Contact Details:
    - Course info: (08) 9267 7500
    - General enquiries: (08) 9267 7777
  - Or visit [www.polytechnic.wa.edu.au/pwg/courses-programs/still-at-school/](http://www.polytechnic.wa.edu.au/pwg/courses-programs/still-at-school/) to browse the current range of programs on offer

### Application Process:

- All programs are open to Year 11 & 12 students who are attending school in 2015.
- To express interest in one of the courses, please discuss with the VET Coordinator at school.
- School reports are required to be submitted with applications. CV’s and any references are also strongly recommended to be submitted.
- Applications will open in June 2014.
- Applications will close on 30 August 2014.
- Interviews will be held in September 2014.
Workplace Learning (Including Senior First Aid) Year 11
Endorsed Program
Vocational Pathway

Note: All students in a VET pathway (2 or less ATAR courses must do Workplace Learning 1)

Course Outline
This mode of workplace learning has a focus on students attending two workplace experiences and demonstrating competence in one or more VET units of competency. Students must meet workplace hours (55 hours each placement), logbook and evidence portfolio requirements. The log book must contain a record of tasks completed in the workplace and an attendance record.

Skills Outline
Includes completion of Senior First Aid Certificate
SRXFAD001A - Provide First Aid

Further Study
Evidence to support entry into TAFE and for inclusion into portfolio for Job Applications

Cost
$150 per year

Excursions / Additional Requirements

For more information go to the following link: 
http://www.scsa.wa.edu.au/internet/Senior_Secondary/Courses/WACE_Courses/Workplace_Learning