



# GIRRAWHEEN

Senior High School



# 2023 | YEAR 11 SUBJECT SELECTION HANDBOOK



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# Introduction

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Dear Students and Parents

Our goal is to help each student succeed in their studies. Year 11 and 12 prepares students for post-secondary pathways, therefore it is necessary that students are more self-directed in their study and organisation. To be successful students should also choose pathways and subjects that are both interesting and achievable.

The options are many in Year 11 and the need for discussions with parents, teachers, counsellors and others is very important. We advise students and parents to become familiar with the contents of this handbook before making your choices.

It is important that parents and students work in partnership to select courses. Parents are the biggest single influence on their child's future, it is therefore important that parents attend information sessions, counselling and interviews to support student choices and understand the learning requirements.

Our knowledgeable staff will support you to make informed choices. Your personalised appointment will provide you with the chance to ask questions and discuss options. If you have any concerns or are seeking further advice you can call the Senior School Deputy Principal.

We look forward to working with you and supporting your child's future development.

Barbara Newton  
PRINCIPAL

Anna Italiano  
DEPUTY PRINCIPAL

# Senior Secondary Studies

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The School Curriculum and Standards Authority (SCSA) develop and accredits courses in Year 11 and 12. SCSA will also provide certification of student achievement in the form of a Western Australian Certificate of Education (WACE) or Western Australian Statement of Student Achievement (WASSA).

At Girrawheen Senior High School students will select 6 courses in Year 11 choosing from a range of ATAR, General, Foundation and VET courses.

## Western Australian Certificate of Education (WACE)

All students work towards achieving their WACE. WACE achievement is a combination of grades achieved in Year 11 and 12. Students must also meet the Literacy and Numeracy Standard (OLNA). By achieving their WACE students demonstrate to potential employers, training organisations or tertiary institutions that the work completed during Years 11 and 12 has been completed to the expected standard.

<b>Breath and Depth</b>	<b>Choose at least 1 course from List A and List B courses in Year 12.</b>
<b>Literacy and Numeracy requirements</b>	Meet the Literacy and Numeracy standards through NAPLAN or OLNA as well as complete 4 units of English, two in Year 12.
<b>Achievement Standard</b>	Achieve a minimum of 14 C grades in Year 11 and 12 units (or equivalents) including at least 6 C grades in year 12 Units (or equivalents).
<b>Course/Endorsed Program Completion.</b>	Complete a minimum of 20 units (or equivalents) including a minimum of 10 Year 12 units (or equivalents). This includes sitting the SCSA external exams for all ATAR courses.

Additional information can be found on the School Curriculum and Standards Authority website

<https://senior-secondary.scsa.wa.edu.au/the-wace/wace-requirements>)

## Western Australian Statement of student Achievement (WASSA)

The WASSA is issued to each Year 12 student at the completion of their senior secondary schooling. The WASSA lists all courses and programs that a student has completed, and the grades achieved.

# Courses offered for Year 11 students

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At Girrawheen Senior High School there are five types of courses that can be studied to contribute towards WACE. Students may choose a combination of the courses below.

## **Australian Tertiary Admissions Rank (ATAR) Courses**

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

## **General Courses**

General courses are for student who are aiming to enter further training or employment. These subjects will not be examined by SCSA but will include an Externally Set Task (EST) in the Year 12 subject.

## **Foundation Courses**

These courses provide a focus on functional literacy and numeracy skills, practical work-related experience, and the opportunity to build personal skills that are important for work and life. Foundation course are for students who have not been able to demonstrate the minimum standard of literacy and/or numeracy before (OLNA) Year 11. Students enrolled in Foundation courses must also complete a Certificate (VET) Course to be eligible for WACE.

## **Vocational Education and Training (VET) Courses**

These courses come under the Australian Qualifications Framework (AQF) in a variety of industry areas. These Qualifications provide students with practical skills and are recognised nationally by TAFE, industry and employers. Completed qualifications count towards WACE.

## **Endorsed Programs**

An endorsed program is a significant learning program that has been developed by a school community or organisation and endorsed by the School Curriculum and Standards Authority. There are a range of opportunities and courses on offer. Endorsed programs contribute towards WACE.

## Courses offered for Year 11 students

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<b>LIST A SUBJECTS</b>	
<b>ATAR</b>	
English Media Production and Analysis Modern History Politics and Law	
<b>GENERAL</b>	
Career and Enterprise Children, Family and Community Drama English English as an Additional Language or Dialect Health Studies Media Production and Analysis Visual Arts	
<b>FOUNDATION</b>	
Career and Enterprise English	

<b>LIST B SUBJECTS</b>	
<b>ATAR</b>	
Chemistry Computer Science Human Biology Mathematics – Methods Mathematics – Applications Mathematics – Specialist Physics	
<b>GENERAL</b>	
Human Biology Materials, Design and Technology – Wood Materials, Design and Technology - Metal Mathematics – Essentials Psychology	
<b>FOUNDATION</b>	
Mathematics	

<b>VOCATIONAL EDUCATION AND TRAINING (VET) COURSES</b>	
WB81	Certificate II Construction Pathways
CUA 20113	Certificate II Dance
SIT20316	Certificate II Hospitality – Front of House
SIS20115	Certificate II Sport and Recreation
<b>NEW NORTH VOCATIONAL INITIATIVE</b>	
SIT20416	Certificate II Kitchen Operations (Dianella Secondary College)
ICT20120	Certificate II Applied Digital Technologies (Balga Senior High School)
AUR20520	Certificate II Automotive Servicing Technology (Morley Senior High School)

<b>ENDORSED PROGRAMS</b>	
ADWPL	Workplace Learning
ADCS	Community Service

# Pathways

Students are encouraged to review the following pathways to determine the combination of courses which best suits their post schooling goals.





## External VET Opportunities

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Those students at Girrawheen Senior High School who are not seeking direct entry to university have the opportunity to apply for courses which are offered by State and Private Training Providers on a one or two day week basis. At the time of publication information for 2023 was not fully available. However, as information becomes available it will be advertised to students.

### **School Based Apprenticeship or Traineeship (SBA or SBT)**

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

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

### **Pre-apprenticeships in Schools (PAiS)**

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

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

### **Profile**

A student participating in Profile courses complete a Nationally Recognised Qualification at either TAFE or a Private Training Organisation. These courses are fully funded by the State Government and are identified by Industry as areas of need. These courses are extremely competitive to get into and require a formal application and in some cases an interview. Students will be provided with additional information as it becomes available.

# New North Education Initiative

The New North Education Initiative (NNEI) is a collaborative partnership between Dianella Secondary College, Balga, Eastern Hills, Girrawheen and Morley Senior High Schools. The unique partnership provides enhanced opportunities for students, and the best educational delivery for adult learning. This alliance enables students at these schools to access a wider breadth of Senior School Curriculum choices with specialist teachers, while remaining attached to their home school campus and is in response to community demands for excellence in education.

The schools in the initiative deliver a range of courses across five campuses. The shared courses are offered in two blocks of two hours per week throughout the school year or as a whole day courses in the specialist Trade Training Centres.

Students accessing shared courses at NNEI schools are required to make their own travel arrangements at the start and end of the school day. Travel between schools during the school day will be provided by the NNEI bus.

<b>SCHOOL</b>	<b>LINE 1 Tuesday PM and Thursday AM</b>	<b>LINE 2 Tuesday AM and Wednesday PM</b>
Balga Senior High School	Year 11 General English as an Additional Language	Year 11 General Children, Family and Community
Dianella Secondary College	Year 11 ATAR Mathematics Specialist	
Girrawheen Senior High School		Year 11 ATAR Physics
Morley Senior High School	Year 11 ATAR Politics and Law Year 11 ATAR Computer Science	
<b>WHOLE DAY CERTIFICATE COURSES</b>		
Girrawheen Senior High School	Certificate II Construction Pathways	
Dianella Secondary College	Certificate II Kitchen Operations	
Morley Senior High School	Certificate Automotive Servicing Technology	

# Subject Selection Process

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## Exploration

**Term 2  
Week 9**

**Wednesday  
21 June 2023**

**Friday  
9 June 2023**

### **Career Exploration Program**

Students undertake a career exploration program to assist them to investigate their future pathways.

### **Learning Area Information**

Each Learning Area will provide information to students about the different courses on offer.

### **Year 10 2023 Parent Information Evening**

During the Information Evening parents will be provided with the information that has been covered in the students' Career Exploration Program.

Staff will also be available to answer parents learning area specific questions.

### **NNEI Trade Training Centre Tour** (for interested students)

## Decision Making

**End Term 2  
Wednesday  
28 June 2023**

### **Semester 1 reports available Reporting to Parent Evening**

Students can use their results and determine which courses and pathway they are eligible for.

## Planning for 2024

**Term 3**

### **Individual appointments with a member of the Course Counselling Team to take place**

Appointments can be made by contacting the school on 9247 0555.

Applications for external VET Courses made.  
Courses are finalised for students.

# Selecting Your Subjects

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## Some of the things students should consider are:

- When making your choices, be realistic.
- Which subjects are you best at now?
- Which subjects do you enjoy the most?
- Are there any subjects necessary for the university, TAFE course or job that you are aiming at?
  - Have you checked the university subject pre-requisites?
  - Have you checked the TAFE selection criteria?
- What are your chances of being successful in those subjects?
- Have you met the prerequisites? Most subjects will require a reasonable standard in lower school studies.
- You will need to have thought about six subjects.
- It is good to get advice about your selections at this time. Have you discussed your subject selection with your parents, teachers and friends?
- Try to pick a broad range of subjects rather than concentrate all your efforts on subjects that are very similar to each other.

## Do not think that:

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

## Subject Charges:

All Year 11 and 12 subjects attract Compulsory Charges.

This school is only too aware that the payment of school charges can be a burden for some families. We offer a number of ways to pay these charges including cash, credit card, or internet bank transfer. Payment plans can also be arranged to assist parents/guardians to spread these educational costs over the year. Health Care Card recipients are able to apply for government assistance in Term 1, they should contact the school for further information. To this end subject charges will always be provided to parents prior to selection of subjects.

## Contact:

For further assistance with either the counselling process or any of the above information please contact the Senior School Deputy Principal at Girrawheen Senior High School on 9247 0555.

# Career Development

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Career development is the ongoing process of managing your life, learning and work. It involves developing the skills and knowledge that enable you to plan and make informed decisions about your education, training and career choices. Listed below are several resources that you can use to assist you with your decision making.

## 1 CAREER PRACTITIONER

The Career Practitioner (Ms Selina Tairoski) is available to discuss issues relating to Subject Selection and Career Development including study at a University or TAFE, Vocational Education and Training (VET) and employment programs as well as general career information.

## 2 VET COORDINATOR

Our VET Coordinator (Ms Lucy Morris) is responsible for the management of students completing VET qualifications both at school and at TAFE or Private Training providers and those students participating in the Workplace Learning Program. She is also responsible for supporting students participating in School Based Traineeships and Apprenticeships.

## 3 TAFE

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

## 4 JOBS AND SKILLS CENTRES

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

<https://www.jobsandskills.wa.gov.au/jobs-and-skills-centres>

## 5 PROSPECTIVE STUDENT OFFICERS ATTACHED TO WA UNIVERSITIES

Staff at these offices are available to discuss Subjects with high school students and their parents.

a. CURTIN UNIVERSITY

<http://www.curtain.edu.au/>

Phone: 1300 222 888

b. MURDOCH UNIVERSITY

<https://www.murdoch.edu.au/>

Phone: 9360 6000

c. UNIVERSITY OF WESTERN AUSTRALIA

<https://uwa.edu.au/>

Phone: 6488 6000

d. EDITH COWAN UNIVERSITY

<http://www.ecu.edu.au/>

Phone: 134 328

e. NOTRE DAME UNIVERSITY

<https://www.notredame.edu.au/>

Phone: 9433 0555

## 6 TERTIARY INSTITUTIONS SERVICES CENTRE

<https://www.tisc.edu.au/static/home.tisc>

Phone 9318 8000

# TAFE

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## TAFE ENTRANCE REQUIREMENTS

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

## TAFE PATHWAYS TO UNIVERSITY

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

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

## PRE-APPRENTICESHIP COURSES

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

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

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

- MPA Skills (Plumbing and Painting) <https://www.mpaskills.com.au/> Phone: 9471 6600
- Motor Trade Association WA) <http://mtawa.com.au/training.html> Phone: 9233 9800
- College of Electrical Training <http://www.cet.asn.au/home.aspx> Phone: 9301 1560

# University Admission 2025

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

**1 Western Australian Certificate of Education WACE**

Complete all of the WACE requirements as prescribed by SCSA. (SCSA website for more detail [www.scsa.wa.edu.au](http://www.scsa.wa.edu.au))

**2 Competence in English**

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

**3 ATAR**

Achieve a sufficiently high ATAR/Selection Rank for entry to a particular university and course. Minimum ATAR requirements for each University are: UWA – 75, Curtin, ECU and Murdoch – 70. Actual ATAR's needed may be higher for some courses.

**4 Prerequisites**

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

## TISC – UNIVERSITY ADMISSION 2025

### Calculating an ATAR

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

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

Average of top 4 scaled marks	Approximate ATAR
50	60
55	70.35
60	79.1
65	85.8
70	90.85
75	94.6
80	97.05
85	98.5
90	99.3
95	99.7

# ATAR Courses

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## ATAR CHEMISTRY

You are strongly advised to read the detailed description in the SCSA Syllabus and Support Materials: <https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/science/chemistry>

### PREREQUISITES

A minimum mark of 65% in Year 10 Science.

### RATIONALE

Chemistry is the study of materials and substances and the transformations they undergo through interactions and the transfer of energy. Chemists can use an understanding of chemical structures and processes to adapt, control and manipulate systems to meet particular economic, environmental and social needs. This includes addressing the global challenges of climate change and security of water, food and energy supplies, and designing processes to maximise the efficient use of Earth's finite resources. Chemistry develops students' understanding of the key chemical concepts and models of structure, bonding, and chemical change, including the role of chemical, electrical and thermal energy. Students learn how models of structure and bonding enable chemists to predict properties and reactions and to adapt these for particular purposes.

Students explore key concepts and models through active inquiry into phenomena and through contexts that exemplify the role of chemistry and chemists in society. Students design and conduct qualitative and quantitative investigations both individually and collaboratively. They investigate questions and hypotheses, manipulate variables, analyse data, evaluate claims, solve problems and develop and communicate evidence-based arguments and models. Thinking in chemistry involves using differing scales, including macro, micro and nanoscales; using specialised representations such as chemical symbols and equations; and being creative when designing new materials or models of chemical systems. The study of chemistry provides a foundation for undertaking investigations in a wide range of scientific fields and often provides the unifying link across interdisciplinary studies.

### CONTENT

#### Unit 1 - Chemical fundamentals: structure, properties and reactions

In this unit, students use models of atomic structure and bonding to explain the macroscopic properties of materials. Students develop their understanding of the energy changes associated with chemical reactions and the use of chemical equations to calculate the masses of substances involved in chemical reactions.

#### Unit 2 - Molecular interactions and reactions

In this unit, students continue to develop their understanding of bonding models and the relationship between structure, properties and reactions, including consideration of the factors that affect the rate of chemical reactions. Students investigate the unique properties of water and the properties of acids and bases, and use chemical equations to calculate the concentrations and volumes of solutions involved in chemical reactions.

### ASSESSMENT

Students will be allocated grades according to their performance in the following units. Unit 1: Chemical fundamentals: structure, properties and reactions, Unit 2: Molecular interactions and reactions. The Weightings are: Science inquiry (25%), extended response (10%) and test (10%) and examination (50%).

### CAREER POSSIBILITIES

Engineer, Chemist, Metallurgist, Geochemist, Toxicologist, Research Scientist, Teacher, Chemical technician, Many jobs in mining industry, University Lecturer, Forensic science, Environmental science, Medicine, Dentistry, Pharmacy.

### SUBJECT CHARGE

\$80-00



## ATAR COMPUTER SCIENCE (NNEI)

ATAR Computer Science is delivered and assessed at Morley Senior High School.

### PREREQUISITES

Minimum B grade Year 10 Maths and Minimum C grade Year 10 English.

### RATIONALE

Technology of the future is being developed today. In order to prepare our students for an exciting future career, the Computer Science ATAR Course explores the fundamental principles, concepts and skills within the field of computing and programming. Students learn how to diagnose and solve problems which require an understanding of the building blocks of computing. This course provides students with the practical and technical skills that equip them to function effectively in a world where these attributes are vital for employability and daily life in a technological society.

### CONTENT

#### **Unit 1 - Developing computer-based systems, producing spreadsheet and database solutions**

Students are introduced to the internal, interrelating components of computer-based systems in an industry context. They examine a variety of systems, build on the spreadsheet and database skills and gain an appreciation of these concepts and technologies are used in industry.

#### **Unit 2 - Developing computer-based systems solutions and communications**

The focus for this unit is developing computer-based systems solutions and communications. Students are introduced to networking concepts, as applied to industry. Through the use of algorithms, students develop programming skills. They create solutions exploring the ethical, legal, and societal implications of industry-based applications.

### ASSESSMENT

School-based assessment tasks to meet the needs of students. The details of the assessment types for ATAR – Computer Science and the weightings are:

Investigation	40%
Theory Test	20%
Practical Tests	10%
Examination	30%

### CAREER POSSIBILITIES

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

### SUBJECT CHARGE

\$50-00

### PREREQUISITES

C Grade in Year 10 English and OLNA requirements met recommended.

### RATIONALE

The English ATAR course focuses on developing students' analytical, creative, and critical thinking and communication skills in all language modes. It encourages students to critically engage with texts from their contemporary world, with texts from the past and with texts from Australian and other cultures. Such engagement helps students develop a sense of themselves, their world and their place in it.

Through close study and wide reading, viewing and listening, students develop the ability to analyse and evaluate the purpose, stylistic qualities and conventions of texts and enjoy creating their own imaginative, interpretive, persuasive and analytical responses. The English ATAR course is designed to develop students' facility with all types of texts and language modes and to foster an appreciation of the value of English for lifelong learning.

### CONTENT

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.

By the end of this unit, students:

- understand the relationships between purpose, context and audience and how these relationships influence texts and their meanings
- investigate how text structures and language features are used to communicate ideas and represent people and events in a range of texts
- create oral, written and multimodal texts appropriate for different audiences, purposes and contexts.

The Year 11 syllabus is divided into two units which are delivered as a pair. The notional time for this unit is 110 hours.

### ASSESSMENT

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

Responding	35 - 40%
Creating	35 - 40%
Examination	20 - 30%

### CAREER POSSIBILITIES

This course provides the opportunity for students to prepare for post-school options of employment and further training. Careers which require a particular aptitude in English include public relations, marketing, web content management, law, administration, journalism, social media management, publishing, and education.

### SUBJECT CHARGE

\$50-00

## ATAR HISTORY

### PREREQUISITES

C grade in Year 10 Humanities and Social Sciences

### RATIONALE

The Modern History ATAR course enables students to study the forces that have shaped today's world and provides them with a broader and deeper comprehension of the world in which they live. While the focus is on the 20th century, the course refers to formative changes from the late 18th century onwards and encourages students to make connections with the changing world of the 21st century.

Studying the Modern History ATAR course enables students to become critical thinkers and helps inform their judgements and actions in a rapidly changing world. Students are exposed to a variety of historical sources including government papers, extracts from newspapers, letters, diaries, paintings and secondary sources in order to determine the cause and effect, and the motives and forces influencing people and events. Through the process of historical inquiry, students are encouraged to question and evaluate historical sources, identify various representations and versions of history; use evidence to formulate and support their own interpretations; and communicate their findings in a variety of ways.

### CONTENT

#### Unit 1 - Understanding the modern world

This unit provides an introduction to significant developments in the modern period that have defined the modern world, and the ideas that underpinned them, such as liberty, equality and fraternity.

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

This unit examines significant movements developed in response to the ideas studied in Unit 1 that brought about change in the modern world and that have been subject to political debate. The unit focuses on the ways in which individuals, groups and institutions challenge authority and transform society.

By the end of these units students;

- understand key developments that have helped define the modern world, their causes, the different experiences of individuals and groups, and their short-term and long-term consequences
- understand the ideas that both inspired and emerged from these key developments and their significance for the contemporary world
- apply key concepts as part of an historical inquiry, including evidence, continuity and change, cause and effect, significance, empathy, perspectives and contestability
- use historical skills to investigate particular developments of the modern era and the nature of sources; determine the reliability and usefulness of sources and evidence; explore different perspectives and interpretations; and use a range of evidence to support and communicate an historical argument.

### ASSESSMENT

Teachers design school-based assessment tasks to meet the needs of students. Below provides details of the assessment types for the Modern History ATAR Year 11 syllabus and the weighting for each assessment type.

Historical Inquiry	20%
Explanation	20 - 30%
Source Analysis	20 - 30%
Examination	30%

### CAREER POSSIBILITIES

Students of history are sought after by many employers for their analysis, research and writing skills, critical thinking and ability to prioritise information.

### SUBJECT CHARGE

\$50-00

## ATAR HUMAN BIOLOGY

You are strongly advised to read the detailed description in the SCSA Syllabus and Support Materials: <https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/science/humanbiology>

### PREREQUISITES

A minimum mark of 65% Year 10 Science

### RATIONALE

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

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

An understanding of human biology is valuable for a variety of career paths. The course content deals directly and indirectly with many different occupations in fields, such as science education, medical and paramedical fields, food and hospitality, childcare, sport and social work. Appreciation of the range and scope of such professions broadens their horizons and enables them to make informed choices. This helps to prepare all students, regardless of their background or career aspirations, to take their place as responsible citizens in society.

### CONTENT

#### Unit 1 - Healthy body

This unit explores how the human body systems are interrelated to sustain life.

#### Unit 2 - Reproduction

This unit explores the role of males and females in the process of reproduction.

### ASSESSMENT

Students will be allocated grades according to their performance in the following units. Unit 1: The functioning human body, Unit 2: Reproduction and inheritance

The weightings are:

Science inquiry	20%
Extended response	15%
Tests	25%
Examinations	40%

### CAREER POSSIBILITIES

Medicine, Dentist, Physiotherapist, Nurse, Research Scientist, Pathologist, Quality controller in Biopharmaceutical company, Teacher, Anatomist or Physiologist, Exercise Physiologist, Fitness Instructor, University Lecturer,

### SUBJECT CHARGE

\$80-00

## ATAR MATHEMATICS APPLICATIONS

You are strongly advised to read the detailed description in the SCSA Syllabus and Support Materials: [Years 11 and 12 | Mathematics Applications \(scsa.wa.edu.au\)](#)

### PREREQUISITES

A minimum mark of 55% Year 10 Mathematics

### RATIONALE

Mathematics is the study of order, relation and pattern. From its origins in counting and measuring, it has evolved in highly sophisticated and elegant ways to become the language now used to describe much of the modern world. Statistics are concerned with collecting, analysing, modelling and interpreting data in order to investigate and understand real-world phenomena and solve problems in context. Together, mathematics and statistics provide a framework for thinking and a means of communication that is powerful, logical, concise and precise.

This course focuses on the use of mathematics to solve problems in contexts that involve financial modelling, geometric and trigonometric analysis, graphical and network analysis, and growth and decay in sequences. It also provides opportunities for students to develop systematic strategies based on the statistical investigation process for answering statistical questions that involve analysing univariate and bivariate data, including time series data. The Mathematics Applications ATAR course is designed for students who want to extend their mathematical skills beyond Year 10 level, but whose future studies or employment pathways do not require knowledge of calculus. The course is designed for students who have a wide range of educational and employment aspirations, including continuing their studies at university or TAFE.

### CONTENT

#### Unit 1

Contains the three topics: Consumer arithmetic, Algebra and Matrices and shape and measurement.

#### Unit 2

Contains the three topics: Univariate data analysis and the statistical investigation process, applications of trigonometry and linear equations and their graphs.

### ASSESSMENT

Students will be allocated grades according to their performance in each unit. The assessment weightings in each unit are as follows:

Responses	40%
Investigations	20%
Examinations	40%

### CAREER POSSIBILITIES

Study ATAR Mathematics Applications will provide students with a good preparation for further study and a career in most professional fields, including architecture, business and medicine.

### SUBJECT CHARGE

\$50-00

## ATAR MATHEMATICS METHODS

You are strongly advised to read the detailed description in the SCSA Syllabus and Support Materials: [Years 11 and 12 | Mathematics Methods \(scsa.wa.edu.au\)](#)

### PREREQUISITES

A minimum mark of 65% Year 10 Mathematics

### RATIONALE

Mathematics is the study of order, relation and pattern. From its origins in counting and measuring, it has evolved in highly sophisticated and elegant ways to become the language now used to describe much of the modern world. Statistics are concerned with collecting, analysing, modelling and interpreting data in order to investigate and understand real-world phenomena and solve problems in context. Together, mathematics and statistics provide a framework for thinking and a means of communication that is powerful, logical, concise and precise.

The major themes of the Mathematics Methods ATAR course are calculus and statistics. They include, as necessary prerequisites, studies of algebra, functions and their graphs, and probability. They are developed systematically, with increasing levels of sophistication and complexity. Calculus is essential for developing an understanding of the physical world because many of the laws of science are relationships involving rates of change. Statistics is used to describe and analyse phenomena involving uncertainty and variation.

For these reasons, this course provides a foundation for further studies in disciplines in which mathematics and statistics have important roles. It is also advantageous for further studies in the health and social sciences. This course is designed for students whose future pathways may involve mathematics and statistics and their applications in a range of disciplines at the tertiary level.

### CONTENT

#### Unit 1

Contains the tree topics: functions and graphs, trigonometric functions and counting and probability.

#### Unit 2

Contains the tree topics: exponential functions, arithmetic and geometric sequences and series, and the introduction to differential calculus.

### ASSESSMENT

Students will be allocated grades according to their performance in each unit.

The assessment weightings in each unit are as follows:

Responses	40%
Investigations	20%
Examinations	40%

### CAREER POSSIBILITIES

Academic, Accountant, Actuary, Business Intelligence Analyst, Computer Programmer, Consultant, Data Scientist, Economist, Engineer, Information Security Analyst, Intelligence Analyst, Mathematician, Meteorologist, Operations Analyst, Researcher, Statistician, Teacher.

### SUBJECT CHARGE

\$50-00

## ATAR MATHEMATICS SPECIALIST (NNEI)

You are strongly advised to read the detailed description in the SCSA Syllabus and Support Materials: [Years 11 and 12 | Mathematics Specialist \(scsa.wa.edu.au\)](#)

### PREREQUISITES

A minimum mark of 65% Year 10 Mathematics

### RATIONALE

Mathematics is the study of order, relation and pattern. From its origins in counting and measuring it has evolved in highly sophisticated and elegant ways to become the language now used to describe much of the modern world. Statistics is concerned with collecting, analysing, modelling and interpreting data to investigate and understand real world phenomena and solve problems in context. Together, mathematics and statistics provide a framework for thinking and a means of communication that is powerful, logical, concise and precise.

Because both mathematics and statistics are widely applicable as models of the world around us, there is ample opportunity for problem solving throughout Specialist Mathematics. There is also a sound logical basis to this subject, and in mastering the subject students will develop logical reasoning skills to a high level.

Specialist Mathematics provides opportunities, beyond those presented in Mathematical Methods, to develop rigorous mathematical arguments and proofs, and to use mathematical and statistical models more extensively. Topics are developed systematically and lay the foundations for future studies in quantitative subjects in a coherent and structured fashion. Students of Specialist Mathematics will be able to appreciate the true nature of mathematics, its beauty and its functionality.

Specialist Mathematics has been designed to be taken in conjunction with Mathematical Methods. The subject contains topics in functions, calculus, probability and statistics that build on and deepen the ideas presented in Mathematical Methods and demonstrate their application in many areas. Vectors, complex numbers and matrices are introduced. Specialist Mathematics is designed for students with a strong interest in mathematics, including those intending to study mathematics, statistics, all sciences and associated fields, economics or engineering at university.

### CONTENT

#### Unit 1

Contains the three topics: Combinatorics, Vectors in the plane and Geometry

#### Unit 2

Contains the three topics: Trigonometry, Matrices and real and complex numbers

### ASSESSMENT

Students will be allocated grades according to their performance in each unit.

The weightings are:

Responses	40%
Investigations	20%
Examinations	40%

### CAREER POSSIBILITIES

Engineer, Cyber security jobs, Data analyst, Software Developer, System Analyst, Computer Programmer, Technical Specialist, Teacher, University Lecturer, careers in astronomy and space.

### SUBJECT CHARGE

\$50-00

## ATAR MEDIA PRODUCTION AND ANALYSIS

### PREREQUISITES

Minimum B grade in English.

Previous participation in Media and/or Photography courses in year 9/10 highly recommended.

### RATIONALE

The Media Production and Analysis ATAR course aims to prepare students for a future in a digital and interconnected world by providing the skills, knowledge and understandings to tell their own stories and interpret the stories of others. Students are encouraged to explore, experiment and interpret their world, reflecting and analysing contemporary life, while understanding that this is done under social, cultural and institutional constraints. Students, as users and creators of media products, consider the important role of audiences and their context. This course focuses on the application of media theory in the practical process.

### CONTENT

#### Unit 1 - Popular Culture

The focus on this unit is popular culture. Students analyse and respond to a range of popular culture media, identifying techniques, purposes and meanings that are created and audience interpretation. Students develop their own ideas and learn production skills to produce media work in the context of popular culture.

#### Unit 2 - Influence

The focus of this unit is the influence of media. Students analyse and respond to a range of media work designed to influence audiences. Students develop their own ideas and expand production skills to produce media work in the context of media influence.

NOTE: ATAR courses are currently being reviewed and updated by SCSA so are subject to change.

### ASSESSMENT

Eight assessments per year consisting of response and production tasks plus an exam at the conclusion of each semester.

Production	50%
Response tasks	30%
Examinations	20%

### CAREER POSSIBILITIES

Film, television, broadcasting, journalism, cinematographer, director, producer, screen writer, costume and set design, editor, designer, photographer, sound engineer, news reporter, news anchor, columnist, radio show host, public relations, marketing, communication, researcher, social media specialist or influencer, web developer, brand specialist, advertising.

### SUBJECT CHARGE

\$60-00

An additional charge of \$80-00 for a Media Camp if camp is run. Students will also be required to purchase USBs.



## ATAR PHYSICS (NNEI)

ATAR Physics is delivered and assessed at Dianella Secondary College.

You are strongly advised to read the detailed description in the SCSA Syllabus and Support Materials:

<https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/science/physics>

### PREREQUISITES

A minimum mark of 65% Year 10 Science and a minimum mark of 65% Year 10 Mathematics

### RATIONALE

Physics is a fundamental science that endeavours to explain all the natural phenomena that occur in the universe. Its power lies in the use of a comparatively small number of assumptions, models, laws and theories to explain a wide range of phenomena, from the incredibly small to the incredibly large. Physics has helped to unlock the mysteries of the universe and provides the foundation of understanding upon which modern technologies and all other sciences are based.

The Physics ATAR course uses qualitative and quantitative models and theories based on physical laws to visualise, explain and predict physical phenomena. Models, laws and theories are developed from, and their predictions are tested by, making observations and quantitative measurements. In this course, students gather, analyse and interpret primary and secondary data to investigate a range of phenomena and technologies using some of the most important models, laws and theories of physics, including the kinetic particle model, the atomic model and the laws of classical mechanics.

Students learn how an understanding of physics is central to the identification of, and solutions to, some of the key issues facing an increasingly globalised society. They consider how physics contributes to diverse areas in contemporary life, such as engineering, renewable energy generation, communication, development of new materials, transport and vehicle safety, medical science, an understanding of climate change, and the exploration of the universe.

Studying senior secondary science provides students with a suite of skills and understandings that are valuable to a wide range of further study pathways and careers. Studying physics will enable students to become citizens who are better informed about the world around them and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues. The Physics ATAR course will also provide a foundation in physics knowledge, understanding and skills for those students who wish to pursue tertiary study in science, engineering, medicine and technology.

### CONTENT

#### Unit 1 - Thermal, nuclear and electrical physics

Students investigate energy production by considering heating processes, radioactivity and nuclear reactions, and investigate energy transfer and transformation in electrical circuits.

#### Unit 2 - Linear motion and waves

Students describe, explain and predict linear motion, and investigate the application of wave models to sound phenomena.

### ASSESSMENT

Science inquiry	30%
Tests	30%
Examinations	40%

### CAREER POSSIBILITIES

Engineer, Nuclear scientist, Geophysicist, Meteorologist, Environmental scientist, Cyber security jobs, Data analyst, Software developer, System analyst, Web Developer, Technical Specialist, Teacher, University Lecturer, Careers in Astronomy, especially associated with the SKA project, Space scientist.

### SUBJECT CHARGE

\$80-00

## ATAR POLITICS AND LAW (NNEI)

ATAR Politics and Law is delivered and assessed at Morley Senior High School.

### PREREQUISITES

Minimum B grade Year 10 HASS and Minimum C grade Year 10 English.

### RATIONALE

The Politics and Law ATAR course provides a study of the processes of decision-making concerning society's collective future. It aims to develop the knowledge of the principles, structures, institutions, and processes of political and legal systems primarily in Australia. It brings together the executive, legislative and judicial branches of government to demonstrate how society is governed and how each branch of government is held to account. It examines the democratic principles practised in Australia and makes comparisons with other political and legal systems.

### CONTENT

#### Unit 1 - Democracy and the rule of law

This unit examines the principles of liberal democracy, the legislative, executive and judicial structures and processes of Australia's political and legal system; the functioning of a non-democratic system; and the processes of a non-common law system.

#### 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.

### ASSESSMENT

School-based assessment tasks to meet the needs of students. The details of the assessment types for ATAR – Politics and Law and the weightings are:

Investigation	10%
Short Answer	20%
Essay	20%
Source Analysis	20%
Examination	30%

### CAREER POSSIBILITIES

The study of the ATAR Politics and Law course can be valuable background to careers in law, political advocacy, public administration, international relations, foreign affairs, community development, teaching, journalism, human resources management, government and commerce.

### SUBJECT CHARGE

\$40-00

# General Courses

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## GENERAL CAREER AND ENTERPRISE

### PREREQUISITES

There are no pre-requisites for this subject.

### RATIONALE

Career education involves learning to manage and take responsibility for personal career development. The Career and Enterprise General course involves recognising one's individual skills and talents, and using this understanding to assist in gaining and keeping work. The course develops a range of work skills and an understanding of the nature of work. Key components of the course include: the development of an understanding of different personality types and their link to career choices; entrepreneurial behaviours; learning to learn; and the exploration of social, cultural and environmental issues that affect work, workplaces and careers.

### CONTENT

#### Unit 1 - 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.

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 - 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.

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.

The Year 11 syllabus is divided into two units which are delivered as a pair. The notional time for this unit is 110 hours.

### ASSESSMENT

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

Investigation	30%
Production/ Performance	30%
Individual Pathway Plan/ Career Portfolio	20%
Response	20%

### CAREER POSSIBILITIES

This course provides the opportunity for students to prepare for post-school options of employment and further training

### SUBJECT CHARGE

\$50-00

## GENERAL CHILDREN, FAMILY AND COMMUNITY (NNEI)

General Children, Family and Community is delivered and assessed at Balga Senior High School.

### PREREQUISITES

There are no pre-requisites for this subject.

### RATIONALE

The Children, Family and Community course focuses on factors that influence human development and the wellbeing of individuals, families, and communities. Students develop the understanding of the social, cultural, environmental, economic, political, and technical factors which have an impact on the ability of individuals and families to develop skills and lead healthy lives.

### CONTENT

#### 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.

#### 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.

### ASSESSMENT

School based assessment tasks to meet the needs of students. The details of the assessment tasks are:

Investigation	30%
Production	55%
Reponses	15%

### CAREER POSSIBILITIES

The course caters for students seeking career pathways in areas such as education, nursing, community services, childcare and health.

### SUBJECT CHARGE

\$50-00

## GENERAL DRAMA

### PREREQUISITES

A genuine interest and experience in Drama and performing.

### RATIONALE

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

### CONTENT

#### Unit 1 - Dramatic storytelling

This unit engages students with the skills, techniques and conventions of dramatic storytelling.

#### Unit 2 - Drama performance events

This unit focuses on drama performance events for an audience other than their class members.

### ASSESSMENT

Two types of assessment:

- Performance/Production
- Response

### CAREER POSSIBILITIES

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

### SUBJECT CHARGE

\$50-00

## GENERAL ENGLISH

### PREREQUISITES

Achievement of Year 10 OLNA in Reading and Writing.

### RATIONALE

The English General course focuses on consolidating and refining the skills and knowledge needed by students to become competent, confident, and engaged users of English in everyday, community, social, further education, training, and workplace contexts. The course is designed to provide students with the skills to succeed in a wide range of post-secondary pathways by developing their language, literacy, and literary skills. Students learn skills of comprehension, analysis, interpretation, and evaluation by creating a range of texts. Text types (analytical, imaginative, interpretive, and persuasive) are explored in a range of written, spoken, multimodal, and digital forms.

### CONTENT

#### **Unit 1 - Comprehending and responding to the ideas and information presented in texts**

Students will, employ a variety of strategies to assist comprehension, read, view and listen to texts to connect, interpret and visualise ideas and learn how to respond personally and logically to texts by questioning, using inferential reasoning and determining the importance of content and structure.

#### **Unit 2 - Interpreting ideas and arguments in a range of texts and contexts**

Students will; analyse text structures and language features and identify the ideas, arguments and values express, consider the purpose and possible audiences of texts, examine the connections between purpose and structure and how text's meaning is influenced, develop their own interpretations of text as well as create texts using persuasive, visual and literary techniques to engage audiences.

### ASSESSMENT

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

Responding	40 - 60%
Creating	40 - 60%

### CAREER POSSIBILITIES

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

### SUBJECT CHARGE

\$50-00

# **GENERAL ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT (NNEI)**

**PREREQUISITES**

**RATIONALE**

**CONTENT**

**ASSESSMENT**

**CAREER POSSIBILITIES**

**SUBJECT CHARGE**

## GENERAL HEALTH STUDIES

### PREREQUISITES

Minimum C grade Year 10 Health Education

### RATIONALE

The Health Studies General course focuses on the study of health as a significant factor of human life. Students undertaking this course develop the knowledge, understanding and skills necessary to promote an awareness of the importance of personal and community action in promoting health. They will consider the ways in which beliefs, values and attitudes influence health in negative and positive ways. They will learn how to devise action plans to focus on achieving identified goals designed to improve health.

The course also introduces key consumer health skills and concepts, including the role and features of the Australian health care system. It addresses the need for health literacy as an important skill and the role of a responsible health consumer. As well as the use of inquiry skills to respond and investigate health in an everchanging health environment.

### CONTENT

#### Unit 1 - Personal health and wellbeing

This unit focuses on personal health and wellbeing and what it means to be healthy. Students explore factors which influence their health, and design action plans to improve health and achieve set goals. Key consumer health skills and concepts, and the relationship between beliefs, attitudes, values and health behaviour, and the impact of social and cultural norms, are introduced. Key self-management and interpersonal skills required to build effective relationships are explored. Health inquiry skills are developed and applied to investigate and report on health issues.

#### Unit 2 - Influences on personal health

This unit focuses on personal health and introduces the many factors which influence health. The notion of prevention is central to this unit, and students explore actions, skills and strategies to cope with health influences and improve health. In addition to health determinants, the influence of cognitive dissonance on decision making and the role of communities in shaping norms and expectations are explored. Self-management and cooperative skills are examined, and students continue to develop and apply health inquiry skills.

### ASSESSMENT

Teachers design school-based assessment tasks to meet the needs of students. The assessment types for Health Studies are as follows:

Inquiry	20%
Project	50%
Response	30%

### CAREER POSSIBILITIES

Students will be prepared for career and employment pathways in a wide range of health and community services industries. They will have the opportunity to develop key employability and life skills, including communication, leadership, initiative and enterprise. Inquiry skills will equip students to adapt to current and future studies and work environments. Employment opportunities in the health industry are rapidly changing with advancements in technology, health promotion and prevention, research and community care.

### SUBJECT CHARGE

\$50-00



## GENERAL HUMAN BIOLOGY

### PREREQUISITES

55% in Year 10 Science, Mathematics and English is highly recommended.

### RATIONALE

In the Human Biology General course, students learn about themselves, relating the structure of the different body systems to their function and understanding the interdependence of these systems in maintaining life. Reproduction, growth and development of the unborn baby are studied to develop an understanding of the effects of lifestyle choices. Students will engage in activities exploring the coordination of the musculoskeletal, nervous and endocrine systems. They explore the various methods of transmission of diseases and the responses of the human immune system. Students research new discoveries that help increase our understanding of the causes and spread of disease in a modern world.

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

Responsible citizens need to be able to evaluate risks, ethical concerns and benefits to make informed decisions about matters relating to lifestyle and health. Issues such as diet, medical treatments and the manipulation of fertility are examples in which personal choices have an impact on health and wellbeing. Other topics are often the subject of community debate: obesity, effects of drugs and alcohol use during pregnancy, infectious diseases and hygiene. With an understanding of human biology, students are more able to make better life decisions, and to be more effective contributors to the discussions related to health issues in the community.

### CONTENT

#### Unit 1 - Healthy body

This unit explores how the human body systems are interrelated to sustain life.

#### Unit 2 - Reproduction

This unit explores the role of males and females in the process of reproduction.

### ASSESSMENT

Unit 1: Healthy Body, Unit 2: Reproduction. The weightings for each unit are:

Science Inquiry	40%
Extended Response	20%
Test	40%

### CAREER POSSIBILITIES

This course content deals directly and indirectly with occupations in areas such as social work, medical fields, food, hospitality, childcare, sport, science and health education.

### SUBJECT CHARGE

\$80-00

## GENERAL MATERIALS DESIGN AND TECHNOLOGY - METAL

### PREREQUISITES

No formal prerequisites. Some lower school Design and Technology experience is recommended.

### RATIONALE

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

### CONTENT

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

There is a strong creative emphasis on metalwork and students are expected to document the development of their ideas from inception through to completion.

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

### ASSESSMENT

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

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

### CAREER POSSIBILITIES

Ironworker, Welder, Boilermaker, Pipefitter, Locksmith, Metal Fabricator, Panel beater.

### SUBJECT CHARGE

\$90-00

## GENERAL MATERIALS DESIGN AND TECHNOLOGY - WOOD

### PREREQUISITES

No formal prerequisites. Some lower school Design and Technology experience is recommended.

### RATIONALE

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

### CONTENT

#### Unit 1

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

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

#### Unit 2

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

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

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

### ASSESSMENT

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

### CAREER POSSIBILITIES

Cabinet maker, Furniture finisher, Wood machinist, carpentry, woodwork artist.

### SUBJECT CHARGE

\$90-00

## GENERAL MATHEMATICS ESSENTIALS

You are strongly advised to read the detailed description in the SCSA Syllabus and Support Materials: [Years 11 and 12 | Mathematics Essentials \(scsa.wa.edu.au\)](#)

### PREREQUISITES

Achievement of Year 10 OLNA.

### RATIONALE

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

### CONTENT

#### Unit 1

Includes the following four topics: basic calculations, percentages and rates, using formulas for practical purposes, measurement and graphs.

#### Unit 2

Includes the following four topics: representing and comparing data, percentages, rates and ratios, time and motion.

### ASSESSMENTS

Students will be allocated grades according to their performance in each unit. The assessment weightings in each unit are as follows:

Response	50%
Practical application and Statistical Investigation process	50%

### CAREER POSSIBILITIES

This course provides the opportunity for students to prepare for post school options of employment and further training. It has been designed to cater for students who require preparation for a wide range of occupations.

### SUBJECT CHARGE

\$50-00

## GENERAL MEDIA AND PRODUCTION ANALYSIS

### PREREQUISITES

Minimum C grade in English.

Previous participation in Media and/or Photography courses in Year 9/10 highly recommended.

### RATIONALE

The Media Production and Analysis General course aims to prepare students for a future in a digital and interconnected world by providing the skills, knowledge and understandings to tell their own stories and interpret the stories of others. Students are encouraged to explore, experiment and interpret their world, reflecting and analysing contemporary life, while understanding that this is done under social, cultural and institutional constraints. Students, as users and creators of media products, consider the important role of audiences and their context. This course focuses on the development of technical skills in the practical process.

### CONTENT

#### Unit 1 - 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.

#### Unit 2 - Point of View

In this unit, student will be introduced to the concept and learn how point of view can be constructed. They will analyse media work and construct a point of view in their own productions.

### ASSESSMENT

Eight assessments per year consisting of response and production tasks plus an EST in Year 12.

Production 70%

Response tasks 30%

### CAREER POSSIBILITIES

Film, television, broadcasting, journalism (cinematographer, director, producer, screen writer, costume and set design, editor, designer, photographer, sound engineer, news reporter, news anchor, columnist, radio show host). Public relations, marketing, communication, researcher, social media specialist or influencer, web developer, brand specialist, advertising.

### SUBJECT CHARGE

\$60-00

An additional charge of \$80-00 for a Media camp if run. Students will also be required to purchase USBs.

## GENERAL PSYCHOLOGY

### PREREQUISITES

55% in Year 10 Science, Mathematics and English is highly recommended.

### RATIONALE

Psychology is the scientific study of how people think, feel and act. It aims to answer important questions such as what factors influence human development. While there are other disciplines that overlap with psychology's main aim to understand humans, psychology is rigorous in its use of scientific method. This allows for systematic exploration into the complexities of human behaviour based on evidence gathered through planned investigations.

This course introduces students to a breadth of knowledge focusing on the psychology of self and others. Psychological knowledge helps us understand factors relating to individuals, such as: cognition, or the way we think; biological bases of behaviour; and personality, the enduring traits that distinguish individuals. Psychological knowledge also helps us understand the way that individuals function within groups. This consists of knowledge associated with socialisation, moral development, the formation of attitudes and also how people relate and communicate. On a larger scale, psychological knowledge can help us to understand how individuals function within different contexts and how this is influenced by culture, shaping people's values, attitudes and beliefs.

Psychology is very useful, both to individuals assisting us to improve ourselves and our relationships, and to society as a whole. It can be applied to any context in which humans are involved. Through this course, students gain valuable insights and understandings into both themselves and their worlds. Methods of communication studied enhance personal communication skills, both within the field of psychology and in the context of daily life. Students also develop important research skills as they engage in the exploration and evaluation of data to illustrate how empirical procedures are used to examine phenomena such as intelligence and personality.

This course is designed to integrate the understanding of scientific principles, the acquisition of psychological knowledge and the application of both in an enjoyable and contemporary way.

### CONTENT

#### **Unit 1 - Provides a general introduction to personality and intelligence**

Students explore a number of influential theories of general intelligence. Beyond the individual, the impact of culture and others on behaviour is a key focus. Students examine socialisation, verbal and non-verbal communication and relationships.

#### **Unit 2 - Introduces students to the human brain and the factors influencing behaviour**

They will review aspects of development and the role of nature and nurture. Students look at groups and the influence of culture in shaping attitudes.

### WEIGHTINGS

Investigations	30%
Project	30%
Response	40%

### CAREER POSSIBILITIES

The study of psychology is highly relevant to further studies or employment in the health professions, education, human resources, social sciences, sales, media and marketing and management.

### SUBJECT CHARGE

\$80-00

## GENERAL VISUAL ARTS

### PREREQUISITES

Year 10 Visual Arts – Minimum C Grade, Year 10 General English – Minimum C Grade

### RATIONALE

The Visual Arts General course encompasses the practice and theory of the broad areas of art, craft and design. Students have opportunities to express their imagination and develop personal imagery, skills and engage in the making and presentation of artworks. They develop aesthetic understandings and a critical awareness that assists them to appreciate, and make, informed evaluations of art. This course places value on divergence, uniqueness and individuality. It assists students to value and develop confidence in their own creative abilities and to develop a greater understanding of their environment, community and culture. The Visual Arts General course engages students in a process that helps them develop motivation, self-esteem, discipline, collaborative practice and resilience, all of which are essential life skills. Enterprise and initiative are recognised and encouraged.

### CONTENT

The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

#### Unit 1 - Experiences

The focus for Unit 1 is experiences. Students base art making and interpretation on their lives and personal experiences, observations of the immediate environment, events and/or special occasions.

#### Unit 2 - Explorations

The focus for Unit 2 is explorations. Students explore ways to generate and develop ideas using a variety of stimulus materials and explorations from their local environment in their art making and interpretation.

The course content is the focus of the learning program. The course content is divided into two content areas:

- Art making
- Art interpretation

### ASSESSMENT

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

Production	70%
Analysis	15%
Investigation	15%

### CAREER POSSIBILITIES

This course will prepare students for career and employment pathways in a range of visual, creative and design industries including; Graphic designer, Photographer, Photography assistant, Sculptor, Interior designer, Design assistant, Fashion designer, Set designer, Costume designer, Makeup artist, Architect, Art director, Painter, Animation artist, Illustrator, Museum or gallery curator, Art instructor, Art consultant, Brand manager, Marketing director, Creative director, Book designer, Videographer, Camera operator, Video editor, Filmmaker, Production assistant, Freelance artist, Greeting card designer, Industrial designer, Jewellery designer, Photojournalist, Tattoo artist, Exhibit designer, Art writer or critic, Film restoration specialist, Art preservation specialist, Art historian, Art appraiser, Antique dealer, Museum or gallery docent, Art therapist, Package designer, UX specialist, Landscape architect, Landscape designer, Urban designer, Art dealer, Court artist, Sketch artist, Fabric and textile designer, Furniture designer, Gallery owner, Gallery director, Printer, Muralist, Stylist.

### SUBJECT CHARGE

\$50-00

# Foundation Courses

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## FOUNDATION CAREER AND ENTERPRISE

### PREREQUISITES

Students who are yet to achieve their OLNA qualifications.

### RATIONALE

The Career and Enterprise Foundation course is designed to develop students' employability, enterprise and pathways planning skills, and to establish an appreciation of lifelong learning, responsible community participation and increased self-awareness. The knowledge, skills and strategies developed in this course will allow students to experience a successful transition from school to work or further education and training.

### CONTENT

#### Unit 1 - Exploring work and work health and safety

#### Unit 2 - Work behaviours and designing your future

The teacher selects three elective modules to deliver in each unit from the following options:

- Workplace organisation
- Rights and responsibilities
- Teamwork
- Workplace numeracy
- Technological literacy
- Personal presentation for the workplace
- Volunteering/experiencing work

### ASSESSMENT

Teachers design school-based assessment tasks to meet the needs of students. The details of the assessment tasks are:

Investigation	30%
Production/Performance	20%
Individual Pathway Plan/Career portfolio	30%
Response	20%

### CAREER POSSIBILITIES

This course focuses on communication skills for work and life and allows students to develop skills and strategies to succeed in a variety of work situations.

### SUBJECT CHARGE

\$50-00



## FOUNDATION ENGLISH

### PREREQUISITES

Students who are yet to achieve their OLN qualifications

### RATIONALE

The English Foundation course aims to develop students' skills in reading, writing, viewing, speaking and listening in work, learning, community and everyday personal contexts. Students undertaking this course will develop skills in the use of functional language conventions, including spelling, punctuation and grammar. Sound literacy skills are required for comprehending and producing texts; for communicating effectively in a learning or working environment, within a community or for self-reflection; and for establishing one's sense of individual worth. The English Foundation course is grouped into 3 outcomes: Reading, Writing and Speaking and Listening.

### CONTENT

The learning outcomes reflect the intent of the rationale and the aims and are, in turn, reflected in the content and the assessment types. This repetition is deliberate, to keep the focus on these aims/outcomes/skills and the need to immerse students in the learning experiences that will develop these skills. The intention is that students will become increasingly autonomous in acquiring the skills that ensure that the learning outcomes are met.

By the end of this unit, students will:

- Develop skills in functional literacy, including appropriate spelling, punctuation and grammar.
- Develop skills in reading (understanding, comprehending, interpreting, analysing) texts for work, learning, community and/or everyday personal contexts
- Develop skills in producing (constructing, creating, writing) texts for work, learning, community and/or everyday personal contexts
- Develop skills in speaking and listening for work, learning, community and everyday personal contexts

The Year 11 syllabus is divided into two units which are delivered as a pair. The notional time for the pair of units is 110 class contact hours.

### ASSESSMENT

Teachers design school-based assessment tasks to meet the needs of students. The assessment types for the English Foundations Year 11 syllabus and the weighting for each assessment type are:

Reading	35%
Writing	35%
Oral Communication	30%

### CAREER POSSIBILITIES

This course provides the opportunity for students to prepare for post-school options of employment and further training

### SUBJECT CHARGE

\$50-00

## FOUNDATION MATHEMATICS

### PREREQUISITES

Students who are yet to achieve their OLNA qualification.

### RATIONALE

In the Mathematics Foundation course, the main emphasis is on developing students' capacity, disposition and confidence to use functional numeracy in their personal life and workplace. The Mathematics Foundation course uses a practical approach and provides students with a variety of opportunities to apply mathematical concepts across a range of everyday situations. The Mathematics Foundation course recognises some students have significant gaps in basic mathematical understanding and application by the time they enter senior school. However, these same students have the potential to learn, especially when involved in a learning program which connects with their current experience and knowledge. The course focuses on functional numeracy embedded in familiar and meaningful contexts which are relevant to young adults. Numeracy involves understanding and applying mathematical skills related to:

- Number and relationships between numbers
- Measurement in the physical world
- Gathering, representing, interpreting, and analysing data
- Spatial sense and geometric reasoning
- Chance processes.

It also involves drawing on knowledge of the context in deciding when to use mathematics and whether an estimate or an accurate answer is required; extracting the mathematical information from the context and choosing the appropriate mathematics to use. Numeracy requires reflecting on and evaluating the use of the mathematics and being able to represent and communicate the mathematical results.

### CONTENT

#### Unit 1

Provides students with the mathematical knowledge, understanding and skills to solve problems relating to addition and subtraction, length, mass, capacity and time. It involves the extraction of information from, and the interpretation of, various simple forms of data representation used in everyday contexts.

#### Unit 2

Provides students with the mathematical knowledge, understanding and skills relating to fractions and decimals to solve problems relating to multiplication and division, perimeter, area and volume and probability in everyday contexts.

### ASSESSMENT

Students will be allocated grades according to their performance in each unit.

The assessment weightings in each unit are as follows:

Responses	50%
Practical Applications	50%

### CAREER POSSIBILITIES

Trade, retail, administration and childcare.

### SUBJECT CHARGE

\$50-00

# VET Courses

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## AUR20516 CERTIFICATE II IN AUTOMOTIVE SERVICING TECHNOLOGY (NNEI)

Certificate II in Automotive Servicing Technology is delivered and assessed at Morley Senior High School.

### PREREQUISITES

The course has no prerequisites however, students will need to make an application and an interview may be required. This process is managed by Morley Senior High School.

### CONTENT

This is a comprehensive start in the automotive industry. Skills taught include servicing cars, troubleshooting, dismantling and assembling engines, servicing and repairing brakes, understanding and repairing cooling systems, servicing fuel injection systems, changing tyres and wheels, servicing gearboxes, transmissions and final drives, basic electrical and general repairs on cars.

This is for students who have an interest in cars and understanding how they work and what has to be done to keep them in working order. Students who wish to become Automotive Technicians and those who have other automotive aspirations will benefit from this course. **Students will complete the course over two years.**

### COMPETENCIES

Unit Code	Unit Name
AURAF103	Communicate effectively in an automotive workplace
AURASA102	Follow safe working practices in an automotive workplace
AURATA001	Identify basic automotive faults using troubleshooting processes
AURLTJ102	Remove, inspect, repair and refit light vehicle tyres and tubes
AURTTD001	Inspect steering systems
AURTTD002	Inspect and service steering systems
AURTTD004	Inspect and service suspension systems
AURTTJ011	Balance wheels and tyres
AURTTQ001	Inspect and service final drive assemblies
AURTTQ103	Inspect and service drive shafts
AURTTX002	Inspect and service manual transmissions

### ASSESSMENT

Students will be assessed to industry standards in order to receive certification. Students are assessed on each Unit of Competency to either a competent or not-competent level.

### CAREER POSSIBILITIES

The program provides the opportunity for students to transition into either employment, automotive apprenticeship (period of apprenticeship reduced by 6 months) and other traineeship and TAFE opportunities.

### SUBJECT CHARGE

\$250-00

## CU20113 CERTIFICATE II IN DANCE

### Auspicings Registered Training Organisation

Australian Institute of Education and Training (RTO Code: 121314)

### PREREQUISITES

Students must have prior dance experience in Year 7 – 10.

### CERTIFICATE CONTENT

This qualification reflects the role of individuals developing basic technical skills and knowledge to prepare for work in the live performance industry. The course is delivered over 2 years is competency based and requires students to complete 10 units of competency.

This course caters for diverse cultural backgrounds, individual differences, and needs. Within the program, students will participate in a variety of performances, take part in excursions, and develop a critical understanding of Dance. Our teaching team are highly qualified industry professionals who are committed to nurturing students so they can reach their full potential. The program strives to develop improved self-esteem, recognition of individual work, leadership skills, responsibility, self-reflection skills, and team building.

### COMPETENCIES

Unit Code	Unit Name
CUADAN213	Perform Basic Jazz Dance Techniques
CUADAN211	Develop basic dance techniques
CUAWHS211	Develop a basic level of physical fitness for dance performance
CUADAN212	Incorporate artistic expression into basic dance performances
CUADAN215	Perform basic contemporary dance techniques
CUADAN218	Perform basic street dance techniques
CUAIND211	Develop and apply creative arts industry knowledge
CUAPRF211	Prepare for performance
CUAWHS211	Follow safe dance practices
CUAPRF314	Develop audition techniques

### ASSESSMENT

The course provides both theoretical and practical training linked directly to the dance industry and performance. This course includes:

- Developing basic dance techniques
- Incorporating artistic expression into basic dance performances
- Preparing for live performances
- Developing a basic level of physical fitness for dance performance
- Following safe dance practices
- Performing

All senior school students are required to perform in the yearly showcase and the YOH Festival performance for assessment purposes. As this is a practical course, students are expected to wear a dance uniform.

### CAREER POSSIBILITIES

Possible future career opportunities may include work in the following areas/sectors: Professional dancer in any genre, Dance teacher, Dance curator, General theatre and production work

### SUBJECT CHARGE

\$80-00

## SIT20416 CERTIFICATE II IN HOSPITALITY (NNEI)

Certificate II in Hospitality is delivered and assessed at Dianella Secondary College.

### PREREQUISITES

There are no prerequisites for this course however an interest in food preparation and the hospitality industry would be beneficial. Interested students will be required to undertake an application process and may be required to attend an interview.

### CONTENT

The focus of the Certificate II in Hospitality is on food preparation and skills for the hospitality industry and all work is completed in a commercial kitchen. At the completion of the subject students will receive a trade certificate as well as valuable life skills. A wide range of practical skills are taught which provides competency for work in the Hospitality Industry. Coffee making with a commercial coffee machine is included and students are also involved in the running of a café and catering for various functions so as to gain industry experience.

### COMPETENCIES

Unit Code	Unit Name
BSBWOR203	Work effectively with others
SITHCCC001	Use food preparation equipment
SITHCCC003	Prepare and present sandwiches
SITHCCC005	Prepare dishes using basic methods of cookery
SITHCCC006	Prepare appetisers and salads
SITHCCC011	Use cookery skills effectively
SITHFAB004	Prepare and serve non-alcoholic beverages
SITHFAB005	Prepare and serve espresso coffee
SITHKOP001	Clean kitchen premises and equipment
SITXESA001	Use hygienic practices for food safety
SITXINV202	Maintain the quality of perishable items
SITXWHS001	Participate in safe work practices

### ASSESSMENT

Students must be assessed to industry standards in order to receive certification. Students will be assessed on each Unit of Competency to either a 'competent or not-competent' level. Much of the assessment is based on practical work in class as well as completion of written activities. Due to the nature of assessment tasks this course will be completed over two years.

### CAREER POSSIBILITIES

This Certificate II in Hospitality increases a student's job prospects and gives extra recognition for TAFE entry. This course would benefit anyone wishing to follow a career in the Hospitality and Tourism industry. If students have completed this certificate, it is an added advantage when seeking employment in this field.

### SUBJECT CHARGE

\$220-00

All students will need a uniform (\$90) and fully enclosed black non-slip shoes.

## SIT20316 CERTIFICATE II IN HOSPITALITY (Front of House)

### PREREQUISITES

There are no specific prerequisites for this course, however an interest in hospitality is recommended.

### CONTENT

The focus of the Certificate II in Hospitality is on food preparation and skills for the hospitality industry. At the completion of the subject students will receive a trade certificate as well as valuable life skills. A wide range of practical skills are taught which provides competency for work in the Hospitality Industry. Coffee making with a commercial coffee machine is included and students are also involved in the running of a café and catering for various functions to gain industry experience. Students are also involved in community projects such as parent evenings, gaining skills in both food preparation and food service. This practical subject is suitable for students who wish to extend their personal skills and interest. It is a qualification that will assist students who wish to work part-time in the Hospitality Industry.

### COMPETENCIES

Unit Code	Unit Name
SITXWHS001	Participate in safe work practices
SITXFSA001	Use hygienic practices for food safety
SITHCCC003	Prepare and present sandwiches
SITHIND002	Source and use information on the hospitality industry
SITXCCS003	Interact with customers
BSBTEC201	Use business software applications
SITXCOM002	Show social and cultural sensitivity
SITHIND003	Use hospitality skills effectively
SITHFAB005	Prepare and serve espresso coffee
SITHFAB004	Prepare and serve non-alcoholic beverages
SITXCOM001	Source and present information
BSBWOR203	Work effectively with others

### CAREER POSSIBILITIES

This certificate increases a student's job prospects in Hospitality and gives extra recognition for TAFE entry. This certificate would benefit anyone interested in working in the Hospitality or Tourism areas.

### SUBJECT CHARGE

\$250-00

## ICT20115 CERTIFICATE II INFORMATION, DIGITAL MEDIA & TECHNOLOGY (NNEI)

Certificate II Information, Digital Media and Technology is delivered and assessed at Balga Senior High School.

### PRERQUISITES

There are no specific prerequisites for this course, however an interest in digital technologies is recommended.

### CONTENT

This course encompasses both practical and theory skills from a diverse range of subject matter; from the essentials of operating systems combined with computer hardware as well as software applications such as Word and Excel. The different types of Social Media platforms as well as digital tools for editing photos, videos and audio are explored.

### COMPETENCIES

<b>Unit Code</b>	<b>Unit Name</b>
BSBSUS211	Participate in sustainable work practices
BSBTEC201	Use business software applications
BSBTEC202	Use digital technologies to communicate in a work environment
BSBWHS211	Contribute to the health and safety of self and others
CUADIG202	Develop digital imaging skills
ICTICT206	Install software applications
ICTICT213	Use computer operating systems and hardware
ICTICT214	Operate application software packages
ICTICT215	Operate digital media technology packages
ICTSAS203	Connect hardware peripherals
HLTAID011	Provide First Aid
ICTSAS214	Protect devices from spam and destructive software

### CAREER POSSIBILITIES

This nationally recognised course offers a pathway to a range of occupations across several fields and industries that use info technology and computer operating systems. It also provides a pathway to further IT studies.

### SUBJECT CHARGE

\$60-00

## SIS20115 CERTIFICATE II IN SPORT AND RECREATION

### PREREQUISITES

Year 7 - 10 Physical Education

### CONTENT

This Certificate is completed over a two-year period. The focus of this course is to prepare students for entry level work in the sport and recreation industry whilst giving them employability skills in the workplace. The course can also act as a platform into further Certificate based study at TAFE or as a stepping-stone to University education.

Students are involved in practical components of the course requiring them to perform coaching duties, assist in sporting events/carnivals and complete other practical tasks such as equipment management, intermediate level netball and WHS inspections. Please note there is a strong theory component to this course.

Upon completion of the course students will have gained a Certificate II in Sport and Recreation that equates to 6 C's towards their WACE. They will also gain their senior first aid certificate and an abundance of experience in coaching and employability skills.

### COMPETENCIES

The qualification comprises 13 units of competency in which students explore many different aspects of the sport and recreation industry and gain invaluable practical skills.

<b>Unit Code</b>	<b>Unit Name</b>
HLTWHS001	Participate in workplace health and safety
HLTAID003	Provide first aid
SISSNTB002	Participate in netball at an intermediate level
SISSBSB001	Conduct basketball coaching sessions with foundation level participants
SISSNTB001	Conduct netball coaching sessions with foundation level participants
SISXEMR001	Respond to emergency situations
SISXFAC001	Maintain equipment for activities
SISXCCS001	Provide quality service
SISXCAI002	Assist with activity sessions
SISXCAI001	Provide equipment for activities
SISXIND002	Maintain sport, fitness and recreation industry knowledge
SISXIND001	Work effectively in sport, fitness and recreation environments
BSBWOR202	Organise and complete daily work activities

### ASSESSMENT

Each unit of work carries between 2 and 5 assessment items. Assessments are tailored to suit the learning requirements of ALL students in the course (from ATAR students to Foundation level). Students must get 100% for each task and get the chance to resubmit work to achieve this. Extra support is provided for students who struggle with the workload either through Online resources (Connect), classroom support or the Extended Learning Centre. Most assessments are theory/research based, however there is a strong practical component to the course. Students are required to perform coaching duties, assist in sporting events/ carnivals and complete other practical tasks such as equipment management, intermediate level netball and WHS inspections.

### CAREER POSSIBILITIES

Career opportunities may include: Sports Coaching and Management, Recreation Centre Managers, Personal Trainers, First Aid Officers and Physical Education teachers.

### SUBJECT CHARGE

\$80-00



# ENDORSED Programs

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## AUTHORITY DEVELOPED COMMUNITY SERVICE (ADCS)

### PREREQUISITES

Before engaging in Community Service students must demonstrate responsible behaviour.

### RATIONALE

The Community Service endorsed program provides opportunities for Year 11 students to develop the values, skills and understandings needed to contribute to civic wellbeing, becoming involved in community service connects students to their communities and develops an ethos of service. This program allows students to:

- Put values into action
- Learn new skills
- Explore a range of career opportunities
- Work for the common good, sustaining and improving natural and social environments
- Create responsible local and global citizens.

Students participating in the Community Service endorsed program can be expected to gain a better understanding of people and the issues impacting on their well-being and understand that they can make a difference to the community in which they live through their actions.

### CONTENT

This program includes at least 50 hours of communitive service/volunteer support work and 5 hours of induction and reflection.

Students can:

- Assist a younger student within a timetabled class (if a teacher is willing to have the help within the classroom).
- Engage in activities that benefit the school environment or other students.
- Tutor students after school in the Extended Learning Centre.
- Act in the capacity of a carer.
- Work for non-profit organisations in areas such as aged-care, animal welfare, childcare, culture, education, health, disability services, refugee support or environmental sustainability.

### ASSESSMENT

For each 50 hours of service and 5 hours of reflection, students are required to provide evidence in the form of:

- Log of activities
- Diary entries, photos, commendations, letters of thanks/appreciation etc.

Each unit of completion (55 hours) is equated to one unit of course work. Students can complete more than one unit subject to completion these units contribute towards a student's WACE. All completed units will contribute to a student's WASSA.

### CAREER POSSIBILITIES

Community Services assists students to develop skills to work with others and within the community. The skills developed are transferable to a number of workplaces as well as being an advantage when making applications for employment or further study.

### SUBJECT CHARGE

\$50-00

## **AUTHORITY DEVELOPED WORKPLACE LEARNING (ADWPL)**

### **PREREQUISITES**

Before engaging in ADWPL a student must be deemed by the school to be work ready. It is expected that students engaging in this endorsed program have prior learning gained from completing a form of work readiness program that has prepared them to enter the workplace safely and responsibly, such as a school developed induction program, a workplace developed induction program or year 10 ADWPL program.

### **RATIONALE**

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

### **CONTENT**

Students will participate in a Work Readiness program that will confirm their suitability for the Work Placement. They will also learn about Occupational Health and Safety, rights and responsibilities of employees and employers and develop greater understanding of the industry they are hoping to enter. Once these tasks have been completed students will attend the workplace one day a week. Students who participate in this program have study periods throughout their timetable to support them to catch up on work missed while at ADWPL.

### **ASSESSMENT**

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

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

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

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

### **CAREER POSSIBILITIES**

Workplace Learning provides students the opportunity to develop their employability skills which once developed will be transferable to a number of workplaces.

### **SUBJECT CHARGE**

\$50-00



**GIRRAWHEEN**  
Senior High School