



2018

Academic Handbook

**A course information guide for Year 11 and Year 12
parents and students**



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Introduction

This Academic handbook contains information about all courses on offer for Year 11 and Year 12 in 2018. The handbook is a resource offered by Balcatta Senior High School to assist you and your child to make appropriate planning decisions to facilitate future career aspirations.

This handbook will be modified throughout the year to reflect course offerings once the timetable is set.

It is vital that students have an academic goal. Studying an ATAR Course or a General Course are both equally important. Entry into University, TAFE, Apprenticeships and Traineeships is competitive so students need to strive to do their best in whichever pathway they choose. It is essential that students select for success. Advice provided by the School is designed to maximise student achievement and to keep options open, irrespective of the pathway chosen. Students should be proactive in researching and exploring career options.

Terminology

ATAR	Australian Tertiary Admission Rank
EST	Externally Set Task
OLNA	Online Literacy and Numeracy Assessment
RTO	Registered Training Organisation
SAE	Standard Australian English
SCSA	the School Curriculum and Standards Authority
The Authority	the School Curriculum and Standards Authority
TISC	Tertiary Institutions Service Centre
VET	Vocational Education and Training
WACE	Western Australian Certificate of Education
WASSA	Western Australian Statement of Student Achievement

The Western Australian Statement of Student Achievement (WASSA)

The WASSA is issued to each Year 12 student at the completion of their senior secondary schooling; senior secondary school typically takes two years. The WASSA lists all courses and programs that a student has completed and the grades and marks achieved.

The WASSA formally records, as relevant:

- achievement of WACE requirements
- achievement of the literacy (reading and writing) and numeracy standard
- achievement of any exhibitions and awards
- school grades, school marks and combined scores in ATAR courses
- school grades and school marks in General and Foundation courses
- completed VET industry specific courses
- successfully completed VET qualifications and VET units of competency
- completed endorsed programs

The Western Australian Certificate of Education (WACE)

The WACE is awarded by the School Curriculum and Standards Authority (Authority) when students successfully meet the requirements of the WACE.

To achieve a WACE, students must complete at least four Year 12 Australian Tertiary Admission Rank (ATAR) courses or a Certificate II (or higher) VET qualification.

WACE achievement requirements

To meet the WACE achievement requirements students must:

- demonstrate a minimum standard of literacy and a minimum standard of numeracy
- complete a minimum of 20 units, or equivalents
- complete at least four Year 12 ATAR courses or complete a Certificate II (or higher) VET qualification

Note:

- in the context of ATAR courses in the WACE, the term 'complete' requires that a student sits the ATAR course examination in that course. Students who do not sit the ATAR course examination will not have a course mark or grade recorded on their WASSA, nor will they receive an ATAR course report. The pair of units will not contribute to any WACE requirements.
- for ATAR courses with practical components, students must complete both the written and practical examinations.

Literacy and numeracy standard requirement

- For the WACE literacy standard, students must demonstrate the minimum standard of literacy and numeracy by achieving Band 8 or higher in the reading, writing and numeracy tests of the Year 9 National Assessment Program – Literacy and Numeracy (NAPLAN)
- or;
- by successfully completing the reading, writing and numeracy components of the Authority's Online Literacy and Numeracy Assessment (OLNA).

Breadth and depth requirement

Students must:

- complete a minimum of 20 units, which may include unit equivalents attained through VET and/or endorsed programs. This requirement must include at least:
 - a minimum of ten Year 12 units, or the equivalent
 - four units from an English course, post-Year 10, including at least one pair of Year 12 units from an English course
 - one pair of Year 12 units from each of List A (arts/languages/social sciences) and List B (mathematics/science/technology) subjects.

Achievement standard requirement

Students must achieve at least 14 C grades (or equivalents) in Year 11 and Year 12 units, including at least six C grades in Year 12 units (or equivalents).

Unit equivalents

The WACE requirement for at least 20 units and at least 14 C grades may be met partly through unit equivalents. These are units within VET and endorsed programs of least 55 nominal hours. They are known as unit equivalents because they are considered equivalent to one unit of a Year 11 or Year 12 course.

For VET qualifications:

- a Certificate I is equivalent to two Year 11 units
- a Certificate II is equivalent to two Year 11 and two Year 12 units
- a Certificate III or higher is equivalent to two Year 11 and four Year 12 units.

Study Options

WACE courses

Australian Tertiary Admission Rank (ATAR) courses

ATAR courses are designed for students who are aiming to enrol in a university course directly from school. These courses will be examined by the Authority and contribute to the achievement of an ATAR. You must sit the final examination to complete the course.

General courses

General courses are designed for students who are aiming to enter vocationally based training or the workforce straight from school. These courses will each have an externally set task (EST) in Year 12 which is set by the Authority.

Vocational Education and Training (VET) industry specific courses

These courses are designed for students aiming to enter further vocationally based training or the workforce straight from school. They include a full AQF qualification, mandatory workplace learning and contribute to the Certificate II requirement for a WACE. VET industry specific courses count towards your WACE as course unit credit, which allows more VET to be included in your secondary education program and have it contribute towards your WACE.

Foundation courses

Foundation courses are designed for students who have not been able to demonstrate the minimum standard of literacy and/or numeracy before Year 11 and are unlikely to do so before the end of Year 12 without significant levels of support. These courses will each have an externally set task (EST) in Year 12 which is set by the Authority. 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 life and work.

The **only** students who may enrol in Foundation courses in Semester 1 of Year 11 are those who have not yet demonstrated the minimum standard of literacy and/or numeracy by the end of Year 10.

VET and Endorsed Programs

VET

VET qualifications are for students wishing to participate in nationally recognised training. All VET qualifications require registered training organisation (RTO) delivery, assessment and quality control under the relevant VET regulatory body. A Certificate II or higher is one of the range of requirements for achieving a WACE. VET credit transfer can contribute up to eight of the 20 units you need to achieve your WACE. These qualifications contribute to the WACE as unit equivalents.

Endorsed programs

These programs provide access to areas of learning not covered by WACE courses or VET programs and contribute to the WACE as unit equivalents. Endorsed programs may replace up to two Year 11 course units and two Year 12 course units you need to achieve your WACE. Endorsed programs can be delivered in a variety of settings by schools, community organisations, universities, training organisations and workplaces.

Courses Offered in 2018

List A (arts/languages/social sciences)	List B (mathematics/science/technology)
Ancient History Year 11 General	Applied Information Technology Year 11 and Year 12 General
Career and Enterprise Year 11 and Year 12 General	Building and Construction Year 11 and Year 12 General
Children, Family and the Community Year 11 General	Chemistry Year 11 and Year 12 ATAR
Dance Year 11 and Year 12 General	Design Year 11 General
Drama Year 11 and Year 12 General	Food Science and Technology Year 11 and Year 12 General
English Year 11 and Year 12 ATAR	Human Biology Year 11 and Year 12 ATAR
English Year 11 and Year 12 General	Mathematics Year 11 and Year 12 Foundation
English Year 11 and Year 12 Foundation	Mathematics Applications Year 11 and Year 12 ATAR
English as an Additional Language or Dialect Year 11 and Year 12 ATAR	Mathematics Essential Year 11 and Year 12 General
English as an Additional Language or Dialect Year 11 and Year 12 General	Mathematics Methods Year 11 and Year 12 ATAR
Health Studies Year 11 and Year 12 General	Mathematics Specialist Year 11 and Year 12 ATAR
ISL Italian: Second Language Year 11 ATAR	Outdoor Education Year 11 and Year 12 General
Literature Year 11 ATAR	Physical Education Studies Year 11 and Year 12 General
Modern History Year 11 and Year 12 ATAR	Physics Year 11 and Year 12 ATAR
Visual Arts Year 11 and Year 12 ATAR	Psychology Year 11 and Year 12 ATAR
Visual Arts Year 11 and Year 12 General	Psychology Year 11 and Year 12 General

VET Offered in 2018

Delivered and assessed at school in partnership with North Metropolitan TAFE	SHB20116 Certificate II in Retail Cosmetics
	SHB20116 Certificate II in Retail Cosmetics
Delivered and assessed at school in partnership with Skills Strategy International Pty Ltd	SIR30216 Certificate III in Retail
Delivered and assessed at school in partnership with VETiS Consulting Services Pty Ltd	BSB20115 Certificate II in Business
	BSB30115 Certificate III in Business
	CUA20215 Certificate II in Creative Industries (Music Focus)
	ICT20115 Certificate II Information, Digital Media & Technology
	SIT20316 Certificate II in Hospitality
	SIS20513 Certificate II in Sport Coaching
	CUA20715 Certificate II Visual Arts (Photography Focus)
	CUA20715 Certificate II Visual Arts (Wood Focus)

Course Information

The following pages contain specific information on each of the courses offered in 2018

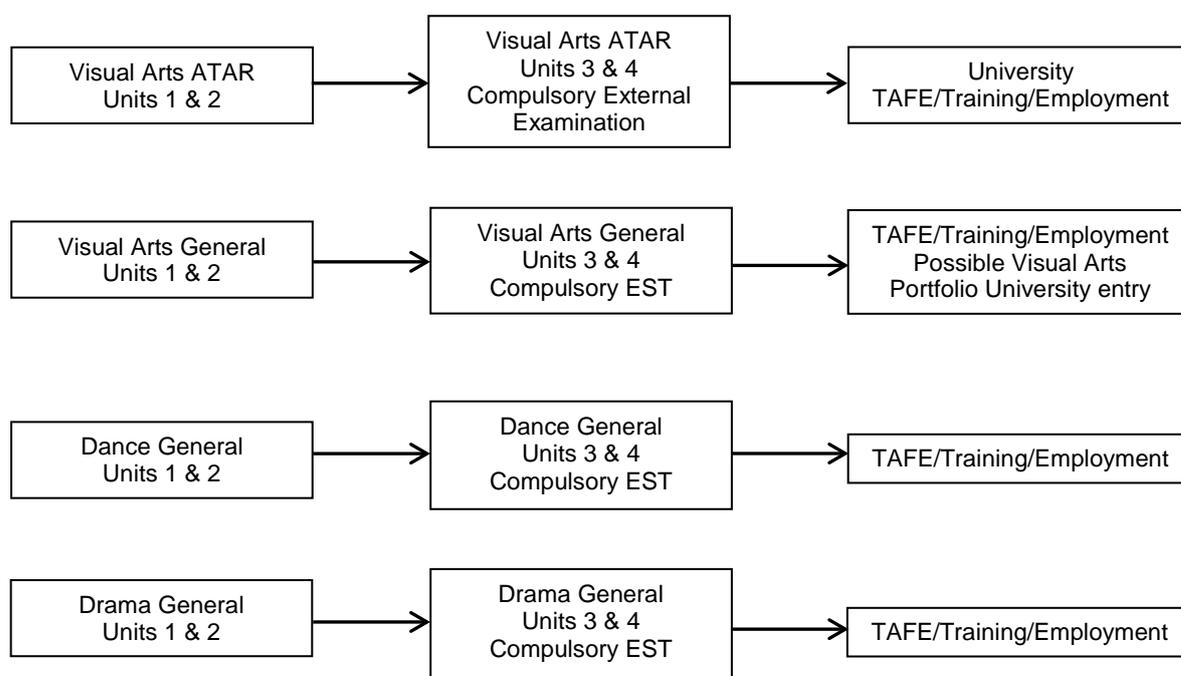
The Arts

Academic Courses – Year 11

- Visual Arts ATAR
- Visual Arts General
- Dance General
- Drama General

Academic Courses – Year 12

- Visual Arts ATAR
- Visual Arts General
- Dance General
- Drama General



Post School Career Options:

Dancer, Actor, Artist, Choreographer, Set Designer, Illustrator, Fashion Designer, Entertainer, Photographer

Visual Arts ATAR

Year 11 Course Code	AEVAR
Year 12 Course Code	ATVAR
Highly recommended	Year 11- OLNA Reading and Writing, prior art experience
	Year 12 - Year 11 Visual Art ATAR 'C' Grade
Cost	To be determined

Year 11 Overview

The Visual Arts ATAR course encompasses the practice and theory of the broad areas of art, craft and design. Students have opportunities to express their imagination, develop personal imagery, develop skills and engage in the making and presentation of artwork. Students are encouraged to explore and represent their ideas and gain an awareness of the role artist and designers play in reflecting, challenging and shaping societal values.

The Visual Arts ATAR course allows student to develop aesthetic understandings and a critical awareness to appreciate and make informed evaluations of art through their engagement of their own art practice and work.

Unit content includes:

Art Making

- Inquiry
- Visual language and visual influence
- Art forms, media and techniques
- Art Practice
- Presentation
- Reflection

Art Interpretation

- Visual analysis
- Personal Response
- Meaning and purpose
- Social, cultural and historical contexts

Year 11 Course Structure

Unit 1 Difference

Focuses on difference in art making and interpretation including:

- Cultural diversity
- Place
- Gender
- Class and historical period

Unit 2 Identities

Focuses on identities in art making and interpretation including:

- Personal
- Social
- Cultural

Year 12 Overview

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 ATAR course encourages students to develop problem-solving skills together with creative and analytical ways of thinking. Innovation is encouraged through a process of inquiry, exploration and experimentation. It aims to enable students to make connections to relevant fields of study, prepare them for creative thinking and problem-solving in future work and life. Participation in this course may contribute to a sense of enjoyment, engagement and fulfilment in their everyday lives, as well as to promote an appreciation for the environment and ecological sustainability.

Year 12 Course Structure

Unit 3 – Commentaries

In this unit, students engage with the social and cultural purposes of art making and interpretation. The focus is on commentaries

Unit 4 – Points of view

In this unit, students identify and explore concepts or issues of personal significance in art making and interpretation. The focus is on points of view.

Visual Arts General

Year 11 Course Code	GEVAR
Year 12 Course Code	GTVAR
Highly recommended	Year 11- Prior art experience
	Year 12 - Year 11 Visual Art General
Cost	To be determined

Year 11 Overview

Within contemporary society, there is increasing demand for visual literacy; the ability to perceive, understand, interpret and evaluate visual information. The Visual Arts General course enables students to develop their visual literacy and communication skills and become discriminating in their judgements. Particular aspects of life are understood and shared through visual symbol systems that are non-verbal modes of knowing.

This course allows students to engage in traditional, modern and contemporary art forms and conventions, such as sculpture, painting, drawing, graphic design, printmaking, collage, ceramics, earth art, video art, installations, textiles, performance, photography, montage, multimedia, and time-based works and environments.

Unit content includes:

Art Making

- Inquiry
- Visual language and visual influence
- Art forms, media and techniques
- Art Practice
- Presentation
- Reflection

Art Interpretation

- Visual analysis
- Personal Response
- Meaning and purpose
- Social, cultural and historical contexts

Year 11 Course Structure

Unit 1 – 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

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.

Year 12 Overview

The Visual Arts General course encompasses the practice and theory of the broad areas of art, craft and design. 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.

Students gain knowledge, understanding and appreciation of art and culture, both in Australian and international contexts. They analyse and evaluate their own works and the works of others from a range of historical and cultural viewpoints and develop an appreciation of the role of art in the community and their daily lives.

Year 12 Course Structure

Unit 3 – Inspirations

Students become aware that artists gain inspiration and generate ideas from diverse sources, including what is experienced, learned about, believed in, valued, imagined or invented.

Unit 4 – Investigations

Students explore and develop ideas for art making and interpretation through the investigation of:

- different artists
- art forms
- processes and technologies

Dance General

Year 11 Course Code	GEDAN
Year 12 Course Code	GTDAN
Highly recommended	Year 11 – Year 10 Specialist Dance
	Year 12 - Year 11 Dance General
Cost	To be determined

Year 11 Overview

Dance encourages artistic creativity and the active use of the imagination. It acknowledges the interrelationship between practical and theoretical aspects—the making and performing of movement and the appreciation of its meaning. It allows students to make and present dance relevant to their lives

Focus genres:

- Contemporary - Main
- Jazz
- Hip-hop

This course is divided in to three content areas:

- Choreography
- Performance
- Contextual knowledge

Year 11 Course Structure

Unit 1 – Exploring the components of dance

Students explore the elements of dance and processes of choreography, and solve structured choreographic tasks to produce dance works for performance.

Unit 2 – Dance as entertainment

Students explore the entertainment potential of dance and choreography.

Year 12 Overview

The Dance General course develops and presents ideas through a variety of genres, styles and forms, as it provides a unique way in which to express our cultural view and understanding of the world. Through critical decision making in individual and group work, movement is manipulated and refined to reflect the choreographer's intent.

Students use a wide range of creative processes, such as improvisation and the use of choreographic elements and devices, and draw on their own physicality and the interpretation of existing work of others to make dance works.

Year 12 Course Structure

Unit 3 – Popular culture

This unit focuses on the exploration of dance in popular culture and how this leads to a wider understanding of the diverse contexts and functions of dance in society.

Unit 4 – Australian dance

This unit focuses on the diverse range of functions and contexts of dance in Australia. Students critically analyse their own cultural beliefs and values in relation to traditional and contemporary dance forms and styles, and develop an understanding of their own dance heritage.

Drama General

Year 11 Course Code	GEDRA
Year 12 Course Code	GTDRA
Highly recommended	Year 11 – Year 10 Drama
	Year 12 - Year 11 Drama General
Cost	To be determined

Year 11 Overview

Drama is a vibrant and varied art form found in play, storytelling, street theatre, festivals, film, television, interactive games, performance art and theatres. Drama entertains, informs, communicates and challenges.

Through the Drama General course, they can understand the experience of other times, places and cultures in an accessible, meaningful and enjoyable way. They understand the economic factors that affect drama practice and explore the vocational opportunities that drama offers.

Course elements relating to all units

The course content is divided into three content areas:

- Drama language
- Contextual knowledge
- Production and performance

Roles

Students will study in the context of drama in performance and responding to drama:

- Actor
- Costume designer
- Lighting designer
- Scenographer
- Sound designer

Year 11 Course Structure

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.

Year 12 Overview

The focus of the Drama General course is primarily on ensemble performance and team work. Students engage in drama processes such as improvisation, play building, text interpretation, playwriting and dramaturgy. This allows them to create original drama and interpret a range of texts written or devised by others by adapting the theoretical approaches of other drama practitioners.

Students' work in this course includes production and design aspects involving:

- Directing
- Scenography
- Costumes
- props
- promotional materials
- sound and lighting

Year 12 Course Structure

Unit 3 – Representational, realist drama

This unit focuses on representational, realistic drama. Students explore techniques of characterisation through different approaches to text interpretation, particularly those based on the work of Stanislavski and others.

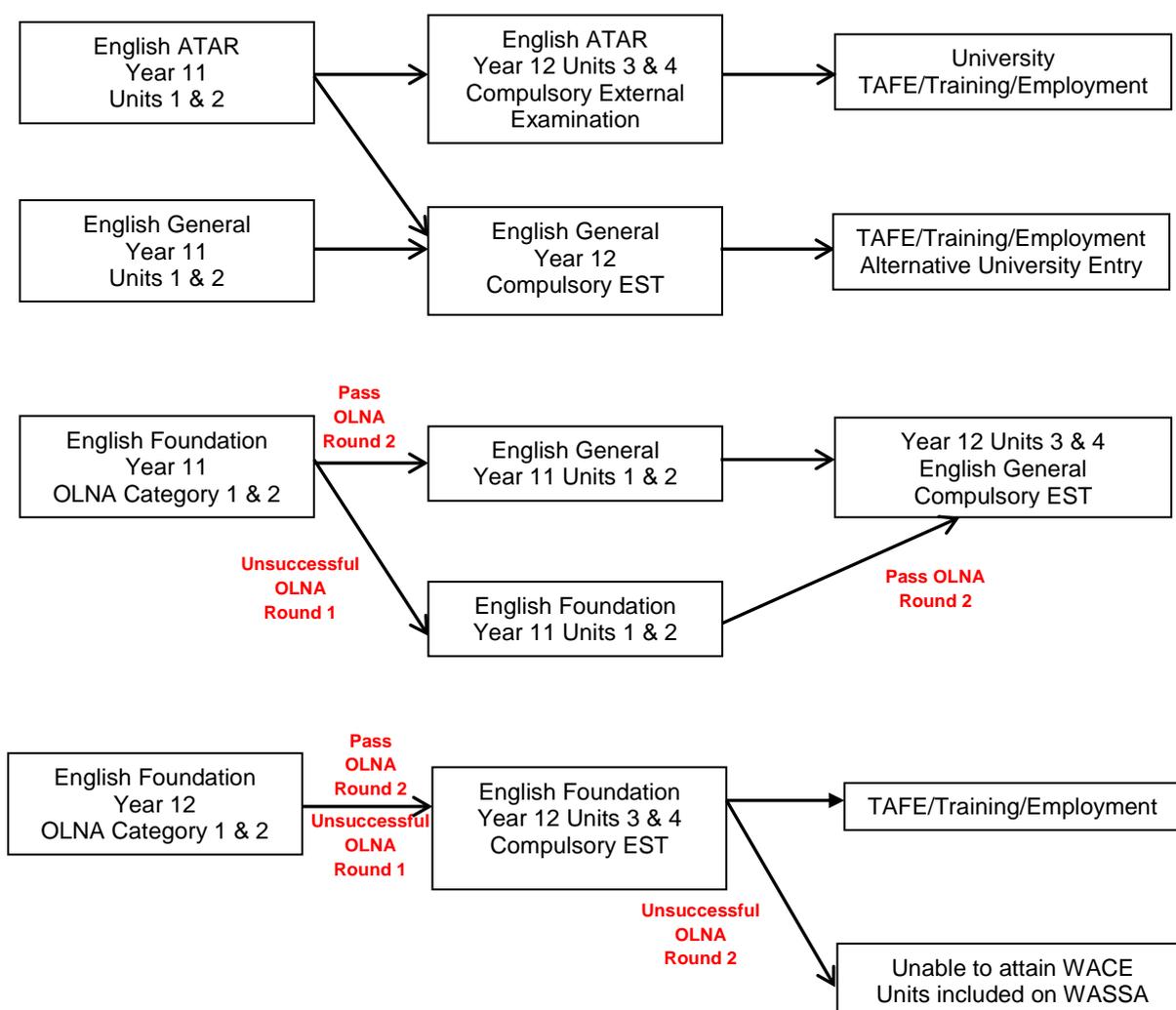
Unit 4 – Presentational, non-realist drama

This unit focuses on presentational, non-realist drama. Students explore techniques of role and/or character through different approaches to text interpretation, particularly those based on the work of Brecht and others.

English

Academic Courses – Year 11 and Year 12

- English ATAR
- English General
- English Foundation



Post School Career Options:

Advertising Manager, Publicity Agent, Teacher, Advertising Manager, Journalist, Editor, Education Aide, Library Assistant, Public Servant, Court Recorder, Speech Pathologist, Film and Television Editor or Director, Arts Administrator, Curator, Writer.

English ATAR

Year 11 Course Code	AEENG
Year 12 Course Code	ATENG
Highly recommended	Year 11 – OLN Reading and Writing Category 3 A or B grade in Year 10 Band 8 or above for NAPLAN Writing and reading
	Year 12 – A or B grade in Year 11 English ATAR
Cost	To be determined

Year 11 and Year 12 Course Overview

The English ATAR course focuses on developing students' analytical, creative, and critical thinking and communication skills in all language modes, encouraging students to critically engage with texts from their contemporary world, the past, and from Australian and other cultures.

Through close study and wide reading, viewing and listening, students develop the ability to:

- analyse and evaluate the purpose, stylistic qualities and conventions of texts
- enjoy creating imaginative, interpretive, persuasive and analytical responses in a range of written, oral, multimodal and digital forms.

Year 11 Course Structure

Unit 1 – Students explore how meaning is communicated through the relationships between language, text, purpose, context and audience.

Unit 2 – Students analyse the representation of ideas, attitudes and voices in texts to consider how texts represent the world and human experience.

Year 12 Course Structure

Unit 3 – Students explore representations of themes, issues, ideas and concepts through a comparison of texts.

Unit 4 – Students examine different representations and perspectives to further develop their knowledge and analysis of purpose and style.

English General

Year 11 Course Code	GEENG
Year 12 Course Code	GTENG
Highly recommended	Year 11 – OLNA Reading and Writing Category 2 or 3 A or B grade in Year 10 Band 8 or above for NAPLAN Writing and reading
	Year 12 – A Pass in Year 11 General English
Cost	To be determined

Year 11 and Year 12 Course Overview

The English General course develops students' language, literacy and literary skills to enable them to communicate successfully both orally and in writing and to enjoy the value of using language for both imaginative and practical purposes.

Students will comprehend, analyse, interpret and evaluate the content, structure and style of a wide variety of oral, written, multimodal, digital and media texts.

Year 11 Course Structure

Unit 1 – This unit focuses on students' comprehending and responding to the ideas and information presented in texts.

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

Year 12 Course Structure

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

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

Year 11 Course Code	GEENG
Year 12 Course Code	GTENG
Pre-requisites	Year 11 – OLNA Reading and Writing Category 1 and 2
	Year 12 – OLNA Reading and Writing Category 1 and 2
Cost	To be determined

Year 11 and 12 Course Overview

The English Foundation course aims to develop students' skills in reading, writing, viewing, speaking and listening in work, learning, community and everyday personal contexts. This course is for students who have not demonstrated the literacy standard in the OLNA.

Students will develop English literacy, broadly defined as:

- Reading ability
- Verbal or spoken literacy
- Writing and visual literacy

Students undertaking this course will develop skills in the use of functional language conventions including:

- spelling
- punctuation
- grammar

Year 11 & 12 Course Content

The English Foundation emphasises five modes:

- Information and communication technology capability
- Critical and creative thinking
- Personal and social capability
- Ethical and intercultural understanding

The course is grouped into three outcomes:

- Reading
- Producing
- Speaking
- Listening

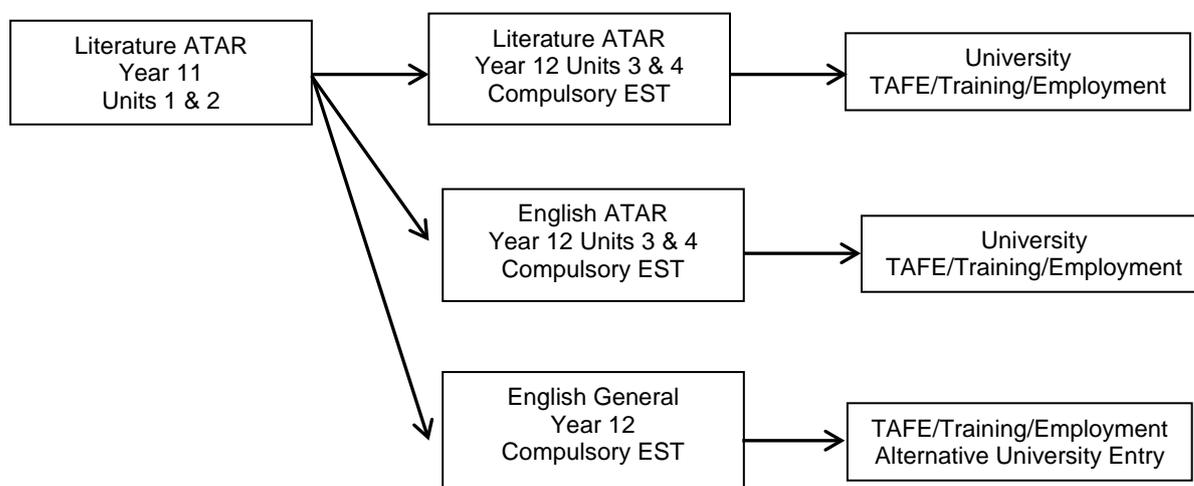
The English Foundation course aims to develop students:

- Opportunities to practise their skills with functional literacy, especially spelling, punctuation and grammar
- Skills in reading, producing, speaking and listening

Literature

Academic Courses – Year 11 and Year 12

- Literature ATAR



Post School Career Options:

Advertising Manager, Publicity Agent, Teacher, Advertising Manager, Journalist, Editor, Education Aide, Library Assistant, Public Servant, Court Recorder, Speech Pathologist, Film and Television Editor or Director, Arts Administrator, Curator, Writer.

Literature ATAR

Year 11 Course Code	AELIT
Year 12 Course Code	ATLIT
Highly recommended	Year 11 – OLN Reading and Writing Category 3 A or B grade in Year 10 Band 8 or above for NAPLAN Writing and reading
	Year 12 – A or B grade in Year 11 Literature ATAR
Cost	To be determined

Year 11 and Year 12 Course Overview

In the Literature ATAR course, students learn to create readings of literary texts and to create their own texts, including essays, poems, short stories, plays and multimodal texts. Students engage with literary theory and study literary texts in great detail. Students learn to read texts in terms of their cultural, social and historical contexts, their values and attitudes, and their general conventions and literary techniques.

Year 11 and Year 12 Course Content

Students:

- enter the discourse about readings, reading practices and the possibility of multiple readings
- learn to create texts paying attention to contexts, values and conventions
- learn about literary language, narrative, image and the power of representation
- experience the aesthetic and intellectual pleasure that reading and creating literary texts can bring

Year 11 Course Structure

Unit 1 – This unit develops students' knowledge and understanding of different ways of reading and creating literary texts drawn for a widening range of historical, social, cultural and personal contexts.

Unit 2 – This unit develops students' knowledge and understanding of intertextuality, the ways literary texts connect with each other.

Year 12 Course Structure

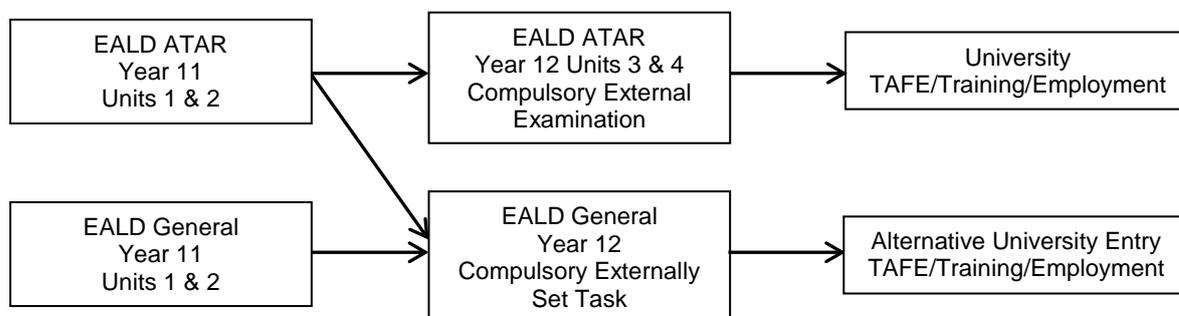
Unit 3 – This unit develops students' knowledge and understanding of the relationship between language, culture and identity in literary texts.

Unit 4 – This unit develops students' appreciation of the significance of literary study through close critical analysis of literary texts drawn from a range of forms, genres, and styles.

English as an Additional Language or Dialect

Academic Courses – Year 11 and Year 12

- English as an Additional Language or Dialect ATAR
- English as an Additional Language or Dialect General



Post School Career Options:

Flight Attendant, Travel Consultant, Tour Guide, Interpreter, Language Teacher, Hotel/Motel Manager, Customs and Border Protection Officer.

English as an Additional Language or Dialect ATAR

Year 11 Course Code	AEELD
Year 12 Course Code	ATELD
Highly recommended	Year 11 EAL/D Eligibility (See your English as an Additional Language teacher)
Pre-requisite	Year 12 SCSA EAL/D Eligibility (See your English as an Additional Language teacher)
Cost	To be determined

The EAL/D courses are designed for students who speak another language or dialect as their first or 'home' language. EAL/D focuses on development of the competent use of Standard Australian English (SAE) in a range of contexts.

The EAL/D ATAR course focuses on language learning and the explicit teaching of the structure, linguistic features and sociolinguistic aspects of Standard Australian English.

The EAL/D ATAR course develops academic English skills to prepare students for tertiary study.

Course Content

- Communication skills and strategies
- Comprehension skills and strategies
- Language and textual analysis
- Creating texts

Year 11 Course Structure

Unit 1 – focuses on investigating how language and culture are interrelated and expressed in a range of contexts.

Unit 2 – focuses on analysing and evaluating perspectives and attitudes presented in texts, and creating extended texts in a range of contexts.

Year 12 Course Structure

Unit 3 – focuses on analysing how language choices are used to achieve different purposes and effects in a range of contexts.

Unit 4 - focuses on analysing, evaluating and using language to represent and respond to issues, ideas and attitudes in a range of contexts.

English as an Additional Language or Dialect General

Year 11 Course Code	GEELD
Year 12 Course Code	GTELD
Highly recommended	Year 11 EAL/D Eligibility (See your English as an Additional Language teacher)
Pre-requisite	Year 12 SCSA EAL/D Eligibility (See your English as an Additional Language teacher)
Cost	To be determined

The EAL/D courses are designed for students who speak another language or dialect as their first or 'home' language. EAL/D focuses on development of the competent use of Standard Australian English (SAE) in a range of contexts. The EAL/D General course prepares students for a range of post-secondary destinations in further education, training and the workplace.

Year 11 Course Structure

Unit 1 – focuses on responding to and creating extended texts in familiar contexts in SAE. By using the language modes, students engage with familiar and some unfamiliar texts, including literary texts.

Unit 2 –focuses on responding to and creating connected extended texts in personal, social, community and workplace contexts in SAE. The ability to use SAE language skills to communicate for a range of purposes is evident in the creation of oral, written and multimodal texts required in the workplace and some academic contexts.

Year 12 Course Structure

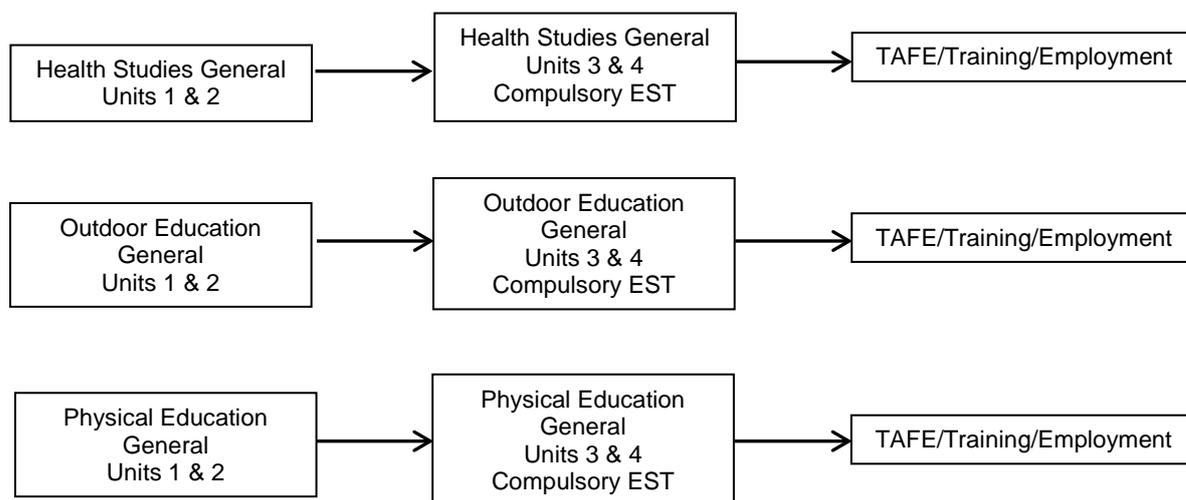
Unit 3 –focuses on investigating how language and culture are interrelated and expressed in a range of contexts. A variety of oral, written and multimodal texts are used to develop understanding of text structures and language features.

Unit 4 –focuses on analysing and evaluating perspectives and attitudes presented in texts and creating extended texts for a range of contexts. SAE language skills for effective communication in an expanding range of contexts are consolidated

Health and Physical Education

Academic Courses – Year 11 and Year 12

- Health Studies General
- Outdoor Education General
- Physical Education Studies General



Post School Career Options:

Firefighter, Park Ranger, Lifeguard, Navy/Army/Air Force Officer, Sports Coach, Sports Commentator, Fitness Instructor, Physical Education Teacher, Surveyor, Tour Guide

Health Studies General

Year 11 Course Code	GEHEA
Year 12 Course Code	GTHEA
Highly recommended	Students should be; <ul style="list-style-type: none">• Passionate about health and wellness• Interested in promoting prevention and awareness• Interested in developing skills and strategies to positively influence health and build effective relationships• Willing to complete assessment tasks
Cost	To be determined

Year 11 and 12 Course Content

Theoretical component

Understanding personal health and wellbeing and what it means to be healthy, explore the factors that influence health in positive and negative ways, design action plans and strategies to improve both personal and community health. Health inquiry skills are developed and applied to investigate and report on health issues. Key self-management and interpersonal skills are assessed.

Practical component

Excursions and project based assessment tasks.

Year 11 Course Structure

Unit 1 – provides a general introduction to personal health and wellbeing and what it means to be healthy.

Unit 2 – continues to build students' knowledge and understandings about personal health and introduces the multiple determinants which influence health.

Year 12 Course Structure

Unit 3 - builds on students' knowledge and understanding of health determinants and their interactions and contributions to personal and community health.

Unit 4 – builds on students' knowledge and understandings of the impact of health determinants on personal and community health.

Outdoor Education General

Year 11 Course Code	GEOED
Year 12 Course Code	GTOED
Highly recommended	Interested in the natural world and outdoor pursuits
Pre-requisite	Students must be able to complete; <ul style="list-style-type: none">• 200m continuous swim• 5 metre scull
Cost	To be determined

Year 11 and 12 Course Overview

The Outdoor Education General course focusses on outdoor activities in a range of environments such as the contexts listed below.

The course provides students with an opportunity to develop essential life skills and physical activity skills. Student work towards a positive understanding and appreciation of environment, pursue personal interests and explore new activities.

The course content is delivered in three areas:

- Outdoor experiences
- Self and others
- Environmental awareness

Year 11 Course Structure

Unit 1 - Experiencing the outdoors

Students are encouraged to engage in outdoor adventures activities.

Unit 2 – Facing challenges in the outdoors

This unit offers the opportunity to engage in a range of outdoor adventure activities that pose challenges and encourage students to step outside their comfort zone.

Year 11 Outdoor Context

- Snorkelling
- Navigation
- Canoeing
- Roping

Year 12 Course Structure

Unit 3 – Building confidence in the outdoors

Students understand planning and organisational requirements necessary for them to participate in safe, short-duration expeditions.

Unit 4 – Outdoor leadership

Students consider planning and organisational requirements necessary for them to participate in positive and safe, short-duration excursions/expeditions in selected outdoor activities.

Year 12 Outdoor Context

- Body Boarding
- Group Fitness
- Team Building
- Mountain Biking

Physical Education Studies General

Year 11 Course Code	GE PES
Year 12 Course Code	GTPES
Highly recommended	Students should be; <ul style="list-style-type: none">• Interested in physical activity and playing sport• Interested in learning about how the body moves and works while performing sporting activities.
Cost	To be determined

Year 11 and Year 12 Course Content

Theoretical component

- Understanding anatomy
- Fitness
- Coaching knowledge and skills
- Mental skills
- Decision making skills

Practical component

- Students will understand and develop movement skills
- Develop strategies and tactics for competition context

Year 11 Course Structure

Unit 1 - The focus of this unit is to explore anatomical and biomechanical concepts, the body's responses to activity and stress management processes to improve their own performance and that of others in physical activity.

Unit 2 – The focus of this unit is to identify the relationship between skill, strategy and the body in order to improve the effectiveness and efficiency of performance.

Year 11 Sport Context

- Basketball
- Softball
- Badminton

Year 12 Course Structure

Units 3 – The focus of this unit is to provide opportunities for students to build upon their acquired physical skills and biomechanical, physiological and psychological understandings, to improve the performance of themselves and others in physical activity.

Unit 4 – The focus of this unit is to extend understanding by students of complex biomechanical, physiological and psychological concepts to evaluate their own and others' performance.

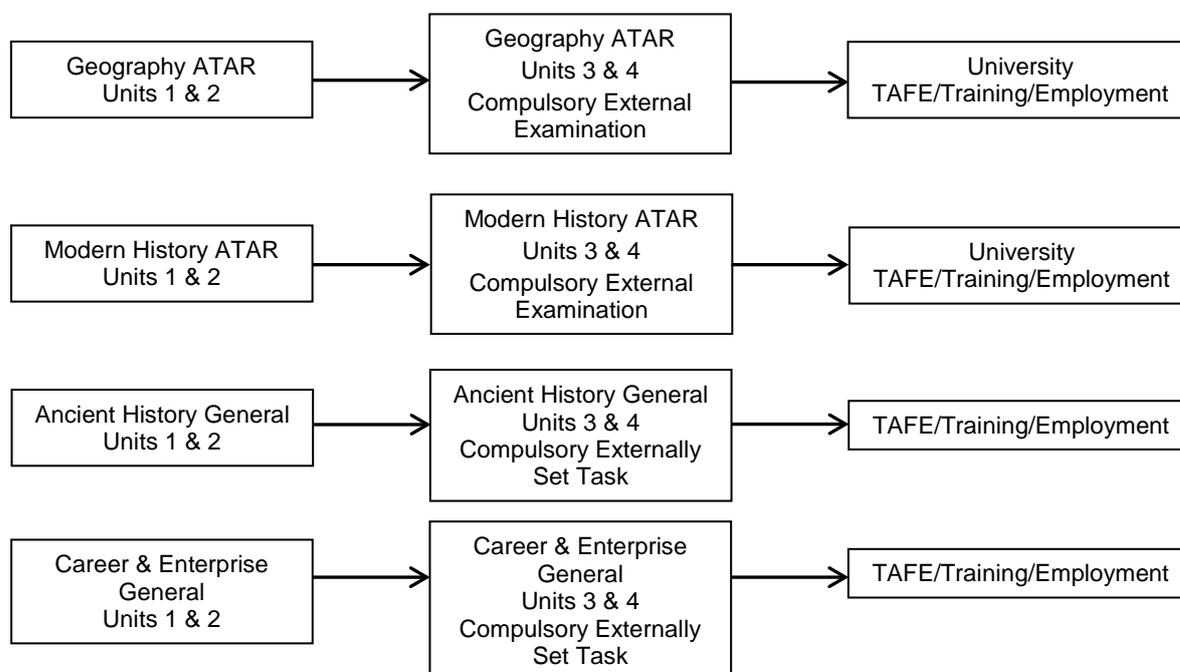
Year 12 Sport Contexts

- Volleyball
- Soccer

Humanities and Social Sciences

Academic Courses – Year 11 and Year 12

- Geography ATAR
- Modern History ATAR
- Ancient History General
- Career and Enterprise General



Post School Career Options:

Court Officer, Police Officer, Public Servant, Law Clerk, Historian, Librarian, Youth Worker, Counsellor, Social Worker, Museum Officer, Writer, Teacher, Journalist, Curator, Anthropologist, Cultural Heritage Officer.

Geography ATAR

Year 11 Course Code	AEGEO
Year 12 Course Code	ATGEO Not available in 2018
Highly recommended	A or B Grade in Year 10 Society and Environment Band 7 for NAPLAN Reading, Writing and Numeracy
Cost	To be determined

Year 11 Overview

The study of the Geography ATAR course draws on students' curiosity about the diversity of the world's places and their peoples, cultures and environments.

It provides students with the knowledge and understanding of the nature, causes and consequences of:

- natural and ecological hazards
- international integration in a range of spatial contexts
- land cover transformations
- the challenges affecting the sustainability of places

Students learn how to collect information from primary and secondary sources, such as:

- field observation and data collection
- mapping
- monitoring
- remote sensing
- case studies
- reports

Year 11 Course Structure

Unit 1 – Natural and ecological hazards

In this unit, students explore the management of hazards and the risk they pose to people and environments. Risk management is defined in terms of preparedness, mitigation and/or prevention.

Unit 2 – Global networks and interconnections

In this unit, students explore the economic and cultural transformations taking place in the world – the spatial outcomes of these processes and their social and geopolitical consequences – that will enable them to better understand the dynamic nature of the world in which they live.

The Geography ATAR course has two interrelated strands:

- Geographical Knowledge and Understanding
- Geographical Inquiry and Skills.

Year 12 Course is not available in 2018

Modern History ATAR

Year 11 Course Code	AEHIM
Year 12 Course Code	ATHIM
Highly recommended	Year 11: A or B grade in Year 10 Society and Environment and English
	Year 12: An A, B or high C grade in Year 11
Cost	To be determined

Year 11 and Year 12 Course Overview

Studying the Modern History ATAR course enables students to become critical thinkers and helps inform their judgements and actions in a rapidly changing world. 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.

Students are exposed to a variety of historical sources, in order to determine the cause and effect, and the motives and forces influencing people and events. These include:

- government papers
- extracts from newspapers
- letters
- diaries
- photographs
- cartoons
- paintings
- graphs and secondary sources

Year 11 Course Structure

Unit 1 - This unit examines developments of significance in the modern era, including the ideas that inspired them and their far-reaching consequences. Students examine one development or turning point that has helped to define the modern world.

Unit 2 - This unit examines significant movements for change in the 20th century that led to change in society, including people's attitudes and circumstances. These movements draw on the major ideas described in Unit 1, have been connected with democratic political systems, and have been subject to political debate.

Year 12 Course Structure

Unit 3 - This unit examines the characteristics of modern nations in the 20th century; the crises that confronted nations, their responses to these crises and the different paths nations have taken to fulfil their goals. Students study the characteristics of one nation.

Unit 4 - This unit examines some significant and distinctive features of the modern world within the period 1945–2001 in order to build students' understanding of the contemporary world – that is, why we are here at this point in time.

Ancient History General

Year 11 Course Code	GEHIA
Year 12 Course Code	GTHIA Not available in 2018
Highly recommended	C grade or higher in Year 10 Society and Environment and English
Cost	To be determined

Year 11 and Year 12 Course Overview

The Ancient History General course enables students to study life in early civilisations, based on the interpretation of the physical and written remains of different ancient societies. The study of ancient civilisations illustrates the development of distinctive features of contemporary societies; for example, social organisation and religion. The course also explores the possible motivations and actions of individuals, and how they shaped the political, social and cultural landscapes of the ancient world. Students are introduced to the process of reconstructing the past using often fragmentary evidence from a range of written and archaeological sources, and the skills associated with the analysis of historical sources.

The Year 11 Course Structure

Unit 1 – This unit enables students to investigate life in early civilisations, including the social, cultural, political, economic, religious, and military structures, and the significant values, beliefs, and traditions that existed. They discover how the world and its people have changed, as well as the significant legacies that exist into the present.

Unit 2 – In this unit, students learn that in ancient societies key individuals have acted as agents of change, interacting with groups and institutions, and using their power to shape their society. They investigate key individuals' motives, the methods they used to achieve power, the ways they used their power, the responses of others to their use of power, and their impact and influence on society.

Year 12 Course is not available in 2018

Career and Enterprise General

Year 11 Course Code	GECAE
Year 12 Course Code	GTCAE
Cost	To be determined

Note: This course included the option to participate in two units of Endorsed Program Authority Developed Workplace Learning (ADWPL) (See details on page 72)

Year 11 Course Overview

The Career and Enterprise General course aims to provide students with the knowledge, skills and understanding to enable them to be enterprising and to proactively manage their own career development.

The Career and Enterprise course content is divided into six areas:

- Learning to learn
- Work skills
- Entrepreneurial behaviours
- Career development and management
- The nature of work
- Gaining and keeping work

Year 11 Course Structure

Unit 1 - This unit enables students to increase their knowledge of work and career choices and identify a network of people and organisations that can help with school to work transitions.

Unit 2 - This unit explores the attributes and skills necessary for employment and provides students with the opportunity to identify their personal strengths and interests and the impact of these on career development opportunities and decisions.

Year 12 Course Overview

The Career and Enterprise General course reflects the importance of career development knowledge, understanding and skills in securing, creating and sustaining work. Work, including unpaid voluntary work, is fundamentally important in defining the way we live, relate to others and in determining the opportunities we have throughout life.

Year 12 Course Structure

Unit 3 - This unit is about adopting a proactive approach to securing and maintaining work and it involves self-management, using work search tools and techniques, developing career competencies and accessing learning opportunities.

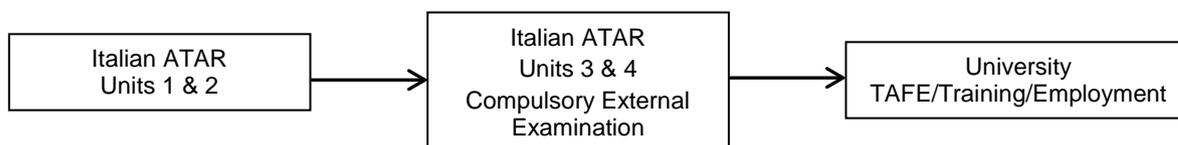
Unit 4 - This unit explores issues associated with career management, workplaces and influences and trends in times of change. Change can be analysed and the information used to inform strategies associated with self-management, career building and personal and professional learning experiences.

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

Languages

Academic Courses – Year 11 and Year 12

- Italian: Second Language ATAR



Application for enrolment in a language course

All students wishing to study a WACE language course are required to complete an application for permission to enrol in a WACE language course in the year prior to first enrolment in the course, to ensure that students select the course best suited to their linguistic background and educational needs.

Information about the process, including an application form, is sent to schools at the end of Term 2. Further guidance and advice related to enrolments in a language course can be found on the Authority website at www.scsa.wa.edu.au

Post School Career Options:

Tour Guide, Translator, Hotel/Motel Manager, Interpreter, Foreign Correspondent, Customs and Border Protection Officer, Flight Attendant, Diplomatic Service, Teacher.

Italian: Second Language ATAR

Year 11 Course Code	AEITA
Year 12 Course Code	ATITA Not available in 2018
Highly recommended	A or B grade in Year 10 Italian
Cost	To be determined

Year 11 and Year 12 Course Overview

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

Year 11 Course Structure

Unit 1 - The focus for this unit is Rapporti (Relationships). Students build on their skills, knowledge and understandings through the study of the unit content. They further develop their communication skills in Italian and gain a broader insight into the language and culture.

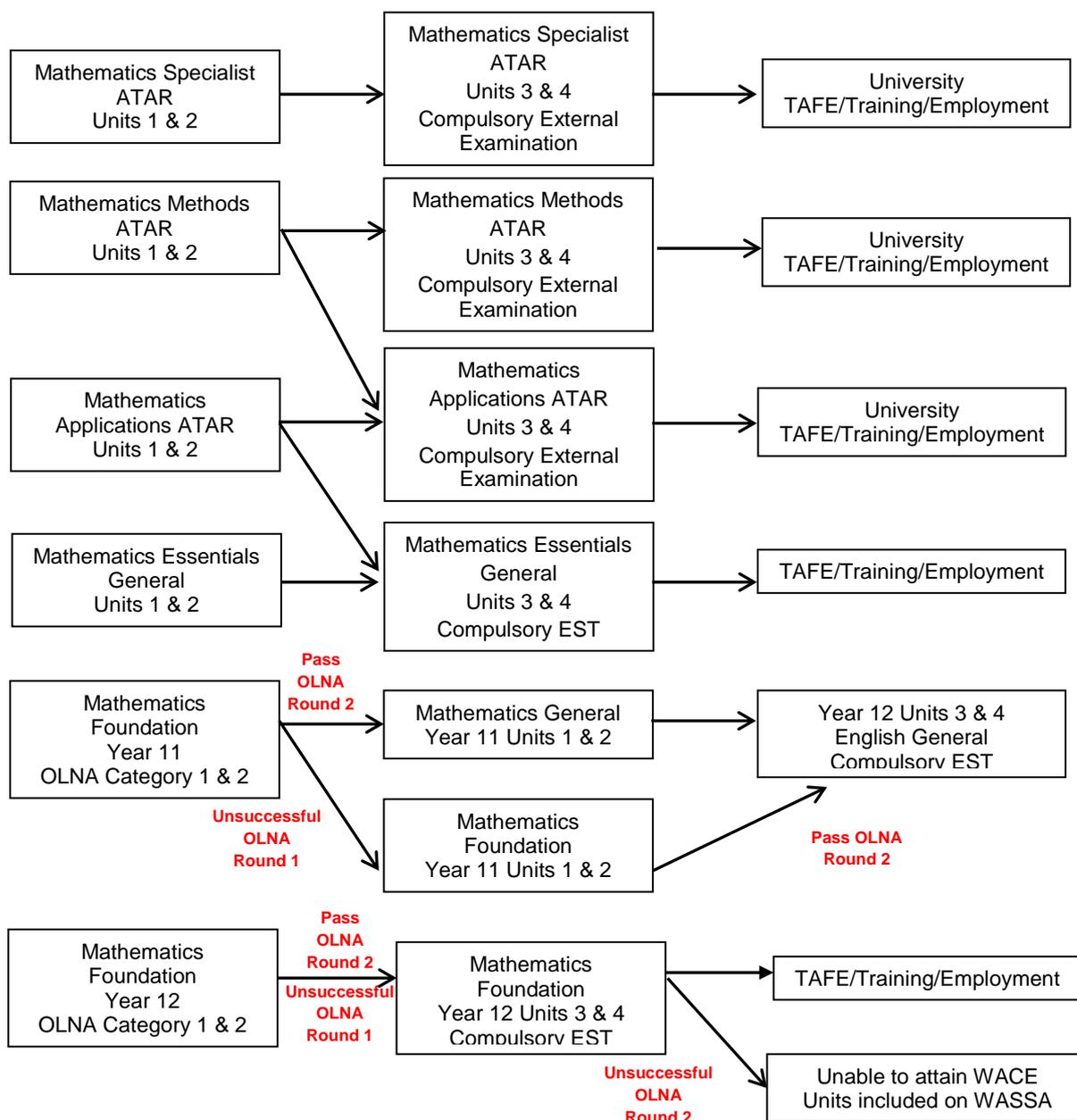
Unit 2 - The focus for this unit is Andiamo! (Travel – let's go!). Students further develop their skills, knowledge and understandings through the study of the unit content. They extend their communication skills in Italian and gain a broader insight into the language and culture.

Year 12 Course is not available in 2018

Mathematics

Academic Courses – Year 11 and Year 12

- Mathematics Specialist ATAR
- Mathematic Methods ATAR
- Mathematics Applications ATAR
- Mathematics Essential General
- Mathematics Foundations



Post School Career Options:

Bank Officer, Cashier, Croupier, Insurance Broker, Surveyor, Chemist, Auditor, Architect, Air Traffic Controller, Economist, Electrical Engineer, Meteorologist, Optometrist

Mathematics Specialist ATAR

Year 11 Course Code	AEMAS – Delivered Off-campus
Year 12 Course Code	ATMAS – Delivered Off-campus
Pre-requisite	Year 11: A or B grade in Year 10 Pathway 1 course
	Year 12: An A, B or high C grade in Year 11
Cost	\$50.00

Year 11 and Year 12 Course Overview

This course provides opportunities, beyond those presented in the Mathematics Methods ATAR course, to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. Mathematics Specialist contains topics in functions and calculus that build on and deepen the ideas presented in the Mathematics Methods course, as well as demonstrate their application in many areas. The Mathematics Specialist course extends understanding and knowledge of statistics and introduces the topics of vectors, complex numbers and matrices. Mathematics Specialist is the only ATAR mathematics course that should not be taken as a stand-alone course and it is recommended to be studied in conjunction with the Mathematics Methods ATAR course as preparation for entry to specialised university courses such as engineering, physical sciences and mathematics.

Year 11 Course Structure

Unit 1 - Contains the three topics:

- Combinatorics
- Vectors in the plane
- Geometry

Unit 2 - Contains the three topics:

- Trigonometry
- Matrices
- Real and complex numbers

Year 12 Course Structure

Unit 3 - This unit contains the three topics:

- Complex numbers
- Functions and sketching graphs
- Vectors in three dimensions

Unit 4 - This unit contains the three topics:

- Integration and applications of integration
- Rates of change and differential equations
- Statistical inference

Year 11 Course Code	AEMAM
Year 12 Course Code	ATMAM
Pre-requisite	Year 11: A or B grade in Year 10 Pathway 1 course
	Year 12: An A, B or high C grade in Year 11
Cost	\$50.00

Year 11 and Year 12 Course Overview

The Mathematics Methods course focuses on the use of calculus and statistical analysis. The study of calculus provides a basis for understanding rates of change in the physical world, and includes the use of functions, their derivatives and integrals, in modelling physical processes. The study of statistics develops students' ability to describe and analyse phenomena that involve uncertainty and variation.

Mathematics Methods 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. In summary, 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.

Year 11 Course Structure

Unit 1 - This unit begins with a review of the basic algebraic concepts and techniques required for a successful introduction to the study of calculus. The basic trigonometric functions are then introduced. Simple relationships between variable quantities are reviewed, and these are used to introduce the key concepts of a function and its graph. The study of inferential statistics begins in this unit with a review of the fundamentals of probability and the introduction of the concepts of counting, conditional probability and independence.

Unit 2 - The algebra section of this unit focuses on exponentials. Their graphs are examined and their applications in a wide range of settings are explored. Arithmetic and geometric sequences are introduced and their applications are studied. Rates and average rates of change are introduced, and this is followed by the key concept of the derivative as an 'instantaneous rate of change'. These concepts are reinforced numerically, by calculating difference quotients both geometrically as slopes of chords and tangents, and algebraically. Calculus is developed to study the derivatives of polynomial functions, with simple application of the derivative to curve sketching, the calculation of slopes and equations of tangents, the determination of instantaneous velocities and the solution of optimisation problems. The unit concludes with a brief consideration of anti-differentiation.

Year 12 Course Structure

Unit 3 - The study of calculus continues with the derivatives of exponential and trigonometric functions and their applications, together with some differentiation techniques and applications to optimisation problems and graph sketching. It concludes with integration, both as a process that reverses differentiation and as a way of calculating areas. The fundamental theorem of calculus as a link between differentiation and integration is emphasised. In statistics, discrete random variables are introduced, together with their uses in modelling random processes involving chance and variation. This supports the development of a framework for statistical inference

Unit 4 - The calculus in this unit deals with derivatives of logarithmic functions. In probability and statistics, continuous random variables and their applications are introduced and the normal distribution is used in a variety of contexts. The study of statistical inference in this unit is the culmination of earlier work on probability and random variables. Statistical inference is one of the most important parts of statistics, in which the goal is to estimate an unknown parameter associated with a population using a sample of data drawn from that population. In the Mathematics Methods ATAR course, statistical inference is restricted to estimating proportions in two-outcome populations.

Mathematics Applications ATAR

Year 11 Course Code	AEMAA
Year 12 Course Code	ATMAA
Highly Recommended	Year 11: B or C grade in Year 10 Pathway 1 course or A or High B in Pathway 2
	Year 12: An A, B or high C grade in Year 11
Cost	\$50.00

Year 11 and Year 12 Overview

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.

Year 11 Course Structure

Unit 1 - This unit has three topics: 'Consumer arithmetic', 'Algebra and matrices', and 'Shape and measurement'.

Unit 2 - This unit has three topics: 'Univariate data analysis and the statistical process', 'Linear equations and their graphs', and 'Applications of trigonometry'.

Year 12 Course Structure

Unit 3 - This unit has three topics: 'Bivariate data analysis', 'Growth and decay in sequences', and 'Graphs and networks'.

Unit 4 - This unit has three topics: 'Time series analysis', 'Loans, investments and annuities', and 'Networks and decision mathematics'.

Mathematics Essential General

Year 11 Course Code	GEMAE
Year 12 Course Code	GTMAE
Pre-requisite	Achieve OLNA Numeracy and C in Pathway 2
Cost	\$60.00

Year 11 and Year 12 Course Overview

The Mathematics Essential General course focuses on using mathematics effectively, efficiently and critically to make informed decisions. 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 provides the opportunity for students to prepare for post-school options of employment and further training.

Year 11 Course Structure

Unit 1 - This unit provides students with the mathematical skills and understanding to solve problems relating to calculations, applications of measurement, the use of formulas to find an unknown quantity and the interpretation of graphs.

Unit 2 - This unit provides students with the mathematical skills and understanding to solve problems related to representing and comparing data, percentages, rates and ratios and time and motion.

Year 12 Course Structure

Unit 3 - This unit provides students with the mathematical skills and understanding to solve problems related to measurement, scales, plans and models, drawing and interpreting graphs and data collection. Students use the mathematical thinking process and apply the statistical investigation process.

Unit 4 - This unit provides students with the mathematical skills and understanding to solve problems related to probability, earth geometry and time zones, loans and compound interest. Students use the mathematical thinking process and apply the statistical investigation process to solve problems involving probability.

Mathematics Foundation

Year 11 Course Code	GEENG
Year 12 Course Code	GTENG
Pre-requisites	Year 11 – OLNA Reading and Writing Category 1 and 2
	Year 12 – OLNA Reading and Writing Category 1 and 2
Cost	\$65.00

Year 11 and Year 12 Course Overview

The Mathematics Foundation course focuses on building the capacity, confidence and disposition to use mathematics to meet the numeracy standard for the WACE. This course is for students who have not demonstrated the numeracy standard in the OLNA. It provides students with the knowledge, skills and understanding to solve problems across a range of contexts including personal, community and workplace/employment. This course provides the opportunity for students to prepare for post-school options of employment and further training.

Year 11 Course Structure

Unit 1 - This unit 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. The number formats in Unit 1 are whole numbers and money.

Unit 2 - This unit 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 qualitative probability from everyday contexts. The number formats in Unit 2 are whole numbers, money, fractions and decimals.

Year 12 Course Structure

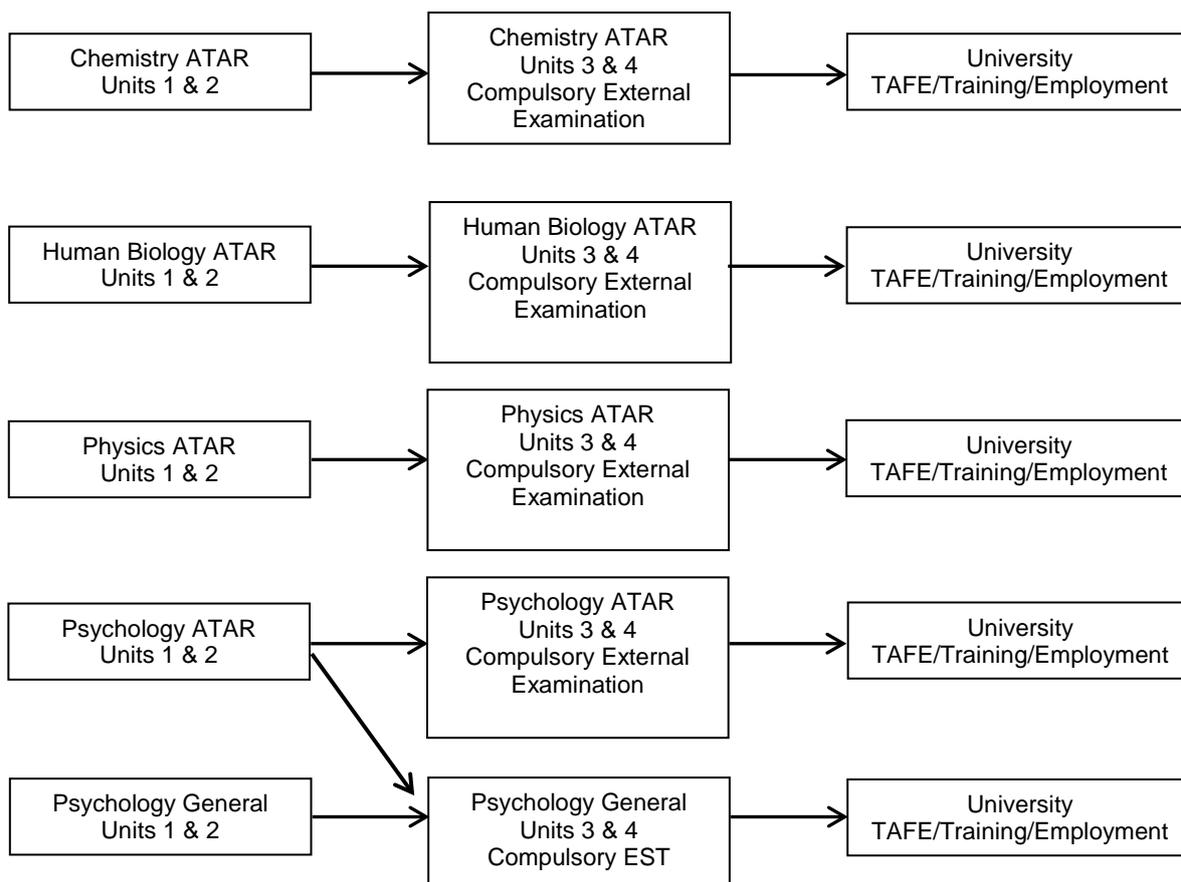
Unit 3 - This unit provides students with the mathematical knowledge, understanding and skills relating to percentages and the link to fractions and decimals and the solving of problems relating to the four operations using whole number, fractions and decimals. Location, time and temperature, and shape and its relationship to design, are also covered in this unit.

Unit 4 - This unit provides students with the mathematical knowledge, understanding and skills relating to rates and ratios, and the connection between statistics and probability. The collection of mathematical concepts and thinking processes encountered in this and previous units culminates in the solving of comprehensive real life problems encountered in personal, workplace and community contexts.

Science

Academic Courses - Year 11 and Year 12

- Chemistry ATAR
- Human Biology ATAR
- Physics ATAR
- Psychology ATAR
- Psychology General



Post School Career Options:

Pest and Weed Controller, Food Processing Technician, Geneticist, Geologist, Registered Nurse, Nutritionist, Pathologist, Pharmacist, Veterinarian, Welder, Laboratory Worker

Chemistry ATAR

Year 11 Course Code	AECHE
Year 12 Course Code	ATCHE
Highly Recommended	Pathway 1: Year 11: A or B grade throughout the year. 75% in both semester Science examinations Pathway 2: A high A grade for throughout the year. 75% in both semester Science examinations
	Year 12: An A, B grade in Year 11
Cost	\$60.00

Year 11 and 12 Overview

The Chemistry ATAR course equips students with the knowledge, understanding and opportunity to investigate properties and reactions of materials. Theories and models are used to describe, explain and make predictions about chemical systems, structures and properties. Students recognise hazards and make informed, balanced decisions about chemical use and sustainable resource management.

Investigations and laboratory activities develop an appreciation of the need for precision, critical analysis and informed decision making. This course prepares students to be responsible and efficient users of specialised chemical products and processes at home or in the workplace. It also enables students to relate chemistry to other sciences, including biology, geology, medicine, molecular biology and agriculture, and prepares them for further study in the sciences.

Year 11 Course Structure

Unit 1 – Chemical fundamentals: structure, properties and reactions

In this unit, students relate matter and energy in chemical reactions as they consider the breaking and reforming of bonds as new substances are produced.

Unit 2 – Molecular interactions and reactions

Students develop their understanding of the physical and chemical properties of materials, including gases, water and aqueous solutions, acids and bases

Year 12 Course Structure

Unit 3 - Equilibrium, acids and bases, and redox reactions

Through the investigation of appropriate contexts, students explore the ways in which models and theories related to acid-base and redox reactions, and their applications, have developed over time and through interactions with social, economic and ethical considerations.

Unit 4 - Organic chemistry and chemical synthesis

This unit focuses on organic chemistry and the processes of chemical synthesis by which useful substances are produced for the benefit of society. Students investigate the relationship between the structure, properties and chemical reactions of different organic functional groups and the vast diversity of organic compounds.

Human Biology ATAR

Year 11 Course Code	AEHBY
Year 12 Course Code	ATHBY
Highly Recommended	Year 11: Pathway 1 and Pathway 2: A or B grade throughout the year. 65% in both semester Science examinations
	Year 12: An A, B grade in Year 11
Cost	\$50.00

Year 11 and Year 12 Course Overview

The Human Biology ATAR course gives students a chance to explore what it is to be human—how the human body works, the origins of human variation, inheritance in humans, the evolution of the human species and population genetics. Through their investigations, students research new discoveries that increase our understanding of human dysfunction, treatments and preventative measures.

Practical tasks are an integral part of this course and develop a range of laboratory skills; for example, biotechnology techniques. Students learn to evaluate risks and benefits to make informed decisions about lifestyle and health topics, such as diet, alternative medical treatments, use of chemical substances and the manipulation of fertility.

Year 11 Course Structure

Unit 1 - The functioning human body

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

Unit 2 - Reproduction and inheritance

This unit provides opportunities to explore, in more depth, the mechanisms of transmission of genetic materials to the next generation, the role of males and females in reproduction, and how interactions between genetics and the environment influence early development.

Year 12 Course Structure

Unit 3 - Homeostasis and disease

This unit explores the nervous and endocrine systems and the mechanisms that help maintain the systems of the body to function within normal range, and the body's immune responses to invading pathogens

Unit 4 - Human variation and evolution

This unit explores the variations in humans in their changing environment and evolutionary trends in hominids.

Physics ATAR

Year 11 Course Code	AEPHY
Year 12 Course Code	ATPHY
Highly Recommended	Pathway 1: Year 11: A or B grade throughout the year. 75% in both semester Science examinations Pathway 2: A high A grade for throughout the year. 75% in both semester Science examinations Physics also requires a strong performance in Year 10 Mathematics
	Year 12: An A, B grade in Year 11
Cost	\$50.00

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

Students have opportunities to develop their investigative skills and use analytical thinking to explain and predict physical phenomena. Students plan and conduct investigations to answer a range of questions, collect and interpret data and observations, and communicate their findings in an appropriate format. Problem-solving and using evidence to make and justify conclusions are transferable skills that are developed in this course.

Year 11 Course Structure

Unit 1 - Thermal, nuclear and electrical physics

In this unit, students explore the ways physics is used to describe, explain and predict the energy transfers and transformations that are pivotal to modern industrial societies.

Unit 2 - Linear motion and waves

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

Year 12 Course Structure

Unit 3 - Gravity and electromagnetism

In this unit, students develop a deeper understanding of motion and its causes by using Newton's Laws of Motion and the gravitational field model to analyse motion on inclined planes, the motion of projectiles, and satellite motion.

Unit 4 - Revolutions in modern physics

In this unit, students examine observations of relative motion, light and matter that could not be explained by existing theories, and investigate how the shortcomings of existing theories led to the development of the special theory of relativity and the quantum theory of light and matter.

Psychology ATAR

Year 11 Course Code	AEPSY
Year 12 Course Code	ATPSY
Highly Recommended	Year 11: Pathway 1 and Pathway 2: A or B grade throughout the year. 65% in both semester Science examinations
	Year 12: An A, B grade in Year 11
Cost	\$50.00

Year 11 and Year 12 Course Overview

In the Psychology ATAR course students will be introduced to psychological knowledge which supports an understanding of the way individuals function in groups. Students learn about major psychological models and theories, and the methods used to conduct scientific investigations in the discipline of psychology. Students apply research methods and ethical principles as they analyse data to illustrate how empirical procedures are used to examine phenomena, such as memory, attention, attitudes, personality and group behaviour. Acquiring this foundation of scientific method and critical thinking is a valuable skill which students can apply throughout their study, work and everyday lives.

Year 11 Course Structure

Unit 1 - This unit focuses on a number of concepts that enable students to gain an understanding of how and why people behave the way they do. Students are introduced to the human brain, focusing on the major parts and lobes of the cerebral cortex, and review case studies, illustrating the link between the brain and behaviour.

Unit 2 - This unit introduces students to developmental psychology by looking at the concept of average development and changes expected as people age. They analyse twin and adoption studies to gain insight into the nature/nurture debate and look at the role of play in assisting development

Year 12 Course Structure

Unit 3 - In this unit, students study the functions of the four lobes of the cerebral cortex and examine how messages are transmitted from the brain to the body. They focus on how behaviour is influenced by learning, by reviewing classical and operant conditioning, negative and positive reinforcement and observational learning.

Unit 4 - In this unit, students are introduced to theories of development, including Piaget's theory of cognitive development and Kohlberg's theory of moral development. They review contemporary personality theories and their limitations and analyse the causes of conformity and obedience by investigating the results of famous experiments conducted by Asch, Milgram and Zimbardo.

Psychology General

Year 11 Course Code	GEPSY
Year 12 Course Code	GTPSY
Highly Recommended	Year 11: C grade throughout the year
	Year 12: An A, B grade in Year 11
Cost	\$50.00

Year 11 and Year 12 Course Overview

This unit provides a general introduction to personality and intelligence and seeks to explain how individuals are influenced by their surroundings. Students explore a number of influential theories used to describe and/or explain personality such as Freud's psychodynamic approach and Eysenck's trait theory. A range of intelligence theories are reviewed and cultural influences with respect to intelligence testing and child-rearing are examined.

Year 11 Course Structure

Unit 1 - This unit provides a general introduction to personality and intelligence and seeks to explain how individuals are influenced by their surroundings. Students explore a number of influential theories used to describe and/or explain personality such as Freud's psychodynamic approach and Eysenck's trait theory

Unit 2 - This unit introduces students to the human brain, focusing on the major parts. Students explore the impact of factors influencing behaviour, emotion and thought, including heredity, hormones, physical activity and psychoactive drugs which students can apply throughout their study, work and everyday lives.

Year 12 Course Structure

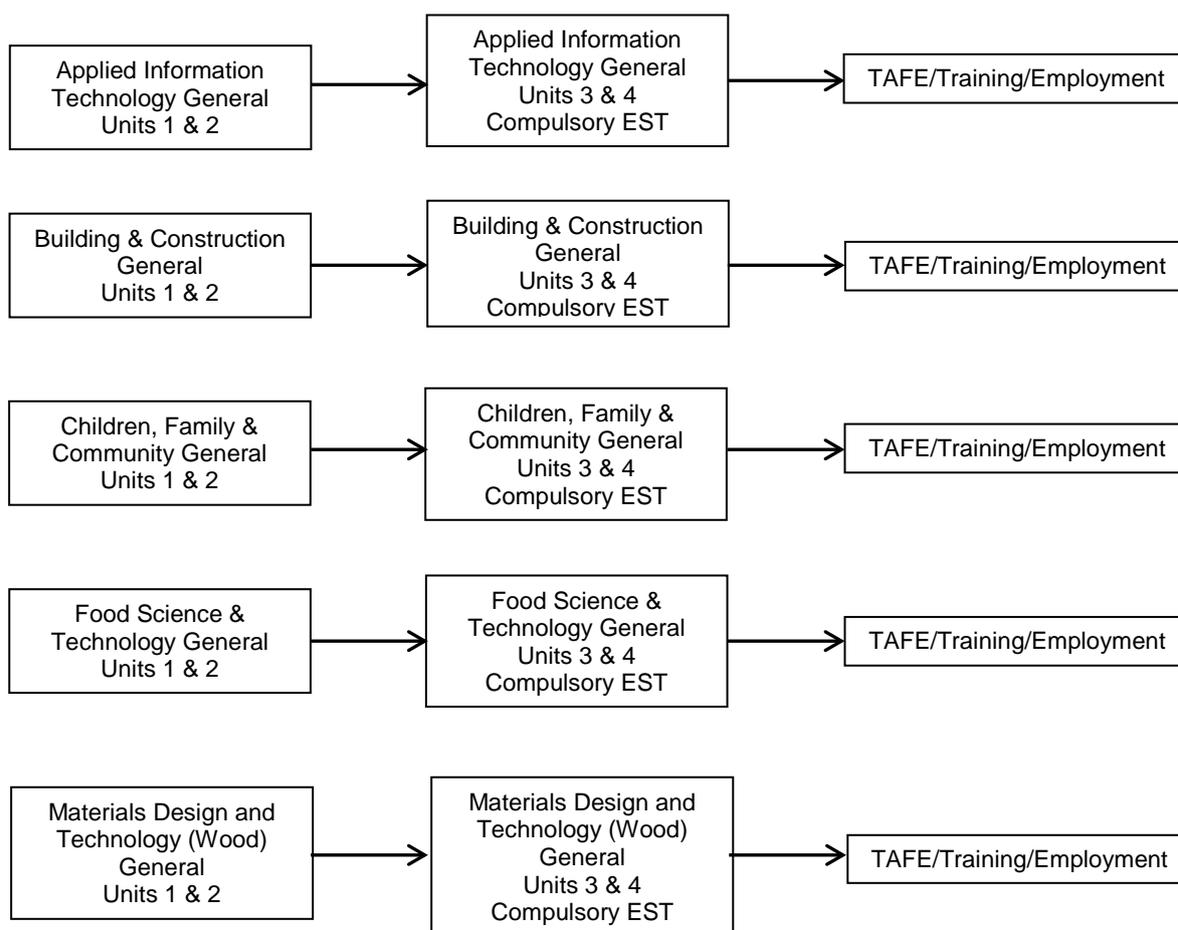
Unit 3 - This unit expands on personality theories studied in Unit 1 by introducing students to important theorists including Bandura, Pavlov and Skinner. Students apply knowledge and understandings to explore how personality can shape motivation and performance. A

Unit 4 - In this unit, the functions of the four lobes of the cerebral cortex are examined. Brain scanning techniques and relevant case studies are used to illustrate the link between the brain and behaviour.

Technologies

Academic Courses - Year 11 and Year 12

- Applied Information Technology General
- Building and Construction General
- Children Family and Community General
- Food Science and Technology General



Post School Career Options:

Web Designer, IT Support Technician, Statistician, Crane Operator, Construction Worker, Baker, Butcher, Cook, Chef, Events Coordinator, Child Care Worker, Food Process Worker, Dietician, Food Critic,

Applied Information Technology General

Year 11 Course Code	GEAIT
Year 12 Course Code	GTAIT
Cost	To be determined

Year 11 and Year 12 Course Overview

The Applied Information Technology General course provides students with the knowledge and skills to use a range of computer hardware and software to create, manipulate and communicate information in an effective, responsible and informed manner.

Students develop an understanding of computer systems; the management of data; and the use a variety of software applications to investigate, design, construct and evaluate digital products and digital solutions. The course offers pathways to further studies and a range of technology-based careers and a set of skills that equip students for the 21st century and give them an appreciation of the impact of information technology on society.

Year 11 Course Structure

Unit 1 – Personal communication

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

Unit 2 – Working with others

The focus of this unit is to enable students to use a variety of technologies to investigate managing data, common software applications and wireless network components required to effectively operate within a small business environment. They examine the legal, ethical and social impacts of technology within society.

Year 12 Course Structure

Unit 3 – Media information and communication technologies

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

Unit 4 – Digital technologies in business

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

Building and Construction General

Year 11 Course Code	GEBCN
Year 12 Course Code	GTBCN
Cost	To be determined

Year 11 and Year 12 Course Overview

The Building and Construction General course develops students' knowledge and practical appreciation of building technologies. The course provides students with a context in which to practise and integrate their knowledge and apply it to meet community and environmental responsibilities. It allows them to apply and extend strategies for problem solving, and develops their skills in planning and management. In achieving the course outcomes, students learn and practise building processes and technologies, principles of design, planning and management and social considerations.

Year 11 Course Structure

Unit 1 - This unit introduces students to the considerations required in building design and explores properties of common, natural or pre-made construction materials, their mechanical properties and use in construction.

Unit 2 - This unit explores properties of common, natural and pre-made construction materials, their production, mechanical properties under direct loads (tension or compression) and use in construction. Concepts in space and computation are developed. Basic plan reading is practised with application in building, as well as skills in areas of content, such as working with materials, spatial perception and computation and levelling. The unit explores processes in contexts drawn from building projects.

Year 12 Course Structure

Unit 3 - This unit explores properties of common construction materials (timber, metals, concrete, grout, brickwork, block work, insulation, mortar and paint); their mechanical properties under load and flexural actions; and their use in construction. Concepts in space and computation are developed. Students practice reading drawn/drafted information as applied to building. Documentation for small projects is developed.

Unit 4 - This unit builds upon the understandings of building materials, structures and structural components and the evaluation of combinations of various materials to sustain the strength of structural components. The methods and materials used in connecting building elements are explored. Further design considerations are studied. Drawing/drafting skills are refined and practised with application to more complex building issues.

Children, Family and Community General

Year 11 Course Code	GECFC
Year 12 Course Code	GTCFC Not available in 2018
Cost	To be determined

Year 11 and Year 12 Course Overview

The Children, Family and the Community General course focuses on factors that influence human development and the wellbeing of individuals, families and communities. Students will engage in shared research, examine goal setting, self-management, decision making, communication and cooperation skills when creating products, services or systems that will assist individuals, families and communities to achieve their needs and wants.

Year 11 Course Structure

Unit 1 – Building on relationships

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

Unit 2 – My place in the world

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

Year 12 Course Structure – Not available in 2018

Food Science and Technology General

Year 11 Course Code	GEFST
Year 12 Course Code	GTCFST
Highly Recommended	Year 10 Café Foods
Cost	To be determined

Year 11 and Year 12 Course Overview

The Food Science and Technology General course provides opportunities for students to explore and develop food-related interests and skills.

Students will;

- Organise, implement and manage production processes in a range of food environments and understand systems that regulate food availability, safety and quality.
- Develop knowledge of the sensory, physical, chemical and functional properties of food applied in practical situations.
- Investigate the food supply chain and value-adding techniques applied to food to meet consumer and producer requirements.
- Consider the principles of dietary planning, adapting recipes, processing techniques and consider specific nutritional needs of demographic groups.
- Consider occupational safety and health requirements, safe food handling practices, and a variety of processing techniques to produce safe, quality food products.

Year 11 Course Structure

Unit 1 – Food choices and health

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

Unit 2 – Food for communities

This unit focuses on the supply of staple foods and the factors that influence adolescent food choices and ethical considerations. Students recognise factors, including processing systems, which affect the sensory and physical properties of staple foods.

Year 12 Course Structure

Unit 3 – Food Science

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

Unit 4 – The undercover story

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

Materials Design and Technology (Wood) General

Year 11 Course Code	GEMDT
Year 12 Course Code	GTMDT
Cost	To be determined

Year 11 and Year 12 Course Overview

The Materials Design and Technology General; course is a practical course. Students will design and manufacture products with a wood focus. Students have the opportunity to develop and practise skills that contribute to creating a physical product, while acquiring an appreciation of the application of a design process, and an understanding of the need for materials sustainability. Students will learn and practise manufacturing processes and technologies, including principles of design, planning and management.

Year 11 Course Structure

Unit 1 – Students develop an understanding of the elements and fundamentals of design and consider human factors involved in the design, production and use of their projects. They develop creative thinking strategies and work on design projects within specified constraints. Students learn about the classification, structure and properties of a variety of materials, making appropriate materials selection for design needs.

Unit 2 - Students learn about the nature of designing for a client, target audience or market. Students apply an understanding of the elements and fundamentals of design and consider human factors involved in their design projects. Students learn about the nature, properties and environmental impacts and issues related to a variety of materials and production techniques. They develop creative thinking strategies, and work on design projects within specified constraints as well as consider the environmental impacts and issues related to the sustainability and recycling of materials.

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

Year 12 Course Structure

Unit 3 - Students extend their understanding of design aesthetics through the application of the elements and principles of design and the use of creative and critical thinking strategies. Students work with an open and self-directed design brief to manage a project to design products to meet needs. Students investigate a range of materials and analyse the molecular structure, relating material characteristics and properties, and methods of processing and finishing, appropriate to their application and use.

Students identify and manage risks, and select and use appropriate methods for communicating ideas and design development. Students develop competence with production processes and learn to manage projects to determine design specifications.

Unit 4 - Students investigate and analyse cultural and social factors which may have influenced historical and contemporary design. Students extend their understanding of design aesthetics by using creative and critical thinking strategies. They critically examine current products and explore how emerging materials and technologies may affect, and be incorporated into, the design and development of future products.

Students incorporate a wide range of design concepts and apply sophisticated conceptualisation skills and production processes to realising design ideas that reflect their personal influences in combination with the style and tastes of a target audience/market

Vocational Education and Training

2018 Year 11 Qualifications	2018 Year 12 Qualifications	2019 Continuing Qualifications
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The following qualifications are delivered and assessed at school in partnership with North Metropolitan TAFE RTO Code 52786

SHB20116 Certificate II in Retail Cosmetics	SHB20116 Certificate II in Retail Cosmetics
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The following qualification is delivered and assessed at school in partnership with Skills Strategy International Pty Ltd RTO Code 2401

SIR30216 Certificate III in Retail

The following qualification is delivered and assessed at school in partnership with VETiS Consulting Services Pty Ltd RTO Code 52499

BSB20115 Certificate II in Business	BSB30115 Certificate III in Business	
CUA20215 Certificate II in Creative Industries (Music Focus) (Part A)		CUA20215 Certificate II in Creative Industries (Music Focus) (Part B)
ICT20115 Certificate II Information, Digital Media & Technology (Part A)	ICT20115 Certificate II Information, Digital Media & Technology (Part A)	ICT20115 Certificate II Information, Digital Media & Technology (Part B)
SIT20316 Certificate II in Hospitality (Part A)	SIT20316 Certificate II in Hospitality (Part B)	SIT20316 Certificate II in Hospitality (Part A & B)
SIS20513 Certificate II in Sport Coaching (Part A)	SIS20513 Certificate II in Sport Coaching (Part B)	SIS20513 Certificate II in Sport Coaching (Part A & B)
CUA20715 Certificate II Visual Arts (Photography Focus)	CUA20715 Certificate II Visual Arts (Photography Focus)	
CUA20715 Certificate II Visual Arts (Wood Focus)	CUA20715 Certificate II Visual Arts (Wood Focus)	

VETiS

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

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

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

Upon successful completion of all course requirements, the RTO will issue the certificate or statement of attainment. This will be delivered to the school (or posted to the student's home address) as approved by the school.

The nationally recognised qualifications that we partner with VETiS Consulting Services Pty Ltd are listed below. For more information on each VCS use the link above or visit the RTO's website at: www.vetis.net.au - insert code and full name of qualification as per TGA (ensuring it is current and NOT superseded as per TGA).

A note about Vocational Education & Training qualifications

VET qualifications require students to participate in **ALL** written and practical activities completing **ALL** assessment requirements. Failure to meet this industry standard and a result **CANNOT** be allocated to students' work.

Results are indicated by **C = Competent** and **NC = Not competent**.

At least **ONE** Certificate II level qualification is a compulsory requirement for the completion of WACE requirements for General students but all students are encouraged to select a certificate from the list below.

More than one qualification can be selected as part of an academic program.

Vocational Education and Training – Qualification Details

SHB20116 Certificate II in Retail Cosmetics		
One Year Delivery - Mixed 11 or 12		
Core Elective	Unit Code	UOC Title
C	SHBXIND001	Comply with organisational requirements within a personal services environment
C	SHBXIND002	Communicate as part of a salon team
C	SIRXIND003	Organise personal work requirements
C	SHBXCCS001	Conduct salon financial transactions
C	BSBWHS201	Contribute to health and safety of self and others
C	SHBBCCS001	Advise on beauty products and services
C	SHBXCCS004	Recommend products and services
C	SIRXSLS001	Sell to the retail customer
C	SIRRMER001	Produce visual merchandise displays
C	SHBBMUP002	Design and apply make-up
E	BSBSUS201	Participate in environmentally sustainable work practice
E	ICTWEB201	Use social media tools for collaboration and engagement
E	SHBBRES001	Research and apply beauty industry information
E	SHBBMUP003	Design and apply make-up for photography
E	SHBBNLS001	Provide manicure and pedicure services



SHB20116 CERTIFICATE II IN RETAIL COSMETICS

Course Length	1 year
Prerequisites	Nil
Participants	Year 11 or 12 students
Cost	To be determined

This qualification reflects the role of individuals who are competent in communicating in the workplace, interacting with customers, demonstrating and selling makeup and retail skin care products, and performing routine salon or store functions. A time requirement in the practice salon is a requirement to be deemed competent.

Offered in the retail cosmetic context the qualification includes:

- Advising on beauty products
- Designing makeup for everyday and photographic purposes
- Manicure and pedicure service
- Visual merchandising displays
- Health and safety for self and customer
- Retail sales and service skill development.

SIR30216 Certificate III in Retail

One Year Delivery - Year 12

Core Elective	Unit Code	UOC Title
E	BSBSUS201	Participate in environmentally sustainable work practices
E	SIRRMER001	Produce visual merchandise displays
E	SIRRMER003	Coordinate visual merchandising activities
E	SIRRRTF001	Balance and secure point-of-sale terminal
C	SIRXCEG001	Engage the customer
C	SIRXCEG002	Assist with customer difficulties
C	SIRXCEG003	Build customer relationships and loyalty
C	SIRXCOM002	Work effectively in a team
E	SIRXHWB001	Maintain personal health and well bring
C	SIRXIND001	Work effectively in a service environment
C	SIRXRSK001	Identify and respond to security risk
C	SIRXSLS001	Sell to the retail customer
C	SIRXWHS002	Contribute to workplace health and safety



SIR30216 CERTIFICATE III IN RETAIL

Course Length	1 year - Year 12 only must have completed (SHB20116) Certificate II in Retail Cosmetics
Prerequisites	Students must have completed (SHB20116) Certificate II in Retail Cosmetics
Participants	Year 12 students
Cost	To be determined

This qualification reflects the role of individuals whose primary responsibility is engaging with the customer in a retail context. A sound knowledge of the product and services is developed through participation in the practice beauty salon as this is out delivery context. The qualification provides a pathway to a diverse range of retail roles.

Offered in the retail and retail cosmetics contexts the qualification includes:

- Engaging with the customer
- Developing a customer focused solution based approach
- Sales skills
- Team work
- Security awareness and responses
- Financial transactions
- Visual merchandising displays

BSB20115 Certificate II in Business

One Year Delivery - Year 11

Core Elective	Unit Code	UOC Title
E	BSBCUS201	Deliver a service to customers
E	BSBDIV301	Work effectively with diversity
E	BSBIND201	Work effectively in a business environment
E	BSBINM201	Process and maintain workplace information
E	BSBITU201	Produce simple word processed documents
E	BSBITU202	Create and use spreadsheets
E	BSBITU203	Communicate electronically
E	BSBSUS201	Participate in environmentally sustainable work practices
C	BSBWHS201	Contribute to health and safety of self and others
E	BSBWOR202	Organise and complete daily work activities
E	BSBWRT301	Write simple documents
E	ICTICT205	Design basic organisational documents using computing packages



BSB20115 CERTIFICATE II IN BUSINESS

Course Length	1 year
Prerequisites	Nil
Participants	Year 11 students
Cost	To be determined

This qualification reflects the role of individuals in a variety of junior administrative positions who perform a range of routine tasks. However the flexibility of the qualification allows for the skills to be utilised in a multitude of contexts.

Working in a business context the qualification includes:

- Produce word processed documents
- Create and use spreadsheets
- Electronic communication
- Design basic organisational documents using computing packages
- Organising daily activities
- Workplace health and safety and equipment management

BSB30115 Certificate III in Business

One Year Delivery – Year 12

Core Elective	Unit Code	UOC Title
E	BSBCUS301	Deliver and monitor a service to customers
E	BSBDIV301	Work effectively with diversity
E	BSBITU201	Produce simple word processed documents
E	BSBITU302	Create electronic presentations
E	BSBITU303	Design and produce text documents
E	BSBITU304	Produce spreadsheets
E	BSBITU306	Design and produce business documents
E	BSBITU309	Produce desktop published documents
C	BSBWHS302	Apply knowledge of WHS legislation in the workplace
E	BSBWOR301	Organise personal work priorities and development
E	BSBWRT301	Write simple documents
E	ICPDMT321	Capture a digital image



BSB30115 CERTIFICATE III IN BUSINESS

Course Length	1 year
Prerequisites	Nil
Participants	Year 12 students
Cost	To be determined

This qualification provides students with the skills and knowledge work in a variety of contexts including those where selecting and adapting previous knowledge and skills is extended. Some leadership in problem solving might also feature.

Working in a business context the qualification includes:

- Produce word processed documents
- Produce spreadsheets
- Electronic presentations
- Desktop publications
- Capture digital images
- Workplace health and safety and equipment management.

CUA20215 Certificate II in Creative Industries

One Year Delivery - Year 11

Core Elective	Unit Code	UOC Title
C	BSBWOR203	Work effectively with others
C	CUAIND201	Develop and apply creative arts industry knowledge
C	CUAWHS302	Apply work health and safety practices
EGA1	BSBCUS201	Deliver a service to customers
EGA2	BSBDIV301	Work effectively with diversity
EGA3	BSBDES201	Follow a design process
EGA4	CUASTA201	Develop basic staging skills
EGA5	CUASTA202	Assist in bump in and bump out of shows
EGA6	CUAMPF101	Develop skills to play or sing music
EGA7	CUAMPF102	Develop ensemble skills to perform simple music parts



CUA20215 CERTIFICATE II IN CREATIVE INDUSTRIES (Music Focus)

Course Length	1 year
Prerequisites	Nil
Participants	Year 11 or 12 students
Cost	To be determined

This qualification reflects the role of individuals with the skills and knowledge to perform in a range of varied activities in the creative industries where there is a clearly defined range of contexts. Activities are of limited complexity with required actions clearly defined.

Working in a creative context with music as a focus, the qualification includes:

- Developing and applying musical ideas
- Playing and singing simple pieces
- Musical technology
- Sound mixing
- Performances.

ICT20115 Certificate II in Information, Digital Media & Technology – Part A (2018)

One/Two Year Delivery – Year 11

Core Elective	Unit Code	UOC Title
C	BSBWHS201	Contribute to health and safety of self and others
C	ICTICT202	Work and communicate effectively in an ICT environment
C	ICTICT203	Operate application software packages
E	ICTICT205	Design basic organisational documents using computing packages
C	ICTICT201	Use computer operating systems and hardware
E	ICTSAS206	Detect and protect from spam and destructive software
E	ICPDMT321	Capture a digital image

ICT20115 Certificate II in Information, Digital Media & Technology – Part B (2019)

Two/Two Year Delivery – Year 11

Core Elective	Unit Code	UOC Title
C	BSBSUS201	Participate in environmentally sustainable work practices
C	ICTICT204	Operate a digital media technology package
E	ICTICT206	Install software applications
C	ICTWEB201	Use social media tools for collaboration and engagement
E	ICTSAS203	Connect hardware peripherals
E	BSBITU203	Communicate electronically
E	BSBITU302	Create electronic presentations

ICT20115 CERTIFICATE II IN INFORMATION, DIGITAL MEDIA AND TECHNOLOGY



Course Length	2 years
Prerequisites	Part A Year 11 Nil Part B Year 12 Must have completed all Units of Competence from Part A in Year 11
Participants	Year 11 students (Part A) Year 12 students (Part B)
Cost	To be determined

This entry level qualification provides students with the skills and knowledge to use information and communications technology in any industry, such as selecting, installing and using computer software and hardware products.

Working in an IT context the qualification includes:

- Electronic communication and presentation
- Operating and installing software packages
- Connecting hardware peripherals and management of destructive software
- Capturing digital images
- Communication skills in the IT industry – working with peers and help desk contexts.

SIT20316 Certificate II in Hospitality (Part A)

One/Two Year Delivery – Year 11

Core Elective	Unit Code	UOC Title
Commenced and Assessed in Part A Year 11		
C	SITXCCS003	Interact with customers
C	SITXCOM002	Show social and cultural sensitivity
C	SITXWHS001	Participate in safe work practices
E	SITXFSA001	Use hygienic practices for food safety
E	SITHCCC003	Prepare and present sandwiches
E	SIRXSL001	Sell to the retail customer
Commenced in Part A Year 11 Assessed in Part B Year 12		
C	SITHIND002	Source and use information on the hospitality industry
C	SITHIND003	Use hospitality skills effectively
E	SITHCCC002	Prepare and present simple dishes

SIT20316 Certificate II in Hospitality (Part A)

Two/Two Year Delivery – Year 11

Core Elective	Unit Code	UOC Title
Commenced in Part A Year 11 Assessed in Part B Year 12		
C	SITHIND002	Source and use information on the hospitality industry
C	SITHIND003	Use hospitality skills effectively
E	SITHCCC002	Prepare and present simple dishes
Commenced and Assessed in Part B Year 12		
C	BSBWOR203	Work effectively with others
E	SITHFAB004	Prepare and serve non-alcoholic beverages
E	SITHFAB005	Prepare and serve espresso coffee
C	SITHIND003	Use hospitality skills effectively

SIT20316 CERTIFICATE II IN HOSPITALITY



Course Length	2 year delivery (Part A Year 11 or Part B Year 12)
Prerequisites	Part A Year 11 Nil Part B Year 12 Must have completed all Units of Competence from Part A in Year 11
Participants	Year 11 students (Part A) Year 12 students (Part B)
Cost	To be determined

This qualification is a nationally recognised program which reflects the role of individuals who use a defined range of hospitality operational skills. The qualification can provide a pathway to work in various hospitality settings. There is a commitment to the theory, practical and service elements of the qualification to be deemed competent.

Working in a hospitality context the qualification includes:

- Work safety and hygiene practices
- Prepare and present simple dishes and sandwiches
- Serving non-alcoholic beverages
- Serving espresso coffee
- Capture digital images
- Customer service.

SIS20513 Certificate II in Sport Coaching (Part A)

One/Two Year Delivery

Core Elective	Unit Code	UOC Title
E	SISXCAI101A	Provide equipment for activities
C	SISXWHS101	Follow work health and safety policies
C	SISSSCO101	Develop and update knowledge of coaching practices
C	SISSSCO202	Coach beginner or novice participants to develop fundamental motor skills
C	SISSSDE201	Communicate effectively with others in a sport environment
C	SISXCAI102A	Assist in preparing and conducting sport and recreation sessions
E	SISOABA201A	Demonstrate abseiling skills on artificial surfaces
C	HLTAID003	Provide first aid

SIS20513 Certificate II in Sport Coaching (Part B)

Two/Two Year Delivery

Core Elective	Unit Code	UOC Title
E	SISSBSB201A	Teach fundamental basketball skills
E	SISSBSB202A	Teach fundamental basketball tactics and game strategy
E	SISSBSB205	Interpret and apply the rules of basketball
C	BSBWOR202A	Organise and complete daily work activities
C	SISXIND211	Develop and update sport, fitness and recreation industry knowledge

SIS20513 CERTIFICATE II IN SPORT COACHING



Course Length	2 year delivery (Part A Year 11 or Part B Year 12)
Prerequisites	Part A Year 11 Nil Part B Year 12 Must have completed all Units of Competence from Part A to select Part B
Participants	Year 11 students (Part A) Year 12 students (Part B)
Cost	To be determined

This qualification provides students with the skills and knowledge to be competent in assisting senior coaches in the planning and implementation of instruction for a range of sports.

Offered mainly in a basketball context the qualification includes:

- First Aid Certificate
- Abseiling on artificial surfaces
- Basketball rules, tactics and coaching and conducting sessions
- Health and safety and equipment management.

CUA20715 Certificate II in Visual Art (Photography Focus)

One Year Delivery – Year 11 or 12

Core Elective	Unit Code	UOC Title
C	BSBWHS201	Contribute to health and safety of self and others
C	CUAACD101	Use basic drawing techniques
C	CUAPPR201	Make simple creative work
C	CUARES202	Source and use information relevant to own arts practice
E52	CAUPPR203	Store finished creative work
E51	BSBDES201	Follow a design process
E1	CUAPHI302	Capture photographic images
E2	CUAPHI303	Process photo images to work-print and file stage
E3	CUAPHI305	Use wet darkroom techniques to produce monochrome photographs



CUA20715 CERTIFICATE II IN VISUAL ARTS (Photography Focus)

Course Length	1 year delivery
Prerequisites	Nil
Participants	Year 11 or 12 Students
Cost	To be determined

This qualification allows students to develop the creative skills that underpin visual arts and craft practice in a photographic context. Students develop problem-solving, planning, organising and self-management skills as they undertake projects from design brief to final project presentation.

Offered with a specific wood focus the qualification includes:

- Following the design process
- Developing and demonstrating basic skills in:
 - capturing photographic images
 - processing images
 - wet darkroom techniques
 - producing monochrome photographs
- Correct storage procedures for completed work

*Cannot be selected with Certificate II Visual Arts (Wood Focus)

CUA20715 Certificate II in Visual Arts (Wood Focus)

One Year Delivery - Year 11 or 12

Core Elective	Unit Code	UOC Title
E	BSBDES201	Follow a design process
C	BSBWHS201	Contribute to health and safety of self and others
C	CUAACD101	Use basic drawing techniques
E	CUAACD304	Make scale models
E	CUADRA201	Develop drawing skills
C	CUAPPR201	Make simple creative work
C	CUARES202	Source and use information relevant to own arts practice
E	CUASCU201	Develop sculptural skills
E	CUAWOO201	Develop woodworking skills



CUA20715 CERTIFICATE II IN VISUAL ARTS (Wood Focus)

Course Length	1 year delivery
Prerequisites	Nil
Participants	Year 11 or 12 Students
Cost	To be determined

This qualification allows students to develop the creative skills that underpin visual arts and craft practice with the use of wood. Students develop problem-solving, planning, organising and self-management skills as they undertake projects from design brief to final project presentation.

Offered with a specific wood focus the qualification includes:

- Following the design process
- Demonstrating basic skills in:
 - drawing
 - sculpture
 - woodwork
- Creating scale models and simple creative work
- Applying safe work and workshop practices

*Cannot be selected with Certificate II Visual Arts (Photography Focus)

Endorsed Programs

Authority Developed Workplace Learning (ADWPL)

Participants	Year 11 or 12 Students
Cost	To be determined

ADWPL is a Vocational Education and Training (VET) Endorsed Program that provides opportunities for students to develop skills in the workplace whilst obtaining credit toward the WACE. Students will be placed in an appropriate work situation that is of interest to them, and be required to maintain a formal record of workplace learning.

Students will undertake training in a real workplace, at times and they will be expected to demonstrate, in a practical way, the CSfW and written understanding of these skills in the context of the industry in which they are working. Achievement of 55 hours of work provides one unit equivalent towards the WACE completion requirement. Students should be able to finish at least 110 hours in any one year, meaning they will complete the equivalent of two units.

Although there are no assignments in this program, students must meet the following expectations:

- Meet workplace hours, dress and behavioural expectations.
- Complete logbook requirements.
- Provide evidence of journal completion.
- Keep a record of tasks completed in the workplace and an attendance record.
- Complete a minimum of 110 hours in the workplace each year, which is equivalent to two units.

This program is **STRONGLY** recommended for General students as it requires them to do their work placement on Tuesday during Terms 1 to 3. Students will be expected to catch up missed class work and negotiate, directly with their teachers, adjusted deadlines and test dates.

Students who select this endorsed program will need to ensure that they demonstrate the appropriate ready for work skills. For example:

- Good communication
- Good time management
- Well-organised
- Enthusiastic
- Shows initiative

Balcatta Senior High School uses Western Workplace Learning to support the program's delivery.