



2026

Senior School Course Information Handbook



KATANNING
SENIOR HIGH SCHOOL

School Motto:
We Strive To Excel

Our vision:
Excellence in Teaching, Learning and Leadership

Moral Purpose:
We work together to enable success for all students

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This publication is an information document. Every effort has been made to ensure that the information is correct at the time of publication, 25 August 2025.

LIST OF ACRONYMS

The acronyms listed below are used throughout this document:

ATAR	Australian Tertiary Admission Rank
CaLD	Culturally and Linguistically Diverse
CoS	Courses of Study
ESL	English as a Second Language
HASS	Humanities and Social Sciences
MESH	English, Humanities and Social Sciences, Mathematics and Science,
NAPLAN	National Assessment Program in Literacy and Numeracy
OLNA	Online Literacy and Numeracy Assessment
PPE	Personal Protective Equipment
SBT	School Based Traineeship
SIDE	School of Isolated and Distance Education
TISC	Tertiary Institute and Services Centre
VET	Vocational Education and Training
WACE	Western Australian Certificate of Education.
WASSA	Western Australian Statement of Student Achievement
WPL	Work Place Learning

INTRODUCTION

MESSAGE FROM THE PRINCIPAL

This Senior School Course Information Handbook provided information that will assist you with decision making regarding subject choices, school pathways and some post-school options.

Includes information about:

- Western Australian Certificate of Education (WACE) requirements
- Subject selection and Year 11 and Year 12 pathways and courses
 - Courses and Course Units
 - Vocational Education and Training
 - Endorsed programs
- Post-school destinations

Please keep this Handbook for Year 11 and 12 and refer to it for clarification and assistance.

Should you have any questions at any time, please contact:

- Deputy Principal Senior School
- Program Coordinator– Student Services
- Workplace Learning Coordinator
- The Heads of Learning Areas.

The progression into Year 11 involves several significant changes for parents, carers and students. It is important that students receive course counselling from the school's counselling staff and we encourage parents and carers to attend the course selection meeting. Counselling staff make use of teachers' recommendations based on the student's academic records.

I would encourage parents and carers to seek as much information as they can from the school to help make these choices. Do not hesitate to contact staff if you have questions as choosing the courses and future pathways is an important decision.

Mr Ian Masarei

Principal– Katanning SHS

ENROLLING IN YEAR 11

Students wishing to enrol at Katanning Senior High School will need to be enrolled in, and studying, at least 6 courses or the equivalent each semester.

All Year 11 and 12 students will need to choose from one of the following pathways:

- | | |
|------------------------|--|
| 1. ATAR Pathway | It's possible to complete courses from all three pathways! |
| 2. General Pathway | |
| 3. Vocational Pathways | |

All Year 11 and 12 students will:

- Study 6 courses
- Select either English in ATAR, General or Foundations
- Include at least one List A , and one List B course in Year 12. Refer to page (___)
- Generally, study the same courses in Year 11 and Year 12.

ATAR Pathway

ATAR Pathway Australian Tertiary Admission Rank (ATAR) course units are for students aiming to enrol in a university course directly from the school. These courses will be examined by the School Curriculum and Standards Authority (SCSA) and contribute to achieving an Australian Tertiary Admission Rank (ATAR). I

If you plan to enter university after finishing Year 12 you should enrol in at least 4 ATAR courses.

Universities use this as a selection mechanism. More ATAR information is available on the TISC website <https://tisc.edu.au/static/home.tisc>

General Pathway

General Pathway General course units are for students aiming to enter further training or the workforce directly from school. The Authority will not examine these courses. However, students will complete Externally Set Tasks (EST).

To study courses in Year 12, completing the same Year 11 course is expected.

Vocational Pathway

Vocational Education and Training (VET) programs offer VET qualifications for students wishing to participate in nationally recognised training. All VET qualifications require registered training organisation (RTO) delivery, assessment and quality control under the VET regulatory body. A Certificate II or higher is one of the ranges of equivalents for achieving a WACE. These qualifications contribute to the WACE as unit equivalents.

Students wishing to participate in programs delivered in various settings by schools, workplaces, universities and community organisations. 3 Melville Senior High School Courses and Program

Endorsed programs provide access to all areas of learning not covered by WACE courses or VET programs and contribute to the WACE as unit equivalents. Endorsed programs are for students wishing to participate in programs delivered in various settings by schools, workplaces, and community organisations.

Course and Program Options for Year 11 and 12 Students.

To gain a Western Australian Certificate of Education (WACE) on graduation at the end of Year 12, students in Year 11 and 12 undertake one of the following pathways:

ATAR Pathway

ATAR Courses have an academic focus.

They are usually undertaken to access university status and excellent preparation for post-school pathways, including Vocational Training.

- Year 11s study ATAR Course Units 1 and 2
- Year 12s study ATAR Course Units 3 and 4
- Courses are content-based
- Year 12s sit external exams (WACE exams) at the end of the year
- ATAR scores are based on 50% school assessment and 50% external exams
- Students gain an ATAR score based on their best four courses
- A minimum of 4 ATAR subjects are required, but 5 or 6 are recommended.

General Pathway

These courses are primarily intended for students typically aiming to enter Vocational Training or the workforce after they leave school. General Courses don't have externally set examinations like ATAR courses. However, they have a compulsory set task in Year 12 worth 15% of a student's overall assessment. Students may be able to use some General Courses as part of an alternative entry to some university courses.

- Year 11s study General Course Units 1 and 2
- Year 12s study General Course Units 3 and 4
- Courses are practically based
- There are no external exams (but there are ESTs in Year 12)
- High grades are important
- 100% school assessed.
- A minimum of 4 ATAR subjects are required, but 5 or 6 are recommended.

VET Qualifications

Students complete a nationally recognised Vocational Education and Training (VET) qualification. VET builds skills and knowledge in and for the workplace. Students may use VET qualifications to count toward the Western Australian Certificate of Education (WACE).

Endorsed Programs

Endorsed Programs offer learning through activities not covered by WACE courses or VET programs. They are for students wanting to participate in programs delivered in various settings by schools, workplaces, universities, and community organisations. Endorsed programs can be delivered as part of the school curriculum ([Workplace Learning](#)) or as extracurricular activities that may count towards WACE.

University Enabling Program– Year 11 students

Katanning Senior High School offers the Curtin UniReady Enabling Program to Year 11 students. The UniReady program can help your child qualify for entry into a range of undergraduate courses. The program commences in Week 6 of Term 4, 2026 and finishes in Term 3 of 2027. The program offers the benefits of a guaranteed ATAR of 70 on achieving a satisfactory standard (50%) in 4 units of study.

Starting in 2027, students enrolling in Curtin Uni-Ready must also be enrolled in at least ONE (1) ATAR course. That means, students wanting to pursue this pathway must select an ATAR subject in Year 11.

Course Selection Advice

Making choices for Year 11 studies and courses should be based on the following considerations:

- Realistic assessment of ability, application and commitment: It is highly recommended that students choose courses where they have met the prerequisites to ensure academic success and cope with the particular subject's demands. Students need to make realistic choices that are suitable for their academic ability
- Selecting courses of interest to students is more likely to lead to success and enjoyment in their studies and possible future careers. If future goals are uncertain, it is best to maintain a broad course to enable entry to various post-school destinations
- Passion for a type and context of learning: The available pathways cater for different kinds of knowledge, with ATAR Pathway being more content and examination focused, while the General and Vocational Pathways are more practical, skills-based options.

Careful selection is essential to avoid challenges associated with making changes in Year 11.

Changes after the commencement of Year 11 are disruptive to students' progress and necessitate considerable catch-up work for students.

After the commencement of Year 11, students can only make course changes with the agreement of the specific course teachers, Deputy Principal and Program Coordinator: Student Services. It will depend on the student showing a sufficient reason for the change and the size of existing classes.

Under normal circumstances, students can only transfer to a new course **up to the end of Week 6 of Term 1 in Year 11**. With the ongoing nature of assessment tasks, a student's progress is best served by making realistic course selection choices before starting Year 11. For these reasons, we strongly urge students, parents and carers to read and discuss the information provided in this booklet. In particular, students will need to take note of the suggested **minimum Year 10 prerequisites** for Year 11 courses. These reflect the difficulty and rigour of Year 11 and guide students to selections that are more likely to succeed.

Prerequisite for Year 11 Courses

If in Semester 1 of Year 10, a student still needs to meet the prerequisites for a Year 11 course, they will not be permitted to select it.

An interview can be arranged in Term 4 following significant academic improvement in Semester 2 with the Deputy Principal Senior School or the Program Coordinator Student Services if Year 11-course prerequisites are then met.

Note: The availability of subject selection at this late stage may be limited.

Students who do not, at any stage in Year 10, meet the prerequisites for particular courses are not permitted to study them in Year 11 unless there are extenuating circumstances. Students wishing to select an ATAR course that does not meet the required prerequisite will need to complete an inappropriate section form, which both the student, parent or carer will need to sign. In these situations, an interview will occur with parents or carers and the Deputy Principal or Program Coordinator Student Services.

Course Availability

The school reserves the right to withdraw from any course. Available resources limit the number of classes that can be timetabled. Places will be allocated first to students who have met the prerequisites, alternatively if a sufficient number of students select a particular course. Students who submit a subject selection after the due date risk being given only some of their preferences.

Course Costs

Course costs are based upon the previous year and are subject to review and may change. The specific cost for each course is listed in this handbook with a description of each.

Important notice for Year 11s in 2026

In 2026, the Year 11 timetable will be altered to support the large number of students undertaking a VET pathway. Regular classes will not be timetabled on Wednesdays. This will ensure the students studying a Certificate II or higher off-site at TAFE do not miss valuable teaching time.

In place of regular classes, those student not at TAFE or in Workplace Learning, will be assigned Directed Study or will be learning remotely via SIDE enrolment.

WACE REQUIREMENTS

1. General requirements

You must:

- demonstrate a minimum standard of literacy (reading and writing) and a minimum standard of numeracy
- complete a minimum of 20 units, or equivalents
- complete
 - at least four Year 12 ATAR courses **OR**
 - at least five Year 12 General courses and/or ATAR courses or equivalent **OR**
 - a Certificate II (or higher) VET qualification in combination with ATAR, General or Foundation courses.

2. Literacy and numeracy standard

For the WACE literacy and numeracy standard you may:

- prequalify through the reading, writing and numeracy tests of the Year 9 National Assessment Program – Literacy and Numeracy (NAPLAN), or;
- demonstrate the minimum standard of literacy and numeracy by successfully completing the relevant components of the Online Literacy and Numeracy Assessment (OLNA) in Year 10, 11 or 12.

3. Breadth and depth

You 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 learning area course
- one pair of Year 12 units from each of List A (arts/languages/social sciences) and List B (mathematics/science/technology) subjects.

4. Achievement standard

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

5. Unit equivalents

Unit equivalents can be awarded through VET qualifications and/or endorsed programs. The maximum number of unit equivalents available through VET and endorsed programs is four Year 11 units and four Year 12 units with a maximum of four units with endorsed programs – two in Year 11 and two in Year 12.

Taken from: <https://senior-secondary.scsa.wa.edu.au/the-wace/wace->

LITERACY AND NUMERACY REQUIREMENTS

There are 2 parts to demonstrating competency in literacy and numeracy:

1. Students are required to complete 2 Year 11 units from an English course, and a pair of Year 12 units from an English course
2. Students will need to demonstrate that they have met the minimum standard for literacy and numeracy based on skills regarded as essential for individuals to meet the demands of everyday life and work.

Students can demonstrate the minimum standard:

- Through the Authority's Online Literacy and Numeracy Assessment (OLNA)
- If a student demonstrates competency through NAPLAN testing in Year 9 by attaining a proficiency level at or above the cut point scores for WACE literacy and numeracy standard:
 - Year 9 Numeracy: the NAPLAN cut point score for prequalification is 570.
 - Year 9 Reading: the NAPLAN cut point score for prequalification is 572.
 - Year 9 Writing: the NAPLAN cut point score for prequalification is 594.

Note: the NAPLAN scale has 1000 score points.

Students will have up to 6 opportunities (2 per year) between Year 10 and Year 12 to demonstrate the literacy and numeracy minimum standard.

Achieving OLNA is often the biggest barrier to students attaining their WACE upon graduation. It is compulsory requirement therefore it must be taken seriously.

LIST A AND B SUBJECTS

WACE courses are grouped into List A and List B. To ensure a broad education, please be aware that students will be required to choose at least one List A and B course in Year 11 and Year 12.

Below is a list of courses available at Katanning Senior High School for 2025.

LIST A Arts/Languages/Social Sciences	LIST B Mathematics/Science/Technology
ATAR English ATAR Geography General English Foundation English General Career and Enterprise General Geography General Media Production and Analysis General Visual Arts	ATAR Chemistry ATAR Human Biology ATAR Mathematics Applications General Human Biology General Mathematics Essentials Foundation Mathematics General Physical Education Studies General Science in Practice General Children, Family and Community General Design Technological Graphics General Food Science and Technology General Materials Design and Technology - Metals General Materials Design and Technology - Wood

A full list of courses available from SIDE for ATAR students is overleaf.

EXAMPLES OF YEAR 11 AND 12 PATHWAYS

The following are examples of student course selection within a chosen pathway:

Student Selection 1: ATAR Pathway

	Course 1	Course 2	Course 3	Course 4	Course 5	Course 6
Year 11	English (ATAR 1&2)	Maths Apps (ATAR 1&2)	Geography (ATAR 1&2)	Modern History (ATAR 1 & 2)	Chemistry (ATAR 1 & 2)	Certificate II Community Service (Wednesday at TAFE)
Year 12	English (ATAR 3&4)	Maths Apps (ATAR 3&4)	Geography (ATAR 3&4)	Modern History (ATAR 3&4)	Chemistry (ATAR 1&2) Directed Study	Certificate III Business (Wednesday at TAFE)

Sample 1 is an example of selections for a student whose intentions and academic performance in Year 10 are positioned towards a university pathway/ATAR pathway.

The student is studying ATAR Course 1&2 units in Year 11 and will undertake ATAR Course 3&4 units in Year 12. Two units are studied to complete a year's work in any given course, be it in an ATAR or General pathway. The best four of the five ATAR courses will contribute to the student's ATAR score, while Certificate II in Workplace Skills is being studied in Years 11 & 12, this cannot contribute to an ATAR score but counts towards WACE achievement and graduation.

Student Selection 2: ATAR Pathway with SIDE enrolment/s

	Course 1	Course 2	Course 3	Course 4	Course 5	Course 6
Year 11	English (ATAR 1&2)	Maths Apps (ATAR 1&2)	Geography (ATAR 1&2)	Modern History (ATAR 1 & 2)	SIDE course (ATAR 1 & 2)	Certificate III Sports, Aquatics and Recreation (at school)
Year 12	English (ATAR 3&4)	Maths Apps (ATAR 3&4)	Geography (ATAR 3&4)	Modern History (ATAR 3&4)	SIDE course (ATAR 3 & 4)	Certificate III Sports, Aquatics and Recreation (at school)

Students may seek enrolment in SIDE courses not offered here in-person at Katanning SHS. Students must be autonomous, independent learners to experience success in SIDE. The school has no control over SIDE timetabling, meaning, the timing of online sessions may impact other courses

Student Selection Sample 3: ATAR Pathway with General

	Course 1	Course 2	Course 3	Course 4	Course 5	Course 6
Year 11	English (ATAR 1&2)	Maths Apps (ATAR 1&2)	SIDE course (ATAR 1 & 2)	Modern History (ATAR 1 & 2)	Chemistry (ATAR 1 & 2)	Certificate III Sports, Aquatics and Recreation (at school)
Year 12	English (ATAR 3&4)	Maths Apps (ATAR 3&4)	Food Science and Technology (GENERAL 3 & 4)	Modern History (ATAR 3&4)	Chemistry (ATAR 3 & 4)	Certificate III Sports, Aquatics and Recreation (at school)

The student here did not like the nature of SIDE and dropped this subject for Year 12 (picked up a General subject). They are still undertaking 4 ATAR courses and will be eligible for an ATAR rank upon completion of the WACE examinations.

	Course 1	Course 2	Course 3	Course 4	Course 5	Course 6
Year 11	English (Gen 1 & 2)	Maths Essentials (Gen 1 & 2)	Cert II Engineering (at school)	General Psychology (Gen 1 & 2)	Visual Art (Gen 1 & 2)	Certificate II Community Service (Wednesday at TAFE)
Year 12	English (Gen 3 & 4)	Maths Essentials (Gen 3 & 4)	Cert II Engineering (at school)	General Psychology (Gen 3 & 4)	Visual Art (Gen 3 & 4)	Certificate III Business (Wednesday at TAFE)

Student Selection Sample 4: General Pathway with VET (2 Certificates)

Sample 4 shows what's possible with the certificate and General course combinations.

This sample reflects a student best suited to the Vocational Pathway learning. This student aims for TAFE entry as an initial post-school learning destination, studying more practical courses. The Certificate II in Engineering is studied ON-SITE at Katanning SHS, whereas the Certificate II in Community Service is undertaken at TAFE.

Student Selection Sample 5: General with an ATAR Subject/ UniReady in 2027

	Course 1	Course 2	Course 3	Course 4	Course 5	Course 6
Year 11	English (Gen 1 & 2)	Maths Apps (ATAR 1 & 2)	Phys Ed Studies (Gen 1 & 2)	Design (Gen 1 & 2)	Visual Art (Gen 1 & 2)	Certificate II Community Service (Wednesday at TAFE)
Year 12	English (Gen 3 & 4)	Maths Apps (ATAR 3 & 4)	Phys Ed Studies (Gen 3 & 4)	Design (Gen 3 & 4)	Visual Art (Gen 3 & 4)	UniReady enabling program

Sample 5 shows another combination. This student has aspirations of completing the UniReady course in Year 12. The student **MUST** be enrolled in at least ONE ATAR subject in Year 12. The student was always stronger at Mathematics than English. The student thus chose to study Maths Apps (Unit 1-4) and will enrol in UniReady in Year 12 (having completed a Certificate II in Community Service in Year 11).

Student Selection Sample 6: Foundations 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 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. Once a student has successfully passed the OLNA, they typically move into a General course.

	Course 1	Course 2	Course 3	Course 4	Course 5	Course 6
Year 11	Foundations English (Unit 1 & 2)	Foundations Maths (Unit 1 & 2)	Phys Ed Studies (Gen 1 & 2)	Design (Gen 1 & 2)	Visual Art (Gen 1 & 2)	Certificate II Community Service (Wednesday at TAFE)
Year 12	Foundations English (Unit 3 & 4)	Maths Essential (Gen 3 & 4)	Phys Ed Studies (Gen 3 & 4)	Design (Gen 3 & 4)	Visual Art (Gen 3 & 4)	Certificate II Community Service (Wednesday at TAFE)

Sample 6 shows a student studying Foundations Math and English in Year 11. The student passes his OLNA Numeracy in Year 11 and moves into Maths Essentials in Year 12 (General).

2026 SIDE COURSES AND PROGRAMS OVERVIEW

LEARNING AREA	COURSES	PRELIMINARY		FOUNDATION		GENERAL		ATAR	
YEAR 11 UNITS: FE, GE, AE = UNIT PAIR		P1/2	P3/4	FE	FT	GE	GT	AE	AT
The Arts	Media Production & Analysis							A	A
	Visual Arts	●	●			A	A	A	A
Career Development	Career & Employability					A	A		
	Career & Enterprise			A	A				
English	English	●	●	A	A	A	A	A	A
	EALD			A	A	A	A	A	A
	Literature							A	A
Health & Physical Education	Health Studies					A	A	A	A
	Health, Physical and Outdoor Education			B	B				
	Physical Education Studies *			B	B				
Humanities and Social Sciences	Accounting & Finance							B	B
	Business Management & Enterprise					A	A		
	Economics							A	A
	Geography					A	A	A	A
	Modern History					A	A	A	A
	Politics & Law							A	A
Languages	Chinese: Second Language							A	A
	French: Second Language							A	A
	Indonesian: Second Language							A	A
	Italian: Second Language							A	A
	Japanese: Second Language					A		A	A
Mathematics	Mathematics	●	●	B	B				
	Mathematics Essential					B	B		
	Mathematics Applications							B	B
	Mathematics Methods							B	B
	Mathematics Specialist							B	B
Science	Biology							B	B
	Chemistry							B	B
	Human Biology					B	B	B	B
	Science in Practice					B	B		
	Physics							B	B
	Psychology					B	B	B	B
Technologies	Applied Information Technologies							B	B
	Automotive Engineering					B	B		
	Children Family & Community					A	A		
	Computer Science					B	B	B	B
	Design: Photography					B	B		
	Design: Technical Graphics					B	B		
	Materials Design Technology Wood **	●	●			B	B		

A - List A |
 B - List B |
 ● - Course on offer |
 * - Students may only enrol in the course with approval from the Head of Learning Area (HOLA), please contact the HOLA to discuss eligibility and obtain approval.

** - Only available to schools with an approved workshop.

TIMELINE OF COURSE SELECTION

Term 2, Week 10	Semester 1 Reports distributed.
Term 3, Week 1	Parent teacher interviews and Year 11 information session
Term 3 Week 6	Senior School Course Information Book and Course Selection Form issued to students.
Term 3- Week 7 and 8	Subject Counselling and Course Selection appointments with Year 10 students for Year 11 2025. VETdSS Applications open for students wanting to complete a TAFE qualification.
Term 3, Week 8	WPL application forms available following course selections and confirmation of WPL selection with students.
Term 3, Week 4 to Term 4, Week 2	Possible re-selection of courses not fitting on grid/timetable
Term 4- Week 5 to 7	WPL interviews.
Term 4, Week 7	Compulsory Charges, Voluntary Contributions, Other Optional Costs, Voluntary Approved Requests and Personal Items Lists posted to parents and carers.
Term 4, Week 10	Year 10 to Year 11 transition for ATAR students.

Choices, choices!

As you can tell, there are many course and pathway options available. The staff at Katanning SHS will support students with selecting the appropriate courses in order to be WACE eligible upon graduation. It is now up to you (the students and parents) to review each course and make your selections.

The next section explores all the specific courses available to study at Katanning SHS in 2026.

CHEMISTRY

ATAR Year 11

Required Background:

Achieved at least a B grade in Year 10 Mathematics and Science.

Achieved Strong or Exceeding in Year 9 NAPLAN and/or passed Year 10 OLNA.

Compulsory cost:

Approximately \$65.00 per year in Senior School.

Assessment Outline:

Research tasks, in class validation, practical investigations, tests and examination.

Leads to:

Chemistry ATAR Year 12.

COURSE DESCRIPTION

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.

UNIT 1: CHEMICAL FUNDAMENTALS: STRUCTURE, PROPERTIES AND REACTIONS

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

UNIT 2: MOLECULAR INTERACTIONS AND REACTIONS

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

ENGLISH

ATAR Year 11

Required Background:

At least a B grade in Year 10 English.

Achieved Strong or Exceeding in Year 9 NAPLAN and/or passed Year 10 OLNA.

Compulsory cost:

Approximately \$45.00 per year in Senior School.

Assessment Outline:

Extended written work, in class timed assessments, oral presentations and examination.

Leads to:

English ATAR Year 12.

COURSE DESCRIPTION

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.

UNIT 1

Students explore how meaning is communicated through the relationships between language, text, purpose, context and audience. This includes how language and texts are shaped by their purpose, the audiences for whom they are intended and the contexts in which they are created and received.

UNIT 2

Students analyse the representation of ideas attitudes and voices in texts to consider how texts represent the world and human experience. Analysis of how language and structural choices, shape choices, shape perspectives in and for a range of contexts is central to this unit.

GEOGRAPHY

ATAR Year 11

Required Background:

At least a B grade in Year 10 Humanities and Social Sciences, and achieved at least a C grade in Year 10 English.

Achieved Strong or Exceeding in Year 9 NAPLAN and/or passed Year 10 OLNA.

Compulsory cost:

Approximately \$45.00 per year in Senior School.

Assessment Outline:

Geographical inquiry, fieldwork/practical skills, short and extended response and examination.

Leads to:

Geography ATAR Year 12.

COURSE DESCRIPTION

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, 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.

UNIT 1: NATURAL AND GEOLOGICAL HAZARDS

In this unit, students explore both natural (i.e. hydrological, geomorphic and atmospheric) hazards and ecological (i.e. biological and chemical) hazards, the impacts they have on people, place and environments and the risk management of these hazards. Risk management is defined in terms of preparedness and mitigation.

UNIT 2: GLOBAL NETWORKS AND INTERCONNECTIONS

In this unit, students explore the economic and cultural transformations taking place in the world – the diffusion and changing spatial distribution and the impacts of these changes – that will enable them to better understand the dynamic nature of the world in which they live.

MODERN HISTORY

ATAR Year 11

Required Background:

At least a B grade in Year 10 Humanities and Social Sciences, and achieved at least a C grade in Year 10 English.

Achieved Strong or Exceeding in Year 9 NAPLAN and/or passed Year 10 OLNA.

Compulsory cost:

Approximately \$45.00 per year in Senior School.

Assessment Outline:

Historical inquiry, source analysis, explanation & examination.

Leads to:

Modern History ATAR Year 12.

COURSE DESCRIPTION

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

Modern history enhances students' curiosity and imagination and their appreciation of larger themes, individuals, movements, events and ideas that have shaped the contemporary world. The themes that run through the units include local, national and global conflicts and their resolution; the rise of nationalism and its consequences; the decline of imperialism and the process of decolonisation; the continuing struggle for the recognition of human rights; the transformation of social and economic life; the regional shifts in power and the rise of Asia; and the changing nature and influence of ideologies.

UNIT 1: UNDERSTANDING THE MODERN WORLD

In this unit, students are introduced to significant developments in the modern period that have defined the modern world, and the ideas that underpinned them, such as liberty, equality and fraternity.

UNIT 2: MOVEMENTS FOR CHANGE IN THE MODERN WORLD

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

Each unit includes:

electives – the content is delivered through one of seven electives, each of which focuses on a particular movement or development.

HUMAN BIOLOGY

ATAR Year 11

Required Background:

Achieved at least a B grade in Year 10 Science.

Achieved Strong or Exceeding in Year 9 NAPLAN and/or passed Year 10 OLNA.

Compulsory cost:

Approximately \$65.00 per year in Senior School.

Assessment Outline:

Research tasks, in class validation, practical investigations, tests and examination.

Leads to:

Human Biology ATAR Year 12.

COURSE DESCRIPTION

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.

UNIT 1: THE FUNCTIONING HUMAN BODY

In this unit, students analyse how the structure and function of body systems, and the interrelationships between systems, support metabolism and body functioning.

UNIT 2: REPRODUCTION AND INHERITANCE

In this unit, students study the reproductive systems of males and females, the mechanisms of transmission of genetic material from generation to generation, and the effects of the environment on gene expression.

MATHEMATICS APPLICATIONS

ATAR Year 11

Required Background:

Achieved at least a B grade in Year 10 Mathematics.

Achieved Strong or Exceeding in Year 9 NAPLAN and/or passed Year 10 OLNA.

Compulsory cost:

Approximately \$60.00 per year in Senior School.

Assessment Outline:

Response, investigations and examinations.

Leads to:

Mathematics Applications ATAR Year 12.

COURSE DESCRIPTION

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

UNIT 1

Contains three topics:

- Consumer arithmetic
- Algebra and matrices
- Shape and measurement.

UNIT 2

Contains three topics:

- Univariate data analysis and the statistical investigation process
- Applications of trigonometry
- Linear equations and their graphs.

CAREERS and EMPLOYABILITY

General Year 11

Required Background:

At least a C grade in Year 10 Humanities and Social Sciences, and achieved at least a C grade in Year 10 English.

Compulsory cost:

Approximately \$30.00 per year in Senior School.

Assessment Outline:

Investigation, production/performance, individual pathway plan/career portfolio and response.

Leads to:

Career and Employability General Year 12.

COURSE DESCRIPTION

Career education involves learning to manage and take responsibility for personal career development. The Career and Enterprise General course involves recognising one's individual skills and talents, and using this understanding to assist in gaining and keeping work. Key components of the course include: the study of different career development theories and the application of these theories to an individual's career development; entrepreneurial behaviours; learning to learn; and the exploration of social, cultural and environmental issues that globally affect work, workplaces and careers.

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.

CHILDREN, FAMILY AND THE COMMUNITY

General Year 11

Required Background:

Year 10 Home Economics or Childcare

Compulsory cost:

Approximately \$115 per year in Senior School.

Assessment Outline:

Investigation, production and response.

Leads to:

Children, Family and the Community General Year 12.

COURSE DESCRIPTION

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.

UNIT 1: FAMILIES AND RELATIONSHIPS

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

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

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

UNIT 2: OUR COMMUNITY

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

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

DESIGN– DIMENSIONAL DESIGN

General Year 11

Required Background:

Nil.

Compulsory cost:

Approximately \$75.00 per year in Senior School.

Assessment Outline:

Production and response.

Leads to:

Design– Dimensional Design General Year 12.

COURSE DESCRIPTION

The Design General Course involves the strategic development, planning and production of visual and tactile communication. It deals with the effective and efficient communication of ideas, values, beliefs, attitudes, messages and information to specific audiences for specific purposes and with specific intentions .

UNIT 1: DESIGN FUNDAMENTALS

The focus of this unit is to introduce design process and practice. Students learn that design can be used to provide solutions to design problems and communication needs.

UNIT 2: PERSONAL DESIGN

The focus of this unit is personal design. Students learn that they visually communicate aspects of their personality, values and beliefs through their affiliations and their manipulation of personal surroundings and environments.

ENGLISH

General Year 11

Required Background:

Achieved at least a C grade in Year 10 English.

Compulsory cost:

Approximately \$45.00 per year in Senior School.

Assessment Outline:

Responding and creating via presentations, written work, tests and multimodal texts.

Leads to:

English General Year 12.

COURSE DESCRIPTION

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.

UNIT 1

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

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

UNIT 2

This unit focuses on students interpreting ideas and arguments in a range of texts and contexts. Students:

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

ENGLISH

Foundation Year 11

Required Background:

Students who have not demonstrated the minimum standard in the literacy component of Year 10 OLN are eligible to enrol in the English Foundation course.

Compulsory cost:

Approximately \$45.00 per year in Senior School.

Assessment Outline:

Writing and reading activities, speaking and listening skills.

Leads to:

English Foundation Year 12 or English General Year 12.

COURSE DESCRIPTION

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 OLN. 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.

UNIT 1

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

UNIT 2

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

FOOD SCIENCE and TECHNOLOGY

General Year 11

Required Background:

Year 10 Home Economics.

Compulsory cost:

Approximately \$120.00 per year in Senior School.

Assessment Outline:

Investigation, production and response.

Leads to:

Food Science and Technology General Year 12.

COURSE DESCRIPTION

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.

UNIT 1: THIS 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: THIS FOOD FOR COMMUNITIES

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

GEOGRAPHY

General Year 11

Required Background:

At least a C grade in Year 10 Humanities and Social Sciences.

Compulsory cost:

Approximately \$90.00 per year in Senior School.

Assessment Outline:

Geographical inquiry, fieldwork/practical skills and tests.

Leads to:

Geography General Year 12.

COURSE DESCRIPTION

In the Geography General 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 as a discipline values imagination, creativity and speculation as modes of thought. It develops students' knowledge about the interconnections between places and explores the spatial patterns and processes related to environments at risk, and to the protection of such environments through management at local, regional and global levels .

UNIT 1: GEOGRAPHY OF ENVIRONMENTS AT RISK

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

Students develop the knowledge, understandings and skills in this unit that are relevant to the world in which they live and which are also appropriate to careers in the environmental protection/rehabilitation, urban and regional development, and tourism industries.

UNIT 2: GEOGRAPHY OF PEOPLE AND PLACES

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

HUMAN BIOLOGY

General Year 11

Required Background:

Achieved at least a C grade in Year 10 Science.

Compulsory cost:

Approximately \$70.00 per year in Senior School.
Plus Personal Protective Equipment.

Assessment Outline:

Investigation, Project, Practical and written assessment.

Leads to:

Human Biology General Year 12.

COURSE DESCRIPTION

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.

UNIT 1

The focus for this unit is on the nutritional choices that we make for the optimal functioning of body cells.

Cells are the basic structural and functional units of the human body. Nutrients are required by cells to sustain life processes. The structures of the digestive system are designed to obtain nutrients which are essential for a functioning musculoskeletal system. Personal dietary decisions can affect the optimal functioning of body cells and quality of life.

Students investigate and model cell processes through practical activities. They explore the digestive and musculoskeletal systems through real and virtual dissections. Students analyse and evaluate various diets against the *Australian Dietary Guidelines*. They are encouraged to use information and communication technology to gather and interpret data, and communicate their findings in a variety of ways.

UNIT 2

The focus of this unit is on the importance of regular health checks to prevent or manage medical problems.

The circulatory, respiratory and urinary systems facilitate the exchange, transport and removal of materials for efficient body functioning. Regular health checks can assess the risk of future medical issues and monitor current medical problems for the development of individual treatment plans in order to improve quality of life.

Students investigate blood pressure, heart rate, blood oxygen levels and lung capacity through practical activities. They explore the circulatory, respiratory and urinary systems through real and virtual dissections. Students analyse data from blood and urine samples to detect anomalies. They are encouraged to use information and communication technology to gather and interpret data, and communicate their findings in a variety of ways.

MATERIALS DESIGN and TECHNOLOGY- METALS

General Year 11

Required Background:

Year 10 Design and Technology- Metals.

Compulsory cost:

Approximately \$215.00 per year in Senior School.
Plus Personal Protective Equipment.

Assessment Outline:

Design, production and response.

Leads to:

Materials Design and Technology Metals General
Year 12.

COURSE DESCRIPTION

The Materials Design and Technology General course is a practical course. Students can choose to work with metal, textiles or wood, with the design and manufacture of products as the major 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.

UNIT 1

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

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

UNIT 2

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

MATERIALS DESIGN and TECHNOLOGY- WOOD

General Year 11

Required Background:

Year 10 Design and Technology- Wood.

Compulsory cost:

Approximately \$165.00 per year in Senior School.
Plus Personal Protective Equipment.

Assessment Outline:

Design, production and response.

Leads to:

Materials Design and Technology- Wood General
Year 12.

COURSE DESCRIPTION

The Materials Design and Technology General course is a practical course. Students can choose to work with metal, textiles or wood, with the design and manufacture of products as the major 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.

UNIT 1

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

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

UNIT 2

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

MATHEMATICS ESSENTIAL

General Year 11

Required Background:

Achieved at least a C grade in Year 10 Mathematics.

Compulsory cost:

Approximately \$45.00 per year in Senior School.

Assessment Outline:

Response, practical applications and statistical investigation process.

Leads to:

Mathematics Essential General Year 12.

COURSE DESCRIPTION

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.

UNIT 1

This unit includes the following four topics:

- Basic calculations, percentages and rates
- Using formulas for practical purposes
- Measurement
- Graphs.

UNIT 2

This unit includes the following four topics:

- Representing and comparing data
- Percentages
- Rates and ratios
- Time and motion.

MATHEMATICS

Foundation Year 11

Required Background:

Students who have not demonstrated the minimum standard in the literacy component of Year 10 OLNA are eligible to enrol in the Mathematics Foundation course.

Compulsory cost:

Approximately \$45.00 per year in Senior School.

Assessment Outline:

Response and practical applications.

Leads to:

Mathematics Foundation Year 12 or Mathematics Essential General Year 12.

COURSE DESCRIPTION

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.

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 one are whole numbers and money.

UNIT 2

This unit provides students with the mathematical knowledge, understanding and skills relating to fractions and decimals, solving problems relating to multiplication and division, perimeter, area and volume and qualitative probability from everyday contexts. Teachers are encouraged to apply the content of this unit in contexts which are meaningful and of interest to their students. The number formats for this unit are whole numbers, money, fractions and decimals.

MEDIA PRODUCTION and ANALYSIS

General Year 11

Required Background:

Nil.

Compulsory cost:

Approximately \$55.00 per year in Senior School.

Assessment Outline:

Response and production.

Leads to:

Media Production and Analysis General Year 12.

COURSE DESCRIPTION

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

UNIT 1: MASS MEDIA

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

UNIT 2: POINT OF VIEW

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

PHYSICAL EDUCATION STUDIES

General Year 11

Required Background:

At least a C grade in Year 10 Physical Education and Science, and an interest in sport and physical activity.

Compulsory cost:

Approximately \$105.00 per year in Senior School.

Assessment Outline:

Practical assessment, written investigation and response.

Leads to:

Physical Education Studies General Year 12.

COURSE DESCRIPTION

Physical Education Studies contributes to the development of students' physical, social and emotional growth. The Physical Education Studies General course provides students with opportunities to understand and improve performance through the integration 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.

UNIT 1

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

UNIT 2

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

PLANT PRODUCTION SYSTEMS

General Year 11

Required Background:

At least a C grade in Year 10 Science.

Compulsory cost:

Approximately \$60.00 per year in Senior School.

Assessment Outline:

Investigation, project, practical and written assessment.

Leads to:

Plant Production Systems General Year 12.

COURSE DESCRIPTION

Science in Practice is a course grounded in the belief that science is multidisciplinary and, in essence, a practical activity. The Science in Practice course encourages students to be questioning, reflective and critical thinkers about scientific issues, enabling them to make informed decisions about questions that directly affect their lives and the lives of others. Students will engage in activities and investigations on science issues in the context of the world around them and are encouraged to collaborate and cooperate with others in the community.

UNIT 1

In this unit, students learn about the basic structure and function of plants, plant processes and the types and features of plant enterprises. The teaching and learning is based around one or more plant enterprises. Students learn about the types of crops and plant pests common to Western Australia, as well as the safe, efficient and effective use of equipment and resources used in plant production. Students use basic economic concepts associated with plant production to guide decision-making and investigate aspects of plant production.

The content should be based around one or more plant production enterprises.

UNIT 2

In this unit students learn about plant production through the provision of an optimum growing environment. They identify market specifications for plant products, develop a calendar of operations and calculate profit.

Students learn about natural resources used in agriculture and the importance of protecting natural ecosystems. They interpret information concerning chemical use and how to comply with industry codes of practice. Students will be involved in an investigation and will learn to identify the elements of valid experimental design.

SCIENCE IN PRACTICE

General Year 11

Required Background:

At least a C grade in Year 10 Science.

Compulsory cost:

Approximately \$60.00 per year in Senior School.

Assessment Outline:

Investigation, project, practical and written assessment.

Leads to:

Science in Practice General Year 12.

COURSE DESCRIPTION

Science in Practice is a course grounded in the belief that science is multidisciplinary and, in essence, a practical activity. The Science in Practice course encourages students to be questioning, reflective and critical thinkers about scientific issues, enabling them to make informed decisions about questions that directly affect their lives and the lives of others. Students will engage in activities and investigations on science issues in the context of the world around them and are encouraged to collaborate and cooperate with others in the community.

UNIT 1

The emphasis of this unit is on biological and Earth systems, focusing on the following topics:

- Interrelationships between Earth systems
- structure and function of biological systems
- ecosystems and sustainability
- species continuity and change.

UNIT 2

The emphasis of this unit is on physical and chemical systems, focusing on the following topics:

- atomic structure
- chemical reactions
- mixtures and solutions
- motion and forces
- energy.

VISUAL ARTS

General Year 11

Required Background:

Year 10 Visual Arts.

Compulsory cost:

Approximately \$60.00 per year in Senior School.

Assessment Outline:

Production, analysis and investigation.

Leads to:

Visual Arts General Year 12.

COURSE DESCRIPTION

In the Visual Arts General 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.

UNIT 1: EXPERIENCES

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

UNIT 2: EXPLORATIONS

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

VOCATIONAL EDUCATION and TRAINING (VET) PATHWAY INFORMATION

Course costs are approximates only. Final costs will be advised by start of December

MEM20422 CERTIFICATE II in ENGINEERING PATHWAYS

(Running of this course is dependant on student numbers & lecturer availability)

Required Background:

Experience in Middle School Metalwork and wear the appropriate personal protective equipment/uniform for the Trade Skills Centre.

Compulsory cost:

On advice from provider approximately \$550.00 per year in Senior School. Plus PPE.

Leads to:

Possible employment in an engineering or related working environment.

This course will be on school site 1 day per week.

COURSE DESCRIPTION

The Certificate II Engineering qualification 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 qualification is based on nationally endorsed training package and provides opportunities for students to complete a Certificate II qualification over a period of 2 years.

Students studying this qualification can gain course unit credits towards the WACE.

This qualification is offered in partnership with the Australian Institute of Education and Training (RTO code 121314). Training and assessment is conducted by teachers on behalf of the RTO.



CHC22015 CERTIFICATE II in COMMUNITY SERVICES

(Running of this course is dependant on student numbers)

Required Background:

Nil

Compulsory cost:

On advice from provider approximately \$300.00 per year in Senior School.

Leads to:

This qualification underpins a range of work functions and job roles that can lead to employment within entry level positions, in community work and allied health.

This course will be off school site 1 day per week at Katanning TAFE.

COURSE DESCRIPTION

Our Certificate II in Community Services gives you real-life exposure to the diversity of community care and support services in your local community – youth, aged, disability, health and social services. It's your entry point in learning how the community service and care sector operates and how to support clients with a diverse range of needs. The completion of the Certificate II in Community Services will open up a world of possibilities for students who can apply for further training pathways of their interest, including youth work, education support, early childhood education and care, disability care, aged care, health services and nursing.

Students studying this qualification can gain course unit credits towards the WACE.

This qualification is offered in partnership with South Regional TAFE (RTO code 52790).



BSB30120- CERTIFICATE III in BUSINESS

(Running of this course is dependant on student numbers)

Required Background:

Achieved at least a C grade in Year 10 English and Maths or equivalent.

Compulsory cost:

On advice from provider approximately \$250.00 per year in Senior School.

Leads to:

Possible employment, traineeship or alternative University pathway.

This course will be off school site 1 day per week at Katanning TAFE.

COURSE DESCRIPTION

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

This qualification reflects the role of individuals in a variety of junior administrative positions who perform a range of mainly routine tasks using limited practical skills and fundamental operational knowledge in a defined context. Individuals in these roles generally work under direct supervision.

Students studying this qualification can gain course unit credits towards the WACE.

This qualification is offered in partnership with South Regional TAFE (RTO code 52790).



CHC30113 CERTIFICATE III in EARLY CHILDHOOD EDUCATION and CARE

(2 Year Course)

Required Background:

Achieved at least a C grade in Year 10 English and Maths or equivalent.

Compulsory cost:

On advice from provider approximately \$200.00 per year in Senior School.

Leads to:

Possible employment or traineeship in the Childcare industry.

This course will be off school site 1 day per week at Katanning TAFE.

COURSE DESCRIPTION

When you complete the Certificate III in Early Childhood Education and Care you'll be on your way to a career as a preschool assistant or childcare centre assistant. You will gain the knowledge and skills to work effectively as an educator, supporting the development and wellbeing of children aged 0 to 5 years, understanding children's learning, providing learning support, working with children from culturally diverse backgrounds, identifying and responding to children at risk, and workplace health and safety.

This course is suitable for those considering, but not limited to, a career in Child Care. Course is delivered over 2 years, with compulsory 1 day a week Workplace Learning.

Students studying this qualification can gain course unit credits towards the WACE.

This qualification is offered in partnership with South Regional TAFE (RTO code 52790)



SIS30122 CERTIFICATE III in SPORT, AQUATICS AND RECREATION

(2 Year Course)

Required Background:

Achieved at least a C grade in all assessment sub strands in Specialised Physical Education (Year 9 or 10) If they did not participate in Specialised Physical Education, at least a C grade is required in all sub strands in Physical Education.

Compulsory cost:

On advice from provider approximately \$220.00 per year in Senior School.

Leads to:

Possible employment in customer contact positions in the sport or community recreation industry.

This course will be on school site as a timetabled class.

COURSE DESCRIPTION

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

Participants in the qualification 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.

Students studying this qualification can gain course unit credits towards the WACE.

This qualification is offered in partnership with the IVET (RTO code 40548). Training and assessment is conducted by teachers on behalf of the RTO.



ENDORSED PROGRAMS

WORKPLACE LEARNING (ADWPL)

Required Background:

Nil

Cost: Approximately \$55.00

Assessment Outline:

Skills Journal and Log Book per 55 hours.

Leads to:

Students gaining valuable work experience and developing necessary work skills that may lead to future employment or training pathways.

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 linked, where possible, to the Certificate II that a student is studying.

STUDENT SERVICES

STUDENT SERVICES TEAM:

- ◇ Student Services Program Coordinator
- ◇ AIEOs
- ◇ Year Coordinators
- ◇ School Psychologist
- ◇ School Nurse
- ◇ Chaplain

The Student Services team works together to foster the emotional, social and intellectual development of all students at Katanning Senior High School and their right to learn in a safe, healthy and caring environment.

SERVICES INCLUDE:

- Pastoral care and mentoring
- Attendance monitoring
- Facilitation of communication between parents/ carers, students and staff
- Whole school approach to health and wellbeing
- Behaviour monitoring and management
- Monitor Good Standing
- Provide support from external agencies

UNIQUE STUDENT IDENTIFIER (USI)

AN IMPORTANT NOTICE ABOUT USI

All students enrolling in a certificate course will need to have a Unique Student Identifier (USI) to complete the enrolment process.

Registered Training Organisations (RTO) use the USI to add training records and results for completed units of competency and qualifications.

To obtain a USI, please go to: <https://www.usi.gov.au/students/create-your-usi>



KATANNING
SENIOR HIGH SCHOOL

“We work together to enable success for all students”

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