



KATANNING
SENIOR HIGH SCHOOL

2018 SENIOR SCHOOL HANDBOOK

Course Information

**For students commencing
Year 11 in 2018**

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2017 Head Boy Jayden Severin and Head Girl Makaela Knapp

INTRODUCTION

Welcome to Senior School at Katanning Senior High School.

This handbook summarises what you need to know about the Western Australian Certificate of Education (WACE) in preparation for Years 11 and 12. It should be used in conjunction with the School Information Handbook as both contain information that you will need to know to ensure you make good decisions about your Year 11 and 12 course selection.

I encourage you to read these books carefully and discuss the contents with your parents/guardians.

If you have any questions, you can speak to the Senior School Program Coordinator, Heads of Learning Area and Teachers in Charge about career options, course selection, pathways, course content and assessment processes.

We offer you a large range of Courses and Certificates that cater for most career aspirations. Your choice will depend on whether you aim to continue your studies at an Institute of Technology (formerly TAFE), University or other training institution, a traineeship, apprenticeship or seek employment when you leave school.

When choosing your courses for 2018, try to be realistic in matching your past academic record, your ability and your career goals to your selections and your preparedness to work. Students and parents making over-ambitious course choices run the risk of stress, failure or drop-out. While it is possible to change courses up until the end of February 2018, it is preferable to make the right decisions from the start. It is important that you take note of the prerequisites for each course and your teachers' recommendations. You should ensure that you are able to meet the requirements to achieve a WACE and to achieve an ATAR score equal to or greater than 55 and/or a Certificate II in an industry area.

I wish you all the best for your studies during the rest of your schooling.

Mrs Sharon Poett
Associate Principal



2017 KSHS Student Leadership Group

The information contained within this book is correct at the time of printing (Term 3, 2017). The school will notify students of any alterations that occur after this time. Students must also accept responsibility to seek out information and keep up to date with changes.

TIMELINE OF COURSE SELECTION

2018

Term 1 Week 7 to Term 2 Week 1	All students participate in Pathway Planning Program in Humanities and Social Science classes Course Pathway Planning lessons with the Senior School Program Coordinator.
Term 2 Week 10	Semester 1 Reports distributed.
Term 2 Week 5 to Term 2 Week 8	Career advice for all students in Learning Areas.
Term 2 Week 8	Parent Information Session – Wednesday 21 June 2017.
Term 2 Week 10	Senior School Handbook made available to students through the school website and school server. Students are able to copy the handbook to their USBs.
Term 3 Week 1	Course selection forms due.
Term 3 Week 7	WPL application forms available.
Term 3 Week 4 to Term 4 Week 2	Possible re-selection of courses not fitting on grid.
Term 4 Week 5/7	WPL interviews.
Term 4 Week 7	Compulsory Charges, Voluntary Contributions, Other Optional Costs, Voluntary Approved Requests and Personal Items Lists posted to parents.
Term 4 Week 9	Year 10 to Year 11 transition for ATAR students.
Term 4 Week 9	Last week for students to make course changes.
Term 4 Week 9	Revised Compulsory Charges, Voluntary Contributions, Other Optional Costs, Voluntary Approved Requests and Personal Items Lists sent to parents of students who make course changes during Transition Week.

INFORMATION AND HOW TO GET IT

REMEMBER . . . CHOOSING IS ONLY THE BEGINNING

Getting started

If you know the career path you would like to pursue you can start by researching courses at the Institute of Technology, University or other training providers which lead to that career. The “Future Moves” Program will provide you with information to help you. <http://www.futuremoves.com.au/>

Career Guidance

Career advice is provided to support students and parents/guardians in the areas of study skills, course selection in relation to future vocational aspirations and ability levels, and career and course decision making. Students will be assigned to a member of staff to assist with the decision making and course selection process. Other people who can assist students include:

- Senior School Program Coordinator – Mr Frank Gaudin
- Heads of Learning Areas – Mr Stephen Dennis, Mrs Carmen Anderson
- Middle School Program Coordinator – TBA
- Associate Principal – Mrs Sharon Poett
- Principal – Ms Nicki Polding
- Follow the Dream – Mrs Caitlyn Fitzgerald
- Clontarf – Mr Michael Harris
- Deadly Sista Girlz - Mrs Melissa Riley
- Your teachers

“Job Guide” – Department of Education and Training

The Department of Education and Training is responsible for national policies and programmes that help Australians access quality and affordable early child care and childhood education, school education, higher education, vocational education and training, international education and research. This contains detailed information on many jobs. Some you may not have even heard of! This information is available online at <http://www.education.gov.au/job-guide>

Other websites:

www.curtin.edu.au

www.murdoch.edu.au

www.ecu.edu.au

www.uwa.edu.au

www.nd.edu.au

www.myfuture.edu.au

www.apprenticentre.wa.gov.au

www.centrelink.gov.au

www.tisc.edu.au

www.defencejobs.gov.au/

<http://www.dtwd.wa.gov.au>

<http://www.futureskillswa.wa.gov.au>

HOW TO ENROL FOR YEAR 11

1. Students are to complete the '**YEAR 11 COURSE SELECTION FORM**' and discuss it with their career advisor/counsellor and their parents/guardians. Forms are to be handed to the front office when complete on or before the due date.
2. Students intending to enrol full-time at an Institute of Technology or seek full time employment should indicate this on the course selection form. You will be referred to the Participation Coordinator.

SELECTION OF COURSES

Some of the things students should consider are listed below:

1. Have you completed the Pathway Planning Program and the Course Pathway Planning lessons?
2. Are you going to study an Australian Tertiary Admission Rank (ATAR), GENERAL or VET course?
3. What are the courses necessary for the University, Institute of Technology course or job that you are aiming for?
 - a. Have you checked the University course prerequisites?
 - b. Have you checked the Institute of Technology selection criteria?
4. What are your chances of being successful in those courses?
 - a. What subjects am I good at and what do I enjoy doing?
 - b. There is little point in tackling difficult courses if you only end up with poor grades. Avoid choosing courses that are too hard.
 - c. Ask your teachers for recommendations in each Learning Area and you should carefully consider their advice.
 - d. For 10.1 students who sat the exams, you should ask how you performed in the exams.
5. All students should study a List A and a List B course in Year 11 and 12. If you are studying ATAR courses you should study one other List A course in addition to English and a List B course. The school recommends you study 5 ATAR courses.
6. Have you met the Year 10 prerequisites for the courses you have selected?
7. Have you discussed your course selection with your career advisor, the Senior School Program Coordinator, your parents/guardians and/or your subject teacher?
8. Once you have handed in your course choices it may be difficult to change them. Please be very sure about what you have selected to avoid this problem.
9. Students are advised that they take full responsibility for their outcomes if they do not accept the school's advice. Students who chose to study an ATAR course against the advice of the school will be required to study a VET course which will allow them to achieve a Cert II at the end of Year 12.

YEAR 11 TRANSITION

Towards the end of Term 4, all Year 10 students completing ATAR courses will be involved in a Transition Program giving them the opportunity to experience lessons in the courses they have chosen. Students may seek further counselling about their course selection after this date with the Senior School Program Coordinator or the Associate Principal.

THE WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION (WACE)

The Western Australian Certificate of Education (WACE) is a certificate that demonstrates significant achievement over Years 11 and 12.

The WACE requirements

Achievement of your WACE acknowledges that at the end of your compulsory schooling you have achieved or exceeded the required minimum standards in an educational program that has suitable breadth and depth.

From 2016, to achieve a WACE, a student must satisfy the following:

General Requirements

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

Breadth and Depth

Students must complete a minimum of 20 course units or the equivalent. This requirement must include at least:

- A minimum of 10 Year 12 units or the equivalent
- Two completed Year 11 units from an English course and 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).

Achievement Standard

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

The Western Australian Statement of Student Achievement (WASSA)

A WASSA is issued to all Year 12 students who complete any study that contributes towards a WACE. It lists all courses and programs students have completed in Year 11 and 12.



ATAR Uni Camp



Year 11 and 12 Students attending WACE Camp in 2016

Literacy and Numeracy Standard

Completion of at least four units of an English course post Year 10 and studied over at least two years.

You must demonstrate that you have met the minimum standard for literacy and numeracy, which is based on skills regarded as essential for individuals to meet the demands of everyday life and work.

You can demonstrate the minimum standard:

- through the School Curriculum and Standards Authority's (SCSA) Online Literacy Numeracy Assessment (OLNA), or
- if you demonstrate Band 8 or higher in your Year 9 NAPLAN, Reading, Writing and Numeracy tests.

The OLNA is compulsory for those students who have not prequalified in one or more of the components through Year 9 NAPLAN and want to achieve the WACE. Students will have up to six opportunities (two per year) between Year 10 and Year 12 to demonstrate the literacy and numeracy minimum standard.

If you have a language background other than English and arrived from overseas in the past year you may be able to delay sitting the OLNA. You should discuss your options with the Senior School Program Coordinator.

Disability provisions are available for students with significant conditions which may severely limit their capacity to participate in the OLNA. These students, after discussions with parents/guardians and the school, may choose not to sit the OLNA. However, this would mean that these students could not achieve the WACE. Students should discuss their options with their careers counsellor.

Unit Equivalence

Unit equivalence can be obtained through Vocational Education and Training (VET) qualifications and/or endorsed programs. The maximum unit equivalence available through these programs is eight units – four Year 11 units and four Year 12 units. Students may obtain unit equivalence as follows:

- up to eight unit equivalents through completion of VET qualifications, or
- up to four unit equivalents through completion of endorsed programs, or
- up to eight unit equivalents through a combination of VET qualifications and endorsed programs, but with endorsed programs contributing no more than four unit equivalents.

VET Programs

VET is recognised across Australia. VET programs can give you the opportunity to gain core skills for work and in some cases, complete training in industry through workplace learning.

If your educational program does not include four ATAR courses in Year 12, you will need to complete a Certificate II qualification or higher to achieve your WACE.

You can also begin training for your career while still at school by undertaking a VET qualification. Among the range of VET programs on offer are school-based apprenticeships and traineeships.

VET can contribute up to eight of the 20 units you need to achieve your WACE.

Unique Student Identifier (USI)

All students will require a USI. Without a USI, students will not be able to enrol in VET qualifications. Information on how to obtain a USI is located later in this book.

Endorsed Programs

Endorsed programs address areas of learning not covered by WACE courses. Examples include Workplace Learning, Cadets WA, and independently administered examinations in music, speech and drama.

These programs can be delivered in a variety of settings by schools, community organisations, universities, training organisations and workplaces.

Endorsed programs may replace up to two Year 11 course units and two Year 12 course units you need to achieve your WACE. You should discuss endorsed programs opportunities with your Senior School Program Coordinator.

Grades and School Marks

To be assigned a grade in a WACE unit pair, you must have had the opportunity to complete your school's education and assessment programs for the unit, unless there are exceptional circumstances that are acceptable to the school.

Teachers of Year 11 and Year 12 students submit results to the SCSA at the end of the school year based on assessments such as classroom tests, in-class work, assignments, practical work and examinations.

You will receive a grade A, B, C, D or E for each unit pair you have completed, except for Preliminary (P) units, which are not graded.

You will also receive a school mark in the range 0 to 100 for each unit pair of an ATAR or General course (except Preliminary) you complete.

Adjustment of Grades and School Marks

During the school year, the SCSA uses several procedures to ensure that the grades awarded by different schools are comparable.

Grades assigned by your school are based on SCSA's grade descriptions for each course. The grades you receive from your school are provisional until confirmed by SCSA. Your school is required to advise you in writing if any changes are made to your provisional grades during the approval process. However, SCSA adjusts the grades assigned by a school only in exceptional circumstances.

Externally Set Tasks (EST)

Externally Set Tasks (EST) are common tasks that all students enrolled in a General course and a Foundation course will do in Year 12. The task is set by SCSA, completed by students under test conditions, and is worth 15% of the final mark for that pair of units. ESTs are marked by your teacher using a marking key provided by SCSA. Preliminary courses do not include ESTs.

Authenticity of Work

It is imperative that all work you submit for school assessment is your own. Any material that is included in your work that is not your own must be acknowledged appropriately.

The assessment policy outlines the penalties for submitting another's work as your own. Work which could not be considered your own could include, but is not limited to:

- copying someone's work in part or in whole, and presenting it as your own
- buying, stealing or borrowing another person's work and presenting it as your own
- paying someone to write or prepare work
- submitting work to which another person (such as a parent, tutor or subject expert) has contributed substantially
- using material directly from sources such as books, journals or the internet without reference to the source
- building on the ideas of another person without reference to the source
- using the words, ideas, designs or the workmanship of others in practical tasks (performance, production or portfolio) without appropriate acknowledgement
- using non-approved materials and/or equipment during an assessment task or examination
- assisting another student to engage in an activity that will enable that student to have an unfair advantage over other students.

All the work you submit as part of the WACE practical component (ATAR and General Units 3 and 4) must also be your own work. Any material included in your work that is not your own must be acknowledged appropriately.

Review of School Assessments

Schools must inform students in writing of their grades by a date specified annually by SCSA (usually in late October).

If you believe that your grade and/or school mark is incorrect, you should make a request in writing to your school for a review of the result.

ATAR examinations

SCSA sets, administers and marks ATAR examinations for ATAR Units 3 and 4 in all courses.

Each ATAR examination assesses the specific content, understandings, knowledge and skills described in the syllabus for the pair of units studied. Each syllabus is available on the relevant course page of SCSA's website at <http://wace1516.scsa.wa.edu.au/#syllabus>

All ATAR examinations have written papers and some also include practical, oral, performance or portfolio examinations. The practical ATAR examinations are held in the first week of the Term 3 school holidays, on weekends, the Queen's Birthday public holiday and during the second and third weeks of Term 4. Written examinations will start on the first Monday in November.

ATAR examinations provide students and the wider community with confidence about the standards achieved at the end of Year 12. They also make it possible to compare the achievement of students, regardless of the school attended.

Enrolling in Examinations

When you enrol in a Year 12 ATAR course, you will be automatically enrolled to sit the ATAR examination in that course.

If you are applying for University admission, you should check that your course selections meet the entry requirements. University admission information is available on the TISC website at www.tisc.edu.au.

Special Examination Arrangements

Special arrangements may be made if you have permanent or temporary disabilities that may disadvantage you in an examination situation. If your disability prevents you having reasonable access to an examination, your school must submit an application on your behalf. Information about how to do this will be made available to your school at the start of Year 12.

Attainment

Students are encouraged to achieve Attainment when they leave school as this will improve their prospects of success beyond school. To achieve attainment a students should gain an ATAR that will qualify them for university or gain a training qualification at a Certificate II or higher.



2020 UNIVERSITY ENTRANCE REQUIREMENTS FOR SCHOOL LEAVERS

Universities have finalised the 2020 entry requirements. Detailed information regarding university requirements will be contained in the *2019 Admission Requirements for School Leavers* brochure published by TISC which will be distributed to students in June 2017. This information will also be on the TISC website <http://www.tisc.edu.au/static-fixed/guide/uni-admission-info-for-ib-students.pdf>

The requirements for University Admission to Curtin University of Technology, Edith Cowan University, Murdoch University and the University of Western Australia will include:

- Meet the requirements for the Western Australian Certificate of Education (WACE) prescribed by SCSA.
- Achieve competence in English as prescribed by the individual universities.
- Obtain a sufficiently high Australian Tertiary Admission Rank (ATAR) for entry to a particular university and/or course.
The sum of the four best scaled course/ATAR results will produce an ATAR score. Unacceptable course combinations will be published in the TISC University Admissions Guide.
- Satisfy any prerequisites or special requirements for entry to particular courses.

Alternative University Pathways

Individual universities have a variety of alternative pathways for student entry, including students providing further information to support their application, such as a portfolio or interview or completing a university preparation course. Many universities also have bridging courses for students who gain their WACE but do not meet the requirements for entry to university. More detailed information is available from the individual universities.

Notre Dame University

Application to Notre Dame is directly to the university, not through TISC.

Information about the application process can be found on the university website at www.nd.edu.au



Visiting various Perth University Campuses - KSHS Students at WACE CAMP 2016

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) Great Southern Cluster

Information and Communication Technology (ICT) is used to provide public secondary students access to a wider range of courses to be studied at Katanning Senior High School. These are listed in the course descriptions offered in this book.

The Great Southern Cluster primarily uses video conferencing and is supported by Connect, a Department of Education program. Students join with others through video conferencing and access Connect through school and home computers. Interactive video lessons are usually conducted for two hours each week, which take place in the Video Conferencing room within the Library. In addition students will have set work they need to complete during the other three periods. These lessons take place in the Online Learning Centre within the Library. Students are able to contact teachers by email or telephone outside of the set lesson times. Work is usually submitted online or by email. Students undertaking this learning need to be well organised and motivated.



SCHOOL OF ISOLATED AND DISTANCE EDUCATION (SIDE)

The courses listed in this handbook can only run in 2018 if the number of students choosing to study the course makes it viable to run a class. In cases where a very small number of students wish to study a course which is not available on the Katanning Senior High School grid, it may be possible for the student to study this course externally through the School of Isolated and Distance Education (SIDE).

VOCATIONAL EDUCATION AND TRAINING (VET) CERTIFICATES AND UNITS OF COMPETENCY (UOC)

A significant number of pathways offered at Katanning Senior High School are related to industry specific career pathways.

The school offers students the opportunity to gain accreditation for nationally recognised Certificates and Units of Competency whilst continuing to study at school.

In 2018, Katanning Senior High School will work in partnership with a number of Registered Training Organisations (RTOs) and, as such, will be able to present and assess material leading to a nationally recognised Certificate or Statement of Attainment for students who successfully complete these extra qualifications.

Such Certificates are recognised at training institutions throughout Australia and provide students with advanced standing or course exemptions for programs of study at other training institutions and other programs associated with apprenticeships or traineeships.

In partnership with these RTOs, Katanning Senior High School is able to offer Certificate I and II qualifications which will be studied at the school. These are shown on the Course Units offered later in this book. Students and parents/guardians will be informed if there are any changes to the course selections. All Certificate I qualifications articulate to Certificate II in Year 12.

Students are able to access various Certificate qualifications through the South Regional TAFE, Great Southern Institute of Technology Katanning Campus. These include but are not limited to Certificate I and II Tourism, Certificate I and II Beauty and Certificate I and II Conservation and Land Management. Students are only able to enrol in these qualifications as part of the school program, students are not able to enrol in fee for service qualification at GSIT and be enrolled in school at the same time.

A student who does not complete the qualification requirements to achieve an ATAR will need to achieve a minimum of a Certificate II.

The school, in offering Certificate II qualifications has made every effort to minimise the course fees for students.

It is important that parents/guardians take into consideration the cost of the Certificate when choosing the pathway for their child to study. The school will offer alternative low cost courses to students who do not pay their fees and charges to enable the completion of WACE.

Obtaining your USI

Instructions for students to obtain their can be found at the following web address <https://www.usi.gov.au/>. This must be done and entered onto the Course and Pathway Selection Form to ensure that students are able to be enrolled in their selected Certificate.



**LIST OF COURSES OFFERED AT KSHS
YEAR 11 – 2018**

ATAR					
COURSE		LIST		COURSE	LIST
English ATAR	Units 1 and 2	A		Mathematics Applications ATAR	Units 1 and 2 B
Chemistry ATAR	Units 1 and 2	B		Mathematics Methods ATAR	Units 1 and 2 B
Geography ATAR	Units 1 and 2	A		Modern History ATAR	Units 1 and 2 A
Human Biology ATAR	Units 1 and 2	B		Physics ATAR	Units 1 and 2 B
GENERAL					
COURSE		LIST		COURSE	LIST
Automotive Engineering & Technology General	Units 1 and 2		Geography General	Units 1 and 2 A
Children, Family and the Community General	Units 1 and 2	B		Human Biology General	Units 1 and 2 B
Drama General	Units 1 and 2	A		Literature General	Units 1 and 2 A
Earth and Environmental Science General	Units 1 and 2	B		Materials Design and Technology Wood General	Units 1 and 2 B
English General	Units 1 and 2	A		Mathematics Foundation	Units 1 and 2 B
English Foundation	Units 1 and 2	A		Mathematics Essentials General	Units 1 and 2 B
Food Science & Technology General	Units 1 and 2	B		Physical Education Studies General	Units 1 and 2 B
VET					
COURSE		LIST		COURSE	LIST
				Cert 1 Sport and Recreation	VET
Cert I Business	VET			Cert I Visual Arts (Creative)	VET
Cert I Engineering	VET			Cert I Visual Arts (Photo Imaging)	VET
ADDITIONAL QUALIFICATIONS (external)					
COURSE		LIST		COURSE	
Cert II Community Services (Child Care Focus)	TAFE				
Cert II Horticulture	TAFE				
Cert II Tourism	TAFE				
ENDORSED COURSES					
Workplace Learning					

CHEMISTRY ATAR

PREREQUISITES: An A grade in Year 10 Chemical Science

OUTLINE:

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.

The course includes a considerable number of chemical mathematical problems. Any student who meets the prerequisites should be able to succeed in this section.



ENGLISH ATAR

PREREQUISITES: At least a B grade in Year 10 English.

OUTLINE:

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 and to enjoy creating imaginative, interpretive, persuasive and analytical responses in a range of written, oral, multimodal and digital forms.

GEOGRAPHY ATAR

PREREQUISITES: At least a B grade in Year 10 Society and Environment.

OUTLINE:

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.

The course 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, and the challenges affecting the sustainability of places.

In the ATAR course, students learn how to collect information from primary and secondary sources, such as field observation and data collection, mapping, monitoring, remote sensing, case studies and reports.

HUMAN BIOLOGY ATAR

PREREQUISITES: At least a B Grade in Year 10 Biological Science.

OUTLINE:

The Human Biology General course gives students the chance to explore how the human body works. Students focus on bones, muscles, nerves and hormones, and how they maintain the body to act in coordinated manner. The causes and spread of disease and how humans respond to invading pathogens are studied, as well as the role of males and females in the process of reproduction.

Students investigate the body systems through real or virtual dissections and practical examination of cells, organs and systems. They research contemporary treatments for dysfunctions of the body systems and are encouraged to use ICT to interpret and communicate their findings in a variety of ways. Second-hand data is used to investigate transmission of diseases from a historical perspective and recent global incidences.

MATHEMATICS APPLICATIONS ATAR

PREREQUISITES: At least a C grade in Year 10 Mathematics.

OUTLINE:

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.

CAS calculator (approx \$200)

MATHEMATICS METHODS ATAR (ICT Albany)

PREREQUISITES: At least a B grade in Year 10 Mathematics.

OUTLINE:

This 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 and is 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.

CAS calculator (approx \$200)

MODERN HISTORY ATAR

PREREQUISITES: At least a B grade in Year 10 Humanities and Social Sciences.

OUTLINE:

Studying the Modern History ATAR course enables students to become critical thinkers and helps inform their judgements and actions in a rapidly changing world. Students are exposed to a variety of historical sources, including government papers, extracts from newspapers, letters, diaries, photographs, cartoons, paintings, graphs and secondary sources, in order to determine the cause and effect, and the motives and forces influencing people and events.

Through the process of historical inquiry, students are encouraged to question and evaluate historical sources, identify various representations and versions of history, use evidence to formulate and support their own interpretations, and communicate their findings in a variety of ways.

PHYSICS ATAR

PREREQUISITES: At least an A grade in Year 10 Physical and Chemical Science and an A Grade in Year 10 Mathematics.

OUTLINE:

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.

GENERAL COURSE INFORMATION FOR 2018 – 2019

AUTOMOTIVE ENGINEERING & TECHNOLOGY (GENERAL)

PREREQUISITES: NIL

OUTLINE:

In the Automotive Engineering and Technology general course students develop skills and understandings relating to the component parts, accessories, systems and technologies of the automotive vehicle. Students develop the principles underpinning the operation of vehicle systems and subsystems. They also develop the knowledge and skills needed to service, maintain and repair these systems. Students develop effective communication, teamwork skills and environmental awareness when developing solutions to planning and managing automotive vehicle systems.

CHILDREN, FAMILY AND THE COMMUNITY (GENERAL)

PREREQUISITES: Year 10 Home Economics or Childcare

OUTLINE:

The Children, Family and the Community General course focuses on factors that influence human development and the wellbeing of individuals, families and communities. Students explore the health of individuals and communities and the protective and preventative strategies that impact on growth and development.

They engage in shared research, examine goal setting, self-management, decision making, communication and cooperation skills when creating products, services or systems that will assist individuals, families and communities to achieve their needs and wants. Contemporary Australian issues or trends relating to families and communities at the state and national level are examined in practical ways.



DRAMA (GENERAL)

PREREQUISITES: Nil.

OUTLINE:

The Drama course focuses on drama in practice and aesthetic understanding as students integrate their knowledge and skills. They engage in drama processes such as improvisation, play building, text interpretation, playwriting and dramaturgy. This allows them to create original drama and interpret a range of texts written or devised by others by adapting the theoretical approaches of drama practitioners like Stanislavski and Brecht. Students' work in this course includes production and design aspects involving directing, scenography, costumes, props, promotional materials, and sound and lighting. Increasingly, students use new technologies, such as digital sound and multimedia. They present drama to make meaning for a range of audiences and adapt their drama to suit different performance settings. The focus in this course is primarily on ensemble performance and team work.



ENGLISH FOUNDATION (GENERAL)

PREREQUISITES: This course is for students who have not demonstrated the literacy standard in the Online Literacy and Numeracy (OLNA) test.

OUTLINE:

The English Foundation course aims to develop students' skills in reading, writing, viewing, speaking and listening in work, learning, community and everyday personal contexts. Such development involves an improvement in English literacy, where literacy is defined broadly to include reading ability, verbal or spoken literacy, the literacy involved in writing, and visual literacy. Students undertaking this course will develop skills in the use of functional language conventions, including spelling, punctuation and grammar. Good literacy skills are required for comprehending and producing texts; for communicating effectively in a learning or working environment, or within a community; or for self-reflection; and for establishing one's sense of individual worth.

ENGLISH (GENERAL)

PREREQUISITES: Must have achieved Band 8 in NAPLAN or passed the Online Literacy and Numeracy (OLNA) test.

OUTLINE:

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

The course is designed to provide students with the skills to succeed in a wide range of post-secondary pathways by developing their language, literacy and literary skills. Students comprehend, analyse, interpret, evaluate and create analytical, imaginative, interpretive and persuasive texts in a range of written, oral, multimodal and digital forms.

FOOD SCIENCE AND TECHNOLOGY (GENERAL)

PREREQUISITES: Year 10 Home Economics or Cooking

OUTLINE:

The Food Science and Technology General course provides opportunities for students to explore and develop food-related interests and skills. Food impacts on every aspect of daily life and is essential for maintaining overall health and wellbeing. Students organise, implement and manage production processes in a range of food environments and understand systems that regulate food availability, safety and quality. Knowledge of the sensory, physical, chemical and functional properties of food is applied in practical situations.



Students investigate the food supply chain and value-adding techniques applied to food to meet consumer and producer requirements. Principles of dietary planning, adapting recipes, and processing techniques, are considered for specific nutritional needs of demographic groups.

Occupational safety and health requirements, safe food handling practices, and a variety of processing techniques, are implemented to produce safe, quality food products. This course may enhance employability and career opportunities in areas that include nutrition, health, food and beverage manufacturing, food processing, community services, hospitality and retail.

LITERATURE (GENERAL)

PREREQUISITES : Minimum C grade in Year 10 English and OLNA literacy qualification

OUTLINE:

The Literature General course presents many perspectives on life, powerfully imagined and memorably expressed. One of the main benefits of literary study, particularly in a multicultural and diverse society such as Australia, is exposure to a variety of ways of thinking about the world. This Literature General course encourages students to relate their experience of literature to their experience of life generally and to learn that ways of reading texts and their readings of texts can enrich their understanding of identity, culture and society. Students are given the opportunity to read, enjoy and respond to literary texts, including poetry, prose fiction, drama and multimodal texts.

Response and interpretation are central to this course. Students make meaning by taking into account some of the relationships between reader, writer, text and context. Students are introduced to several different reading strategies, reflect on their own reading preferences and learn to reflect on their readings of texts.

GEOGRAPHY (GENERAL)

PREREQUISITES: Nil.

OUTLINE:

In the Geography course students learn how to collect information from primary and secondary sources, such as field observation and data collection, mapping, monitoring, remote sensing, case studies and reports. Geography encourages students to use their imagination, creativity and speculation. It develops students' knowledge about the connections between places and explores what places environments at risk, and ways to protect these environments through management at local, regional and global levels.

HUMAN BIOLOGY (GENERAL)

PREREQUISITES: NIL

OUTLINE:

The Human Biology General course gives students a chance to explore how the human body works. Students focus on bones, muscles, nerves and hormones, and how they maintain the body to act in a coordinated manner. The causes and spread of disease and how humans respond to invading pathogens are studied, as well as the role of males and females in the process of reproduction.

Students investigate the body systems through real or virtual dissections and practical examination of cells, organs and systems. They research contemporary treatments for dysfunctions of the body systems and are encouraged to use ICT to interpret and communicate their findings in a variety of ways. Second-hand data is used to investigate transmission of diseases from a historical perspective and recent global incidences.

MATERIALS DESIGN AND TECHNOLOGY WOOD (GENERAL)

PREREQUISITES: Nil.

OUTLINE:

The Materials Design and Technology General course is a practical course.

Students will work with wood, with the design and manufacture of products as the major focus. Students have the opportunity to develop and practice 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 practice manufacturing processes and technologies, including principles of design, planning and management.



MATHEMATICS FOUNDATION (GENERAL)

PREREQUISITES: Nil.

OUTLINE:

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.

Scientific Calculator

MATHEMATICS ESSENTIAL (GENERAL)

PREREQUISITES: Meet the standards of OLNA (recommended).

OUTLINE:

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.

Scientific Calculator

PHYSICAL EDUCATION STUDIES (GENERAL)

PREREQUISITES: C grade or above in all assessment sub strands in Specialised Physical Education (Year 9 or 10) If they did not participate in Specialised PE, C grades in all sub strands in PE and C grades in Science and English.

OUTLINE:

Physical Education Studies contributes to the development of students' physical, social and emotional growth. This course provides students with opportunities to understand and improve performance through the study of theoretical concepts and practical activities. Through engagement as performers, leaders, coaches, analysts and planners of physical activity, students may develop skills that can be utilised in leisure, recreation, education, sport development, youth work, health and medical fields.



VOCATIONAL EDUCATION AND TRAINING (VET) PATHWAY INFORMATION 2018 - 2019

All Certificate I qualifications articulate to Certificate II qualifications.

CERTIFICATE I BUSINESS

PREREQUISITES: Nil.

OUTLINE:

This course covers;

- Occupational Health and Safety in the work place
- Computer skills in Word documents and Spreadsheets
- Skills for working in a business setting
- How to use technology in business and for communication
- Customer service

The VET Business Services General course is based on nationally endorsed training packages and provides opportunities for students to complete Certificate I and Certificate II qualifications and access industry related placement/employment through mandatory workplace learning.

The Certificate I will articulate to a Certificate II Business in Year 12. Students studying this course can achieve nationally recognised vocational qualifications and gain course unit credit towards the WACE.



CERTIFICATE I & II ENGINEERING

PREREQUISITES: Year 10 Metalwork C grade average, Participate in a selection interview, wear appropriate PPE for the Trade Skills Centre.

OUTLINE:

The Certificate I Engineering course provides students with the opportunity to become proficient in a number of engineering skills which may include mechanical cutting, welding, finishing and sheet and plate assembly. Students will use a variety of workshop machines and perform engineering measurement tasks. They will also learn how to apply the principles of occupational health and safety in the work environment.



The course is based on nationally endorsed training packages and provides opportunities for students to complete Certificate I and Certificate II qualifications and access industry related placement/employment through mandatory workplace learning.

Students studying this course can achieve nationally recognised vocational qualifications and gain course unit credit towards the WACE.



CERTIFICATE I SPORT AND RECREATION

PREREQUISITES: C grade or above in all assessment sub strands in Specialised Physical Education (Year 9 or 10) If they did not participate in Specialised PE, C grades in all sub strands in PE.

OUTLINE:

The Certificate I in Sport and Recreation is a practical course which teaches students hands on skills in sports management, coaching and officiating.

Participants in the course will be required to coach Primary and Secondary aged students, developing the ability to plan and reflect upon coaching sessions.

Students will also develop knowledge of First Aid and injury management, nutritional requirements and performance pathways.

The course is based on nationally endorsed training packages and provides opportunities for students to complete Certificate I and Certificate II qualifications and access industry related placement/employment through mandatory Workplace Learning. They will also have the opportunity to gain course unit credit towards the WACE.

CERTIFICATE I VISUAL ARTS (Creative)

PREREQUISITES: Nil.

OUTLINE:

In the Visual Arts VET course, students engage in traditional, modern and contemporary media and techniques within the broad areas of art forms. The course promotes innovative practice.

Students are encouraged to explore and represent their ideas and gain an awareness of the role that artists and designers play in reflecting, challenging and shaping societal values. Students are encouraged to appreciate the work of other artists and engage in their own art practice.

CERTIFICATE I VISUAL ARTS (Photo Imaging)

PREREQUISITES: Nil.

OUTLINE:

In the Visual Arts (Photo Imaging) course, students develop a competitive edge for the current and future industry and employment markets.

Students are equipped with the knowledge and skills to understand design principles and processes, analyse problems and devise innovative strategies through projects. The emphasis will be on the use of digital cameras to take photographs and manipulate and print these images on computers.

ADDITIONAL QUALIFICATIONS (external)

In 2018, General Students may choose to study one of the following qualifications in place of Workplace Learning. Students will study externally (one day per week) at the South Regional TAFE - Great Southern Institute of Technology, Katanning Campus.

CERT II COMMUNITY SERVICES (CHILD CARE FOCUS)

PREREQUISITES: Nil.

OUTLINE:

This qualification may be used as a pathway qualification into community services work and may apply specifically to workers who support individuals by providing a first point of contact in a crisis situation and referral to a broad range of services, or workers in residential facilities and/or in community services under direct or regular supervision within clearly defined organisation guidelines and service plans. Workers at this level may provide assistance and support to clients accessing a service or experiencing issues such as alcohol and/or other drug issues, assist people in meeting their immediate needs e.g. by providing shelter and food. Provide short-term contact with clients in a crisis situation during which time they establish a helping relationship to define the crisis and provide referral information where appropriate. May provide ancillary services such as catering, cleaning, laundry, gardening and home maintenance and report directly to a supervisor and are not responsible for other workers.

These positions may have direct contact with clients, identify presenting needs and refer to appropriate services and support. This qualification may provide an appropriate pathway into higher level qualifications, such as those in aged care, disability and home and community care.

CERT II HORTICULTURE

PREREQUISITES: Nil.

OUTLINE: This qualification will provide you with the practical skills and knowledge to assist with a range of tasks to maintain and restore natural and cultural places and farmland. You will learn about workplace safety, environmental work practises, providing first aid and treating weeds.

You will be able to choose from a range of subjects which include working with plants and animals, construction and maintenance, using machinery and equipment, and managing resources. This course suits those with a keen interest in natural resource management and who love working outdoors.

Students will be required to wear sturdy boots or shoes and when working outdoors will need to provide a sun hat and sunglasses.

CERT II TOURISM

PREREQUISITES: Nil. It is recommended that you like working with people

OUTLINE:

Tourism is an extremely diverse industry with skills that are transportable around the world. The range of opportunities for careers within the tourism industry is immense. Ranging from working within cities, to out in the wilderness. This course is suitable for those interested in the tourism and travel industry. Employment opportunities upon completion of the course could include tour guiding, receptionist in the travel or accommodation facility, cellar sales, hospitality work or as a visitor services officer. Students are expected to be prepared for classroom learning and should supply pens, paper, files and other stationary.

ENDORSED PROGRAMS

WORKPLACE LEARNING (ADWPL)

PREREQUISITES: Nil.

OUTLINE:

Workplace Learning is an endorsed program developed by School Curriculum and Standards Authority (SCSA) that is managed by individual schools and open to students in Years 11 and 12. To complete this endorsed program, a student works in one or more real workplace/s to develop a set of transferable workplace skills.

The student must record the number of hours completed and the tasks undertaken in the workplace in SCSA's *Workplace Learning Logbook*. The student must also provide evidence of his/her knowledge and understanding of the workplace skills by completing the *Workplace Learning Skills Journal* after each 55 hours completed in the workplace. Unit equivalence is allocated on the basis of 1 unit equivalent for each 55 hours completed in the workplace, to a maximum of 4 units. The total number of hours completed in the workplace is reported on the student's WASSA (Western Australian Statement of Student Achievement).

This course will be done at the same time as Careers and Enterprise and will be linked to the industry area the student is studying.





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