2023

Year 11 Course Information Handbook

CHAMPION BAY
SENIOR HIGH SCHOOL

RESPECT ASPIRE RESILIENCE

INDEPENDENT PUBLIC SCHOOL | STEM INNOVATION SCHOOL

Approved Specialist Program STEM

ENLIGHTEN

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Important key terms used in the Year 11 Course Information Handbook are:

ATAR	**Australian Tertiary Admission Rank**
SCSA	**School Curriculum and Standards Authority**
VET	**Vocational and Education Training**
WACE	**Western Australian Certificate of Education**

Some courses may not operate if they are chosen by a very small number of students.

Courses charges in Year 11 and Year 12 are compulsory. There is no established maximum as charges depend on the courses selected by the students.

Finalised course charges will be published in Term 4, 2022.

Introduction

It is with great pleasure that I present this handbook to the 2022 Year 10 students. Please use this information to plan your study pathways to successfully complete Year 12 with the Western Australian Certificate of Education (WACE). Consider your strengths and interests, your future aspirations beyond school which may involve university, further education and training or direct entry into employment.

Whatever your aspirations, I encourage you to aim high and pursue your dreams.

Students entering Year 11 in 2023 have **three** options to achieve the WACE through their course combinations in Year 12. You can, **along with** the other requirements that need to be met, complete:

- at least four Year 12 Australian Tertiary Admission Rank (ATAR) courses, OR
- five Year 12 General courses and/or ATAR courses, or equivalent, OR
- a Certificate II (or higher) Vocational Education Training (VET) qualification in combination with ATAR, General or Foundation courses.

As you read through the handbook, you will see how the three options work.

At Champion Bay Senior High School, we want all students to enrol in challenging senior secondary programs and some of you would benefit from having the option of choosing an additional course rather than undertaking a VET qualification.

To be awarded a WACE, you must meet a number of requirements. The first of these is a set of general requirements about course completion. Other requirements include demonstrating the literacy and numeracy standard, the breadth and depth requirement and the achievement standard requirement. All requirements must be met for a student to be awarded a WACE.

If you take a Foundation course in Year 12, you will need to complete a VET Certificate II or higher to achieve your WACE. This is to make sure you are well prepared for entering the workforce or further training.

As you begin the process of selecting your courses for Years 11 and 12, and the course counselling process, you should talk with your parents and teachers about the pathway that will work best for you so that your options during and after school meet your needs, interests and aspirations.

Julie Campbell
Principal

General Information

In 2023, as you commence Year 11, you will undertake senior secondary studies at Champion Bay Senior High School for **two years**, selecting six courses (or equivalent) and **continue this pathway** into Year 12.

At the completion of Year 12, you will receive the Western Australian Statement of Student Achievement (WASSA). This is an important formal record which lists all courses and programs that a student has completed, and the grades and marks achieved. It records achievement of the WACE requirements, literacy and numeracy standard, exhibitions and awards, school grades and marks in courses, completed VET qualifications and VET units of competency, endorsed programs and community service hours.

The WACE is awarded by the School Curriculum and Standards Authority (SCSA) when students successfully meet the WACE requirements to complete senior secondary schooling.

WACE achievement requirements are:

1 General requirements

- complete a minimum of 20 units, or equivalents
  - 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.
- demonstrate a minimum standard of literacy (reading and writing) and a minimum standard of numeracy.

2 Literacy and numeracy standard

- pre-qualify through achieving Band 8 or higher in 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 components of the Online Literacy and Numeracy Assessment (OLNA) in Year 10, 11 or 12.

3 Breadth and depth

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

4 Achievement standard

- 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 obtained 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.

1 General requirements explained

- **Year 12 ATAR course completion** means a student must sit the ATAR course examination (both the written and practical examination where there is a practical component) or have an approved sickness/misadventure application for not sitting the examination in that course. Students who do not sit the ATAR course examination will not have a course mark or grade recorded on their WASSA, nor will they receive an ATAR course report. The pair of units will not contribute to any WACE requirements.
- **Year 12 General courses** means Foundation courses do not contribute to meeting the WACE achievement requirement with this option. Students taking Foundation courses must complete a Certificate II or higher.
- **Certificate II or higher VET qualification** means in the context of VET in the WACE, the term 'complete' requires that a student has been deemed competent in all units of competency that make up a full Certificate II qualification. The partial completion of a Certificate III or higher VET qualification may meet this requirement according to predetermined criteria.

2 Literacy and numeracy standard requirements explained

- You must demonstrate the **minimum literacy and numeracy standard** based on skills regarded as essential for individuals to meet the demands of everyday life and work. This standard is equivalent to Level 3 of the Australian Core Skills Framework (https://www.education.gov.au/australian-core-skills-framework).
- For the **WACE literacy standard**, you must either **pre-qualify** by achieving Band 8 or higher in the Year 9 NAPLAN reading and writing tests or **successfully complete** the literacy components of the OLNA (reading and writing) in Year 10, Year 11 or Year 12.
- For the **WACE numeracy standard**, you must **pre-qualify** by achieving Band 8 or higher in the Year 9 NAPLAN numeracy test or **successfully complete** the numeracy component of the OLNA in Year 10, Year 11 or Year 12.
- This means that, if you have achieved Band 8 or above in the reading, writing or numeracy component in the Year 9 NAPLAN you will be considered to have **pre-qualified** for that component and do not need to sit the OLNA for that component.

Sitting the OLNA

- If you **have not** pre-qualified in reading, writing or numeracy, you are required to sit the corresponding component/s of the OLNA in Semester 1 of Year 10. If you do not meet the standard in Semester 1, then you must sit the OLNA in Semester 2 of Year 10, and, if required, in Semester 1 of Year 11. You will have up to six opportunities (in March and September of each year) before completing Year 12 to demonstrate the WACE minimum standard of literacy and numeracy.
- The OLNA test is done online at school.

Test Format	Numeracy	Reading	Writing
Number of questions	45 questions	45 questions	1 question
Question Type	multiple choice	multiple choice	Typed response (up to 600 words)
Time	50 minutes	50 minutes	60 minutes

- Provisional testing dates for 2023 are: Round 1: 27 February-1 March (writing), 27 February-24 March (numeracy and reading); Round 2: 28 August-30 August (writing), 28 August-22 September (numeracy and reading).
- If you are absent for the testing round in one or more test components you will have to wait until the next round to sit the test component you did not sit.
- If you do not achieve a WACE while at school because you do not demonstrate the standard in one or more of the reading, writing or numeracy components, you can apply to re-sit the necessary test/s. If you subsequently demonstrate the literacy (reading and writing) and numeracy standard and meet all the WACE requirements current at the time, you will be issued with a WACE.

Adjustments

- If you have a condition/s that may significantly limit your capacity to participate in the OLNA, disability adjustment provisions for timed assessments are available. Further information is available at (https://senior-secondary.scsa.wa.edu.au/assessment/olna/disability-adjustments).
- If you are a student with a disability or have additional needs and choose not to sit the assessment or have not demonstrated the standard through your performance in Year 9 NAPLAN, you will not qualify for the WACE. It is important that you and your parents/guardians/carers discuss your options with appropriate staff members at your school.
- After discussions with parents/guardians/carers, and the school, you may choose not to sit the OLNA. However, this means that you will not achieve a WACE.

3 Breadth and depth requirements explained

- 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** (one year course) from each of **List A** (arts/languages/social sciences) and **List B** (mathematics/science/technology) subjects.

List A (arts/languages/social sciences)	List B (mathematics/science/technology)
CAE Career and Enterprise	AIT Applied Information Technology
CFC Children, Family and the Community	BLY Biology
ECO Economics	CHE Chemistry
ENG English	DES Design
IND Indonesian: Second Language	FST Food Science and Technology
HIM Modern History	HBY Human Biology
VAR Visual Arts	MDT Materials Design and Technology
	MAA Mathematics Applications MAE Mathematics Essential MAM Mathematics Methods MAS Mathematics Specialist MAT Mathematics
	PES Physical Education Studies HPO Health, Physical and Outdoor Education
	PHY Physics

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Achievement standard requirements explained

- 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.

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Unit equivalents explained

- Unit equivalents mean completing units within **VET qualifications** and/or **endorsed programs** of least **55 nominal hours**. They are known as unit equivalents because they are considered equivalent to one unit of a Year 11 or Year 12 course. The maximum number of unit equivalents available through VET and endorsed programs is four Year 11 units and four Year 12 units.

  You can obtain:

  - 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 completion of a combination of VET qualifications and endorsed programs, but with endorsed programs contributing no more than four unit equivalents (two Year 11 units and two Year 12 units).

Standard	Breadth	Depth
•VET credit transfer reduces the number of course units in which a C grade is required.	•VET industry specific courses or VET credit transfer progams do not contribute to the breadth requirement.	•VET credit transfer contributes towards the depth requirement as unit equivalence.

  For VET qualifications:

  - a Certificate I is equivalent to two Year 11 units
  - a Certificate II is equivalent to two Year 11 and two Year 12 units
  - a Certificate III or higher is equivalent to two Year 11 and four Year 12 units
  - a partially completed Certificate III or higher is equivalent to two Year 11 and two Year 12 units (credit is allocated only if the criteria for partial completion are met).

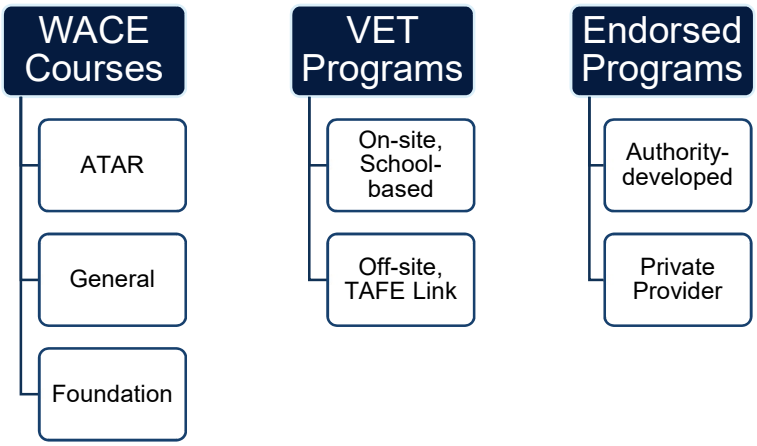
Examinations

All Year 11 students doing an ATAR course will have a compulsory school-based examination in Year 11 and Year 12. These examinations occur twice a year. Provisional times for 2023 are Term 2, Week 6/7 and Term 4, Week 5.

Year 12 students will also sit the final ATAR written examination, set by SCSA, in November. The practical examinations are held during the Term 3 school holidays, including weekends and public holidays, and continue into the beginning of Term 4.

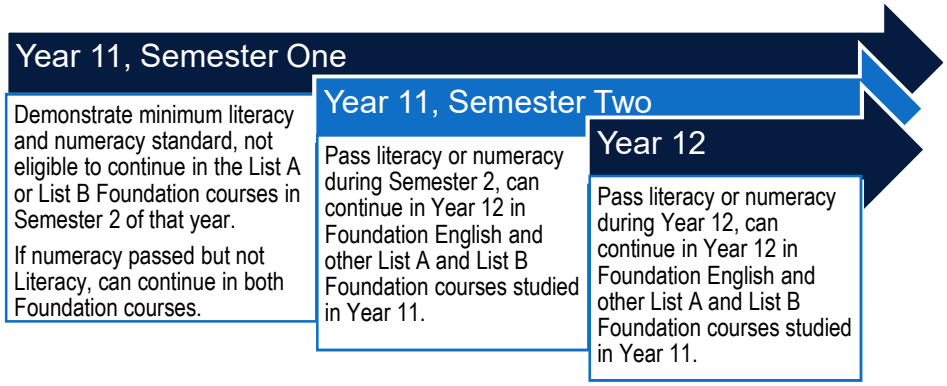
Study Pathways in Years 11 and 12

Year 11 gives you the opportunity to choose courses that reflect your strengths and interests and support your career aspirations. If you enjoy the courses you study, you are more likely to do well in them. You can select from three types of WACE courses, VET programs and endorsed programs.



WACE courses

1. **ATAR courses** are designed for students who are typically aiming to enrol in a **university** course **directly** from school, are examined by SCSA and contribute to the achievement of an ATAR, calculated by the Tertiary Institutions Service Centre (TISC). A student must sit the final examination to complete the course.
2. **General courses** are designed for students who are typically aiming to enter **vocational- based training** or the **workforce** directly from school. While these courses are not examined by SCSA they each have an externally set task (EST) in Year 12 which is set by SCSA.
3. **Foundation courses** are designed for students who have **not demonstrated** 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. They have an EST in Year 12 which is set by SCSA. They 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.
    - Only students who have **not demonstrated** the minimum standard of literacy and/or numeracy by the end of Year 10 can enrol in Foundation courses in Semester 1, Year 11.
    - Students who have **not demonstrated** the minimum literacy standard can enrol in both the List A and List B Foundation courses and, if the literacy standard is not achieved before the end of Semester 1 of Year 11, remain enrolled in Foundation courses until the end of Year 12.



A student enrolling in a Foundation course in Year 12 from 2022, must complete a Certificate II (or higher) to achieve WACE. This is to make sure you are well prepared for the workforce or further training.

VET programs

VET qualifications are for students wishing to participate in nationally recognised training. All VET qualifications require registered training organisation (RTO) delivery, assessment and quality control under the relevant VET regulatory body. A Certificate II or higher is one option for meeting the requirements to achieve a WACE. VET credit transfer can contribute up to eight of the 20 units you need to achieve your WACE. These qualifications contribute to the WACE as unit equivalents (see Page 7).

Students may have their VET achievements contribute to the WACE either as:

- a VET industry specific course
- VET credit transfer (the mechanism by which VET qualifications may be used to substitute for a specified number of WACE course units – see also unit equivalents on Page 6)
- a combination of the above.

There are special circumstances in which a partly completed Certificate III or higher may meet the minimum requirement of a Certificate II.

For more information on how VET contributes towards your WACE visit SCSA's VET web page at http://senior-secondary.scsa.wa.edu.au/vet/how-vet-contributes-towards-wace.

VET qualifications do not contribute to the WACE breadth of study requirement because they are not identified as List A or List B subjects.

Endorsed programs

These programs provide access to areas of learning not covered by WACE courses or VET programs and contribute to the WACE as unit equivalents. They are for students wishing to participate in programs that are delivered in a variety of settings by schools, workplaces, universities and community organisations.

Endorsed programs may replace up to two Year 11 course units and two Year 12 course units needed to achieve your WACE. Endorsed programs can be delivered in a variety of settings by schools, community organisations, universities, training organisations and workplaces.

Pathways Beyond Year 12

School Leavers (including those repeating Year 12) must meet the following requirements for direct entry to degree courses at Curtin University, Edith Cowan University, Murdoch University and The University of Western Australia. (This information is correct as of 18 June 2021.)

1. **WACE** is a mandatory requirement for all universities.
2. **Competence in English** is usually achieved by a scaled score of at least 50 in English ATAR, English as an Additional Language Dialect (EALD) ATAR for eligible students, or Literature ATAR. Completion of General English courses will not satisfy standard university competence in English requirements.
3. A sufficiently high **ATAR**/Selection Rank for entry to a particular course is required. The ATAR is calculated by adding a student's best four scaled scores + 10% of the best LOTE scaled score + 10% of the scaled score/s in Mathematics Methods and Mathematics Specialist. Only ATAR courses contribute to the Tertiary Entrance Aggregate (TEA) calculation. No course can be counted more than once. Students can accumulate scaled scores from past courses from 2018 for the 'best four', subject to unacceptable combinations, and for the LOTE bonus. In 2024, the TEA will be calculated by adding your best four scaled scores plus any applicable course-specific bonuses. The maximum TEA is 430. The ATAR is derived from the TEA.

   Unacceptable course combinations are:
   - English ATAR **with** English as an Additional Language/Dialect ATAR
   - Mathematics Applications ATAR **with** Mathematics Methods ATAR
   - Mathematics Applications ATAR **with** Mathematics Specialist ATAR
4. Satisfy any **prerequisites** or special requirements for entry to particular university courses. Generally, a scaled score of 50 or more in a specified ATAR course is required for prerequisite purposes.

Further information is available in the **2024 University Admission Requirements** (completing Year 12 in 2022) brochure on the TISC website at https://www.tisc.edu.au/static-fixed/guide/slar-2024.pdf. This gives specific information about the University admission requirements. The 2025 University Admission Requirements has not been released yet.

Some universities offer alternative entry pathways for selected courses through portfolio entry, another pathway scheme, or with AQF/TAFE/RTO Qualifications.

School leavers wanting to apply for a fulltime course at a WA TAFE college need to meet the minimum entrance requirements required for admission to a course. Competitive courses are of high demand and require applicants to meet selection criteria in addition to the entrance requirements. Some courses may also have specific entry requirements, such as higher levels of mathematics to those indicated in the *TAFE admissions guide*, or a folio, or may require students to commence at a level specified in the training package.

Further information is available in the *TAFE Admissions Full time Studies Guide* on the TAFE website at https://www.fulltimecourses.tafe.wa.edu.au/.

Information about other Post School options can be viewed on the Champion Bay Senior High School Careers website https://www.championbayseniorhighschoolcareers.com/.

What to Remember when Selecting Courses

1. Choose **six** courses (or equivalents) in Year 11. Each course is a unit pair (semester-long). You will continue with these courses in Year 12 so choose carefully.
2. All students must select an **English** course (two units). Students wanting to apply for direct University entrance must select English ATAR.
3. All students must select a **Mathematics** course.
4. Students wanting to apply for direct University entrance at the end of Year 12 must select four ATAR courses. At Champion Bay Senior High School you must select a minimum of **five** ATAR courses. Speak to your course counsellor, if there are ATAR courses not listed in this booklet you would like to do.
5. Mathematics Specialist ATAR can only be taken with Mathematics Methods ATAR.
6. Students eligible for a Foundation course (Category 1 or 2 OLNA in literacy or numeracy at end of 2022) must also do a VET Certificate II qualification.
7. Students can only select a maximum of two VET Certificate II qualifications (only one TAFE link qualification can be done over the two years of senior schooling).
8. Select at least one course from the **List A** and the **List B** subjects. VET Certificate II qualifications do not count as List A or B subjects.
9. Select courses only where the **prerequisites** are met.
10. Select two **reserve** choices. Some courses may not run if there are insufficient numbers.
11. TAFE Link qualifications require an application process through the school to TAFE which must be submitted to TAFE by a due date. Student's applying for TAFE Link still need to make **six school-based courses** in case their application is unsuccessful.

What are the Prerequisites?

This is a guide to the course pathways that are recommended as appropriate for a student to select in 2023. If a student has not met the **minimum grade prerequisite** for a course in Year 10, they will be unable to select the course in this pathway.

	ATAR	GENERAL	FOUNDATION	CERTIFICATE II School Delivery	CERTIFICATE II TAFE Link
Year 10 Minimum Grade Prerequisite	A or B grade	A, B, C grade	D or E grade		C or better grade 80% attendance
Year 10 Teacher Recommendation	Yes	Yes	Yes	No	No
School-based or External Examination	Yes	No - EST	No – EST	No	No
OLNA standard achieved	Pre-qualified Yes	Yes	No	No	**Recommended:** Category 2 or higher
Post-School Destination Pathway	University	Alternative Entrance University Pathway Further Vocational Training (TAFE, apprenticeship) Workforce	Further Vocational Training (TAFE, apprenticeship) Workforce	Further Vocational Training (TAFE, apprenticeship) Workforce	

Available Courses and Programs

English

English (ATAR) (AEENG)

Estimated Course Cost: $65

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 (A1ENG)

- 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.
- consider how language, structure and conventions operate in a variety of imaginative, interpretive and persuasive texts by responding to and creating texts. This unit focuses on the similarities and differences between texts and how visual elements combine with spoken and written elements to create meaning.
- develop an understanding of stylistic features and apply skills of analysis and creativity. They are able to respond to texts in a variety of ways, creating their own texts, and reflecting on their own learning.

Unit 2 (A2ENG)

- analyse the representation of ideas, attitudes and voices in texts to consider how texts represent the world and human experience. Analysis of how language and structural choices shape perspectives in and for a range of contexts is central to this unit.
- respond to and create texts in different modes and media, considering the interplay of imaginative, interpretive, persuasive and analytical elements in a range of texts and present their own analyses.
- critically examine the effect of stylistic choices and the ways in which these choices position audiences for particular purposes, revealing and/or shaping attitudes, values and perspectives. Through the creation of their own texts, students are encouraged to reflect on their language choices and consider why they have represented ideas in particular ways.

Prerequisites:	OLNA Literacy Prequalified - Year 9 NAPLAN (Band 8 or above) B grade or above in Year 10 English Year 10 Examination 60% or above
List:	A
Examination:	Year 11 and Year 12 Examinations Compulsory external examination in Term 4 Year 12
Year 12 Pathway:	English (Units 3 and 4) ATAR (ATENG)

GENERAL

English (General) (GEENG)

Estimated Course Cost: $65

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 – Comprehending and responding to the ideas and information presented in texts (G1ENG)

- 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 every day, 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 – Interpreting ideas and arguments in a range of texts and contexts (G2ENG)

- 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.

Prerequisites:	C grade or above in Year 10 English Achieved Category 2 or 3 in the literacy OLNA
List:	A
External Assessment:	Externally Set Task (EST) in Year 12
Year 12 Pathway:	English (Units 3 and 4) GENERAL (GTENG)

Foundation

English (Foundation) (FEENG)

Estimated Course Cost: $65

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.

Unit 1 (F1ENG)

- 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.

Unit 2 (F2ENG)

- 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.

Prerequisites:	Only available to students who have **not demonstrated** the literacy standard in the OLNA.
List:	A
External Assessment:	Externally Set Task (EST) in Year 12
Year 12 Pathway:	English (Units 3 and 4) FOUNDATION (FTENG)

Health and Physical Education

GENERAL

Physical Education Studies (General) (GEPES)

Estimated Course Cost: $60

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.

The Physical Education Studies General course focuses on the complex interrelationships between motor learning and psychological, biomechanical and physiological factors that influence individual and team performance.

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 (G1PES)

- development of students' knowledge, understanding and application of anatomical, physiological and practical factors associated with performing in physical activities.

Unit 2 (G2PES)

- 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.

Prerequisites:	C grade or above in Year 10 Physical Education
List:	B
External Assessment:	Externally Set Task (EST) in Year 12
Year 12 Pathway:	Physical Education (Units 3 and 4) GENERAL (GTPES)

Foundation

Health, Physical Education and Outdoor Education (Foundation) (FEHPO)

Estimated Course Cost: $60

The Health, Physical Education and Outdoor Education Foundation course focuses on providing students with opportunities to develop skills and understandings related to a healthy lifestyle. Students will learn about the factors influencing health, wellbeing and physical activity participation, and develop strategies to support them to make health enhancing decisions and adopt active and healthy pursuits, now and across the lifespan.

The course supports the development of students' literacy and numeracy skills and provides them with opportunities to study in contexts such as health promotion, outdoor adventure activities and improving performance in individual and team games and sports.

Unit 1 (F1HPO)

- fitness for health.
- two to four modules chosen from aquatics, building resilience, coaching, first aid, individual games and sports, team games and sports, officiating, pre-driver and road safety education or recreation.

Unit 2 (F2HPO)

- consumer health.
- two to four elective modules chosen from aquatics, building resilience, coaching, first aid, individual games and sports, team games and sports, officiating, pre-driver and road safety education or recreation.

Prerequisites:	Only available to students who have **not demonstrated** the numeracy standard in the OLNA.
List:	B
External Assessment:	Externally Set Task (EST) in Year 12
Year 12 Pathway:	Physical Education (Units 3 and 4) FOUNDATION (FTHPO)

Humanities and Social Sciences

Economics (ATAR) (AEECO)

Estimated Course Cost: $50

Economics explores the choices which all people, groups and societies face as they confront the ongoing problem of satisfying their unlimited wants with limited resources.

The Economics ATAR course aims to develop students' ability to analyse the allocation, utilisation and distribution of scarce resources that determine our wealth and wellbeing. The study of Economics provides a framework for examining society's issues and identifying possible solutions which assist decision making. The emphasis of the course is on the Australian economy.

Unit 1 – Microeconomics (A1ECO)

- introduction to microeconomics.
- explore the theory that markets are an efficient way to allocate scarce resources, using real world markets with an emphasis on the Australian economy. When the forces of demand and supply do not allocate and price resources in a way that society would regard as efficient, equitable or sustainable, market failure can occur.
- explore the workings of real world markets with an emphasis on the Australian economy.
- examine examples of market failure along with a range of government policy options that can be applied to achieve more desirable outcomes.
- introduction to the language of economics and the use of theories and models to explain and interpret economic events and issues.

Unit 2 – Macroeconomics (A2ECO)

- introduction to macroeconomics by exploring the government's role in a modified market economy and Australia's recent (the last ten years) and contemporary (the last three years) macroeconomic performance. The cyclical fluctuations in the level of economic activity result in changes in the levels of output, income, spending and employment in the economy which, in turn, have implications for economic growth, inflation and unemployment.
- explore economic growth, inflation and unemployment with an emphasis on the Australian economy.
- learn the importance of measuring and monitoring changes in these macroeconomic indicators as changes in the level of economic activity affect the wellbeing of individuals and society.
- examine the role of government, through its spending and taxing powers, which can affect the allocation and price of resources, and the level of economic activity by targeting economic objectives.

Prerequisites:	OLNA Literacy Prequalified - Year 9 NAPLAN (Band 8 or above) A or B grade in Year 10 Humanities and Social Sciences Year 10 Examination 60% or above
List:	A
Examination:	Year 11 and Year 12 Examinations Compulsory external examination in Term 4 Year 12
Year 12 Pathway:	Economics (Units 3 and 4) ATAR (ATECO)

ATAR

Modern History (ATAR) (AEHIM)

Estimated Course Cost: $50

Studying the Modern History ATAR course enables students to become critical thinkers and inform their judgements and actions in a rapidly changing world. While the focus is on the 20th century, the course refers to formative changes from the late 18th century onwards, encouraging students to make connections with the changing world of the 21st century.

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.

Unit 1 – Understanding the modern world (A1HIM)

- introduction to significant developments in the modern period that have defined the modern world, and the ideas that underpinned them, by examining **one** development or turning point that has helped to define the modern world. Students explore crucial changes, for example, the application of reason to human affairs; the transformation of production, capitalism and consumption, transport and communications; the challenge to social hierarchy and hereditary privilege, and the assertion of inalienable rights; and the new principles of government by consent.
- explore the nature of the sources for the study of modern history and build their skills in historical method through inquiry.
- cover key conceptual understandings of what makes an historical development significant; the changing nature and usefulness of sources; the changing representations and interpretations of the past; and the historical legacy of these developments for the Western world and beyond.

Unit 2 – Movements for change in the 20th century (A2HIM)

- examine significant movements for change in the 20th century that led to change in society, including people's attitudes and circumstances. These movements draw on the major ideas described in Unit 1, have been connected with democratic political systems, and have been subject to political debate.
- examine in detail, **one** major 20th century movement. Students investigate the ways in which individuals, groups and institutions have challenged existing political structures, accepted social organisation, and prevailing economic models, to transform societies.
- cover key conceptual understandings of the factors leading to the development of movements; the methods adopted to achieve effective change; the changing nature of these movements; and changing perspectives of the value of these movements and how their significance is interpreted.

Prerequisites:	OLNA Literacy Prequalified - Year 9 NAPLAN (Band 8 or above) A or B grade in Year 10 Humanities and Social Sciences Year 10 Examination 60% or above
List:	A
Examination:	Year 11 and Year 12 Examinations Compulsory external examination in Term 4 Year 12
Year 12 Pathway:	Modern History (Units 3 and 4) ATAR (ATHIM)

GENERAL

Career and Enterprise (General) (GECAE)

Estimated Course Cost: $35

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 to assist in gaining and keeping work.

The course develops a range of work skills and an understanding of the nature of work. Key components of the course include: the development of an understanding of different personality types and their link to career choices; entrepreneurial behaviours; learning to learn; and the exploration of social, cultural and environmental issues that affect work, workplaces and careers. Regular workplace learning may be a component of this course.

Unit 1 – Exploring work and networks (G1CAE)

- increase student knowledge of work and career choices and identify a network of people and organisations that can help with school to work transitions.
- develop an understanding of aspects of work, such as part-time, full-time, flexi hours, volunteer work and unemployment.
- learn that positive self-esteem and self-management are required to access work opportunities and acquire skills to build careers.
- learn the basic organisation and roles associated with different workplace structures, and develop awareness that employment is connected with responsibility for themselves and others.
- understand that transitions can be facilitated by resources made available through the family, school, workplace and community, and that these groups assist young people to learn what is expected of them as workers.

Unit 2 – Entry-level readiness (G2CAE)

- explore the attributes and skills necessary for employment and gives opportunity for students to identify their personal strengths and interests and the impact of these on career development opportunities and decisions.
- examine workplace organisation in a chosen industry area and learn about employee and employer rights and responsibilities in entry-level jobs.
- conduct audit of career competencies, knowledge, behaviours, values and attitudes, and develop an autobiographical profile.
- engage in planning career development options. A record of work, training and learning experiences is required for inclusion in a career portfolio.
- investigate work search tools and techniques and career competencies used in the process of career management.
- explore workplaces, organisation and systems, and employment as a contractual agreement. The roles, rights and responsibilities of individuals are defined and assessed according to legal, ethical and financial considerations.
- investigate how influences and trends impact on personal career development opportunities.

Prerequisites:	C grade or above in Year 10 Humanities and Social Sciences
List:	A
External Assessment:	Externally Set Task (EST) in Year 12
Year 12 Pathway:	Career and Enterprise (Units 3 and 4) GENERAL (GTCAE)

GENERAL

Modern History (General) (GTHIM)

Estimated Course Cost: $50

The Modern History General course provides students with an understanding of the driving forces behind present local and global issues. Investigating the past helps students to understand why and how groups and/or societies changed or resisted change.

Studying the Modern History General course exposes students to a variety of historical sources, including government papers, extracts from newspapers, letters, diaries, photographs, cartoons, paintings, graphs and secondary sources, in order to understand the historical narrative including cause and effect, and the forces influencing people and events. Through the process of historical inquiry, students are encouraged to question 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.

Unit 3 – Societies and change

- learn about the evolving nature of societies and the various forces for continuity and change that exist

Unit 4 – Historical trends and movements

- understand that throughout history there have been events, ideas, beliefs and values that have contributed to historical trends and movements.

Prerequisites:	C grade or above in Year 10 Humanities and Social Sciences
List:	A
External Assessment:	Externally Set Task (EST) in Year 11
Year 12 Pathway:	Modern History (Units 1 and 2) GENERAL (GEHIM)

Foundation

Career and Enterprise (Foundation) (FECAE)

Estimated Course Cost: $35

Career education involves learning to manage and take responsibility for personal career development. The Career and Enterprise Foundation course involves recognising one's individual skills and talents and using this understanding to assist in gaining and keeping work. The development of a range of work skills and an understanding of the nature of work are significant aspects of this course. Regular workplace learning may be a component of this course.

This course is for students who have **not demonstrated the literacy standard** in the OLNA. Literacy and numeracy enriching strategies are heavily embedded in the Career and Enterprise Foundation course.

Unit 1 (F1CAE)

- exploring work.
- work health and safety.
- three elective modules chosen from: workplace communication; personal organisation; rights and responsibilities; teamwork; workplace numeracy; technological literacy; personal presentation for the workplace; and volunteering/experiencing work.

Unit 2 (F2CAE)

- work behaviours.
- designing your future.
- three elective modules chosen from: workplace communication; personal organisation; rights and responsibilities; teamwork; workplace numeracy; technological literacy; personal presentation for the workplace; and volunteering/experiencing work.

Prerequisites:	Only available to students who have **not demonstrated** the literacy standard in the OLNA.
List:	A
External Assessment:	Externally Set Task (EST) in Year 12
Year 12 Pathway:	Career and Enterprise (Units 3 and 4) FOUNDATION (FTCAE)

Languages Other Than English

Indonesian: Second Language (ATAR) AEIND

Estimated Course Cost: $5

The Indonesian: Second Language ATAR course is for second language learners and is not aimed at background speakers.

The Indonesian: Second Language ATAR course will further develop students' knowledge and understanding of the culture and the language of Indonesian-speaking communities, providing them with opportunities to gain a broader and deeper understanding of Indonesian and extend and refine their communication skills. Relevant and engaging tasks, delivered through a range of appropriate contexts and topics, develop literacy in the Indonesian language as well as extend literacy development in English.

This course is delivered through the School of Isolated Distance Education (SIDE).

Unit 1 – *Saat ini aku disni* (Here and now) (A1IND)

- reflect on their daily life as teenagers.
- explore the influence of culture on lifestyle in Indonesian through a study of music, film and national and religious celebrations.
- consider communication in a changing world and its influence on culture and language.

Unit 2 – *Bisa saya bantu?* (Can I help you?) (A2IND)

- reflect on reflect on the appeal of Australia to Indonesian travellers and discuss the importance of cross-cultural engagement with Indonesian visitors.
- explore preparations for student exchange to Indonesian.
- consider future education and employment opportunities as well as travel and community service pathways in a fast-developing world.

This course will be delivered by the School of Isolated and Distance Education.

Prerequisites:	OLNA Prequalified Literacy - Year 9 NAPLAN (Band 8 or above) B grade or above in Year 10 Indonesian
Additional Entry Requirements:	All students wishing to study a WACE language course are required to obtain permission to enrol in that course in the year prior to first enrolment by completing the online '*Application for permission to enrol in a WACE Language course*'. Applications for permission to enrol in 2023 are due to SCSA by Friday, 26 August 2022.
List:	A
Examination:	Year 11 and Year 12 Examinations Compulsory external examination (written and practical) in Term 4 Year 12
Year 12 Pathway:	Indonesian: Second Language (Units 3 and 4) ATAR (ATIND)

Mathematics

1. Mathematics Specialist ATAR can only be taken with Mathematics Methods ATAR.
2. TISC rules for school leavers (for 2025 university entrance) and beyond, **unacceptable combinations** are:
   - Mathematics Applications (ATAR) and Mathematics Methods (ATAR)
   - Mathematics Applications (ATAR) and Mathematics Specialist (ATAR)

Mathematics Applications (ATAR) (AEMAA)

Estimated Course Cost: $36

This ATAR 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.

This 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 – Consumer arithmetic, algebra and matrices, shape and measurement (A1MAA)

- review concepts in consumer arithmetic for earning and managing money including rate and percentage change and the use of spreadsheets.
- study of algebra and introduction to matrices for use in solving real-life problems.
- study similarity and apply this to the solution of simple and compound geometric shapes, including three-dimensional shapes.

Unit 2 – Univariate data analysis and statistics, trigonometry, linear equations and graphs (A2MAA)

- apply statistical investigation to organise and summarize univariate data.
- extend trigonometry to solve practical problems with right and non-right triangles in two-dimensions and three-dimensions, including the use of bearings and angles of elevation and depression.
- use linear equations and linear graphs, including step and piecewise graphs, to model and analyse practical situations.

Prerequisites:	OLNA Prequalified Numeracy - Year 9 NAPLAN (Band 8 or above) B grade or above Year 10 Mathematics Year 10 Examination mark above 70%
List:	B
Examination:	Year 11 and Year 12 Examinations Compulsory external examination in Term 4 Year 12
Year 12 Pathway:	Mathematics Applications (Units 3 and 4) ATAR (ATMAA)

ATAR

Mathematics Methods (ATAR) (AEMAM)

Estimated Course Cost: $50

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

Mathematics Methods provides a foundation for further studies in disciplines in which mathematics and statistics have important roles. It is also advantageous for further studies in the health and social sciences.

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 (eg science courses).

Unit 1 – Functions and graphs, trigonometric functions, counting and probability (A1MAM)

- build on algebraic concepts of function and graphs.
- review fundamentals of probability and introduction to conditional probability and independence.
- study trigonometric functions of unit circle using degrees and the trigonometry of triangles and its application, radian measure, and the graphs of the trigonometric functions, exploring their applications in a wide range of settings.

Unit 2 – Exponential functions, arithmetic and geometric sequences and series, differential calculus (A2MAM)

- introduction to exponential functions, arithmetic and geometric sequences.
- study rates of change and the derivative and learn techniques of differentiation.
- apply differentiation to sketch curves, calculate slopes and tangents to curves, solve application and optimisation problems.

Prerequisites:	Year 9 NAPLAN Numeracy (Band 9 or above) A grade in Year 10 Mathematics Year 10 Examination mark above 80% Successful completion of 10A Mathematics content
List:	B
Examination:	Year 11 and Year 12 Examinations Compulsory external examination in Term 4 Year 12
Year 12 Pathway:	Mathematics Methods (Units 3 and 4) ATAR (ATMAM)

Mathematics Specialist (ATAR) (AEMAS)

Estimated Course Cost: $50

This ATAR course provides opportunities, beyond those presented in the Mathematics Methods ATAR course, to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively.

Mathematics Specialist contains topics in functions and calculus that build on and deepen the ideas presented in the Mathematics Methods course, as well as demonstrate their application in many areas. The Mathematics Specialist course also extends understanding and knowledge of statistics and introduces the topics of vectors, complex numbers and matrices.

Mathematics Specialist is the only ATAR mathematics course that should not be taken as a stand-alone course and should be studied in conjunction with the Mathematics Methods ATAR course as preparation for entry to specialised university courses such as engineering, physical sciences and mathematics.

Unit 1 – Combinatorics, vectors in the plane, geometry (A1MAS)

- understand the concepts and techniques in combinatorics, geometry and vectors.
- apply reasoning skills and solve problems in combinatorics, geometry and vectors.
- communicate their arguments and strategies when solving problems.
- construct proofs in a variety of contexts, including algebraic and geometric.
- interpret mathematical information and ascertain the reasonableness of their solutions to problems.

Unit 2 – Trigonometry, matrices, real and complex numbers (A2MAS)

- understand the concepts and techniques in trigonometry, real and complex numbers, and matrices.
- apply reasoning skills and solve problems in trigonometry, real and complex numbers, and matrices.
- communicate their arguments and strategies when solving problems.
- construct proofs of results.
- interpret mathematical information and ascertain the reasonableness of their solutions to problems.

Prerequisites:	Year 9 NAPLAN Numeracy (Band 10) A grade in Year 10 Mathematics Year 10 Examination mark above 90% Successful completion of 10A Mathematics content
Additional entry requirement:	Must be taken in conjunction with Mathematics Methods (ATAR)
List:	B
Examination:	Year 11 and Year 12 Examinations Compulsory external examination in Term 4 Year 12
Year 12 Pathway:	Mathematics Specialist (Units 3 and 4) ATAR (ATMAS)

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GENERAL

Mathematics Essential (General) (GEMAE)

Estimated Course Cost: $35

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 – Basic calculations, percentages and rates, using formulas, measurement, graphs (G1MAE)

- apply mathematical skills and understanding to solve problems relating to calculations, applications of measurement, the use of formulas to find an unknown quantity and the interpretation of graphs.
- use the mathematical thinking process by applying content from basic calculations, percentages and rates, algebra, measurement and graphs in the contexts of earning and managing money, and nutrition and health.
- use technological applications and techniques.
- use number formats of whole numbers, decimals, common fractions, common percentages, square and cubic numbers written with powers.

Unit 2 – Representing and comparing data, percentages, rates and ratios, time and motion (G2MAE)

- use mathematical skills and understanding to solve problems related to representing and comparing data, percentages, rates and ratios and time and motion.
- further develop the use of the mathematical thinking process and apply the statistical investigation process to statistical content in the contexts of transport and independent living.
- use a range of technological applications and techniques.
- use number formats of whole numbers, decimals, fractions and percentages, rates and ratios.

Prerequisites:	C grade or above in Year 10 Mathematics
List:	B
External Assessment:	Externally Set Task (EST) in Year 12
Year 12 Pathway:	Mathematics Essential (Units 3 and 4) GENERAL (GTMAE)

Foundation

Mathematics (Foundation) (FEMAT)

Estimated Course Cost: $35

The Mathematics Foundation course focuses on building the capacity, confidence and disposition to use mathematics to meet the numeracy standard for the WACE.

It provides students with the knowledge, skills and understanding to solve problems across a range of contexts including personal, community and workplace or employment. This course provides the opportunity for students to prepare for post-school options of employment and further training.

Unit 1 (F1MAT)

- solve problems related to addition and subtraction, length, mass, capacity and time.
- extract information from and interpret various simple forms of data representation used in everyday contexts.
- use number formats of whole numbers and money.

Unit 2 (F2MAT)

- use fractions and decimals to solve problems related to multiplication and division, perimeter, area and volume and qualitative probability from everyday contexts.
- use number formats of whole numbers, money, fractions and decimals.

Prerequisites:	Only available to students who have **not demonstrated** the numeracy standard in the OLNA.
List:	B
External Assessment:	Externally Set Task (EST) in Year 12
Year 12 Pathway:	Mathematics Foundation (Units 3 and 4) FOUNDATION (FTMAT)

Science

Biology (ATAR) (AEBLY)

Estimated Course Cost: $65

A unique appreciation of life and a better understanding of the living world are gained through studying the Biology ATAR course. This course encourages students to be analytical, to participate in problem-solving and to systematically explore fascinating and intriguing aspects of living systems, from the microscopic level through to ecosystems.

Students develop a range of practical skills and techniques through investigations and fieldwork in authentic contexts, such as marine reefs, endangered species, urban ecology, or biotechnology. Scientific evidence is used to make informed decisions about controversial issues.

Unit 1 – Ecosystems and biodiversity (A1BLY)

- analyse abiotic and biotic ecosystem components and their interactions, using classification systems for data collection, comparison and evaluation.
- use classification keys to identify organisms, describe the biodiversity in ecosystems, investigate patterns in relationships between organisms, and aid scientific communication.
- investigate how scientific knowledge is used to offer valid explanations and reliable predictions, and the ways in which scientific knowledge interacts with social, economic, cultural and ethical factors.
- undertake fieldwork, working with others to collect first-hand data and analyse and interpret data collected through investigation of a local environment to understand the interconnectedness of organisms, the physical environment and human activity.

Unit 2 – From single cells to multicellular organisms (A2BLY)

- investigate the interdependent components of the cell system and the multiple interacting systems in multicellular organisms.
- investigate the ways matter and energy is transformed and transferred in the processes of photosynthesis and respiration, and the role of enzymes in controlling biochemical systems.
- examine the structure and function of plant and animal systems to describe how they facilitate the provision or removal of materials to and from all cells of the organism.
- investigate how scientific knowledge is used to offer valid explanations and reliable predictions, and the interactions with economic and ethical factors.
- use science inquiry skills to explore the relationship between structure and function by conducting real or virtual dissections and microscopic examination of cells and tissues.
- consider the ethical considerations that apply to the use of living organisms in research. They develop skills in constructing and using models to describe and interpret data about the functions of cells and organisms.

Prerequisites:	OLNA Prequalified Year 9 NAPLAN (Band 8 or above) B grade or above Year 10 Science Year 10 Examination mark (Semester 2) above 70%
List:	B
Examination:	Year 11 and Year 12 Examinations Compulsory external examination in Term 4 Year 12
Year 12 Pathway:	Biology (Units 3 and 4) ATAR (ATBLY)

ATAR

Chemistry (ATAR) (AECHE)

Estimated Course Cost: $70

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, 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 science.

Unit 1 – Chemical fundamentals: structure, properties and reactions (A1CHE)

- use atomic structure/bonding models to explain macroscopic properties of materials.
- 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.
- relate matter and energy in chemical reactions as they consider the breaking and reforming of bonds as new substances are produced.
- explore how evidence has contributed to understanding atomic structure and chemical bonding, how scientific knowledge is used and interacts with social, economic and ethical factors.
- use science inquiry skills to develop understanding of patterns in the properties and composition of materials. Students are introduced to the mole concept as a means of quantifying matter in chemical reactions.

Unit 2 – Molecular interactions and reactions (A2CHE)

- 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.
- investigate the unique properties of water and the properties of acids and bases.
- use chemical equations to calculate the concentrations and volumes of solutions involved in chemical reactions.
- understand how to control the rates of chemical reactions, using a range of catalysts.
- explore how evidence has contributed to understanding intermolecular forces and chemical reactions and how scientific knowledge is used and interacts with social, economic and ethical factors.
- use inquiry skills to investigate chemical reactions. Students investigate the behaviour of gases and use the Kinetic Theory to predict the effects of changing temperature, volume and pressure in gaseous systems.

Prerequisites:	Year 9 NAPLAN (Band 9 or above) A grade Year 10 Science Year 10 Examination mark above 80%
List:	B
Examination:	Year 11 and Year 12 Examinations Compulsory external examination in Term 4 Year 12
Year 12 Pathway:	Chemistry (Units 3 and 4) ATAR (ATCHE)

Human Biology (ATAR) (AEHBY)

Estimated Course Cost: $65

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 (A1HBY)

- analyse how the structure and function of body systems (respiratory, circulatory, digestive, musculoskeletal, excretory), and the interrelationships between systems, support metabolism and body functioning.
- examine how human structure and function supports cellular metabolism and how lifestyle choices affect body functioning.
- investigate questions about problems associated with factors affecting metabolism.
- trial different methods of collecting data, use simple calculations to analyse data and become aware of the implications of bias and experimental error in the interpretation of results. Students use ICT to interpret and communicate their findings in a variety of ways.

Unit 2 – Reproduction and inheritance (A2HBY)

- explore the mechanisms of transmission of genetic materials to the next generation.
- study the reproductive systems of males and females.
- study the effect of the environment on gene expression and how interactions between genetics and the environment influence early development.
- investigate an aspect of a given problem and trial techniques to collect a variety of quantitative and qualitative data, applying simple mathematical manipulations to quantitative data, present it appropriately, and discuss sources and implications of experimental error.
- consider the limitations of their procedures and explore the ramifications of results that support or disprove their hypothesis. They use ICT to analyse and interpret their data and present findings.

Prerequisites:	OLNA Prequalified - Year 9 NAPLAN (Band 8 or above) B grade or above Year 10 Science Year 10 Examination (Semester 2) mark above 65%
List:	B
Examination:	Year 11 and Year 12 Examinations Compulsory external examination in Term 4 Year 12
Year 12 Pathway:	Human Biology (Units 3 and 4) ATAR (ATHBY)

ATAR

Physics (ATAR) (AEPHY)

Estimated Course Cost: $70

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

Studying physics will enable students to become citizens who are better informed about the world around them and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues. The Physics ATAR course will also provide a foundation in physics knowledge, understanding and skills for those students who wish to pursue tertiary study in science, engineering, medicine and technology.

Unit 1 – Thermal, nuclear and electrical physics (A1PHY)

- explore the ways physics is used to describe, explain and predict the energy transfers and transformations that are pivotal to modern industrial societies.
- investigate heating processes, apply the nuclear model of the atom to investigate radioactivity, learn how nuclear reactions convert mass into energy.
- investigate energy transfer and transformation in electrical circuits by examining the movement of electrical charge in circuits and use this to analyse, explain and predict electrical phenomena.
- develop skills in interpreting, constructing and using mathematical and symbolic representations to describe, explain and predict energy transfers and transformations in heating processes, nuclear reactions and electrical circuits.
- develop inquiry skills through primary and secondary investigations, including analysing heat transfer, heat capacity, radioactive decay and a range of simple electrical circuits.

Unit 2 – Linear motion and waves (A2PHY)

- develop an understanding of motion and waves which can be used to describe, explain and predict a wide range of phenomena. They describe linear motion in terms of position and time data, and examine the relationships between force, momentum and energy for interactions in one dimension.
- investigate common wave phenomena, including waves on springs, and water, sound and earthquake waves.
- develop understandings of motion and wave phenomena through laboratory investigations, relating graphical representations of data to quantitative relationships between variables. Students continue to develop skills in planning, conducting and interpreting the results of primary and secondary investigations.

Prerequisites:	Year 9 NAPLAN (Numeracy Band 9 and Reading Band 9) A grade Year 10 Science Year 10 Examination (Semester 1) mark above 85%
List:	B
Examination:	Year 11 and Year 12 Examinations Compulsory external examination in Term 4 Year 12
Year 12 Pathway:	Physics (Units 3 and 4) ATAR (ATPHY)

Technologies

GENERAL

Applied Information Technology (General) (GEAIT)

Estimated Course Cost: $30

The Applied Information Technology General course provides students with the knowledge and skills to use a range of computer hardware and software to create, manipulate and communicate information in an effective, responsible and informed manner. Students develop an understanding of computer systems; the management of data; and the use a variety of software applications to investigate, design, construct and evaluate digital products and digital solutions. The course offers pathways to further studies and a range of technology-based careers and a set of skills that equip students for the 21st century and give them an appreciation of the impact of information technology on society.

Unit 1 – Personal communication (G1AIT)

- use technology to meet personal needs.
- develop a range of skills that enable them to communicate using appropriate technologies and to gain knowledge that assists in communicating within a personal context.

Unit 2 – Working with others (G2AIT)

- use a variety of technologies to investigate managing data, common software applications and wireless network components required to effectively operate within a small business environment.
- examine the legal, ethical and social impacts of technology within society.

Prerequisites:	Nil
List:	B
External Assessment:	Externally Set Task (EST) in Year 12
Year 12 Pathway:	Applied Information Technology (Units 3 and 4) GENERAL (GTAIT)

GENERAL

Children, Family and the Community (General) (GECFC)

Estimated Course Cost: $80

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 (G1CFC)

- focus on family uniqueness by examining the role of families and the relationships between individuals, families and their communities.
- understand growth and development, by recognising the characteristics of individuals and families and that development is affected by biological and environmental influences.
- 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.
- 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.
- design and produce products and services that meet the needs of individuals, families and communities.

Unit 2 – Our community (G2CFC)

- focus on families, relationships and living in communities by studying the influence of biological and environmental factors, lifestyle behaviours and health status on growth and development. Students explore the health of individuals and communities and the protective and preventative strategies that impact on growth and development.
- examine the roles and responsibilities of particular groups, networks, and services, and the impact of attitudes, beliefs and values on the management of resources.
- 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.

Prerequisites:	Year 10 Childcare is desirable
List:	A
External Assessment:	Externally Set Task (EST) in Year 12
Year 12 Pathway:	Children, Family and the Community (Units 3 and 4) GENERAL (GTCFC)

Design – Technical Graphics (General) (GTDEST)

Estimated Course Cost: $50

The Design – Technical Graphics General course enables students to develop skills and processes for 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. They use conventions of technical drawing and computer-aided design to create designs that deal with mainly three dimensional subjects, usually of an industrial nature. The Design General course also emphasises the scope of design in trade based industries allowing students to maximise vocational pathways.

Unit 3 – Product Design

- learn that the commercial world is comprised of companies, requiring consumer products, services and brands for a particular audience.
- use the design process to create products/services, visuals and/or layouts with an awareness of codes and conventions.
- use relevant and appropriate production skills and processes, materials and technologies relevant to the design.

Unit 4 – Cultural Design

- learn that society is made up of different groups of people who share diverse values, attitudes, beliefs, behaviours and needs, and that different forms of visual communication transmit these values and beliefs.
- create designs that link to a culture or sub-culture and are introduced to ethical issues concerning representation.
- develop a design process with an understanding of codes and conventions. They consider communication strategies and audience.
- define and establish contemporary production skills and processes, materials and technologies.

Prerequisites:	Year 10 Graphic Design is desirable
List:	B
External Assessment:	Externally Set Task (EST) in Year 11
Year 12 Pathway:	Design – Technical Graphics (Units 1 and 2) GENERAL (GEDEST)

GENERAL

Food Science and Technology (General) (GEFST)

Estimated Course Cost: $160

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 – Food choices and health (G1FST)

- focus 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.
- study health and environmental issues that arise from lifestyle choices and investigate factors which influence the purchase of locally produced commodities.
- devise food products, interpret and adapt recipes to prepare healthy meals and snacks that meet individual needs. They demonstrate a variety of mise-en-place and precision cutting skills, and processing techniques to ensure that safe food handling practices prevent food contamination.
- recognise the importance of using appropriate equipment, accurate measurement and work individually, and in teams, to generate food products and systems.

Unit 2 – Food for communities (G2FST)

- focus on the supply of staple foods and 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.
- 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.
- work with a range of staple foods, adapt basic recipes and apply the technology process to investigate, devise, and produce food products to achieve specific dietary requirements. They evaluate food products and demonstrate a variety of safe workplace procedures, processing techniques and food handling practices.

Prerequisites:	Year 10 Champion Café or Catering is desirable
List:	B
External Assessment:	Externally Set Task (EST) in Year 12
Year 12 Pathway:	Food Science and Technology (Units 3 and 4) GENERAL (GTFST)

GENERAL

Materials Design and Technology – Metal (General) (GEMDTM)

Estimated Course Cost: $200

The Materials Design and Technology - Metal General course is a practical course, working with metal, 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 (G1MDTM)

- interact with a variety of items specifically designed to meet certain needs and introduced to the fundamentals of design.
- communicate various aspects of the technology process by constructing what they design.
- learn about the origins, classifications, properties and suitability for purpose of common ferrous, non-ferrous metals and metal sections they are using. Students are introduced to a range of production equipment and techniques.
- develop materials manipulation skills and production management strategies, and realise their design ideas through the production of their design project.
- examine the impacts of the disposal of finishes, lubricants and other waste products and environmental considerations.

Unit 2 (G2MDTM)

- interact with products designed for a specific market.
- use a range of techniques to gather information about existing products and apply the fundamentals of design. Students learn to conceptualise and communicate ideas and various aspects of the design process within the context of constructing what they design.
- learn about the origins, classifications, properties and suitability for end use of metal alloys and common metals they are working with.
- introduction to a range of technology skills and generate ideas and realise them through the production of their design projects. Students work within a defined environment and learn to use a variety of relevant technologies safely and effectively.
- select projects of interest and then design and make products suitable for a specific market.

Prerequisites:	Year 10 Metals Technology 1 and/or 2 is desirable
List:	B
External Assessment:	Externally Set Task (EST) in Year 12
Year 12 Pathway:	Materials Design and Technology - Metal (Units 3 and 4) GENERAL (GTMDTM)

GENERAL

Materials Design and Technology – Wood (General) (GEMDTW)

Estimated Course Cost: $200

The Materials Design and Technology - Wood General course is a practical course, working with 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 (G1MDTW)

- interact with a variety of items specifically designed to meet certain needs and introduced to the fundamentals of design.
- communicate various aspects of the technology process by constructing what they design.
- learn about the origins, classifications, properties and suitability for purpose of common softwoods, hardwoods, and manufactured boards they are using. Students are introduced to a range of production equipment and techniques.
- develop materials manipulation skills and production management strategies, and realise their design ideas through the production of their design project.

Unit 2 (G2MDTW)

- interact with products designed for a specific market.
- 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.
- learn about the origins, classifications, properties and suitability for end use of manufactured boards, plywood and different fibreboards they are working with.
- introduction to a range of technology skills and are encouraged to generate ideas and realise them through the production of their design projects. They work within a defined environment and learn to use a variety of relevant technologies safely and effectively.
- select projects of interest and then design and make products suitable for a specific market.

Prerequisites:	Year 10 Woodwork is desirable
List:	B
External Assessment:	Externally Set Task (EST) in Year 12
Year 12 Pathway:	Materials Design and Technology - Wood (Units 3 and 4) GENERAL (GTMDTW)

The Arts

Visual Arts (General) (GEVAR)

Estimated Course Cost: $140

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 (G1VAR)

- base art making and interpretation on their lives and personal experiences, observations of the immediate environment, events and/or special occasions. They participate in selected art experiences aimed at developing a sense of observation.
- discover ways to compile and record their experiences through a range of art activities and projects that promote a fundamental understanding of visual language. Students use experiences to develop appreciation of the visual arts in their everyday lives.
- acquire various skills using processes of experimentation and discovery. Imaginative picture making is primarily concerned with experiences of the self and of the immediate environment, including aspects of family life, social activities, communal occasions and other shared activities. Ample scope for free, imaginative interpretation and experimentation with materials is provided.

Unit 2 – Explorations (G2VAR)

- 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. They use a variety of inquiry approaches, techniques and processes when creating original artworks.
- investigate the work of other artists when exploring ideas and approaches to art making. Students learn to identify stylistic features of art forms from different times and places and explore ways to manipulate art elements and principles to generate, develop and produce their own artwork.
- explore ways to express personal beliefs, opinions and feelings. They manipulate a variety of media and materials in a range of art forms, recording and reflecting on their artistic achievements.

Prerequisites:	C grade or above in Year 10 Visual Arts
List:	A
External Assessment:	Externally Set Task (EST) in Year 12
Year 12 Pathway:	Visual Arts (Units 3 and 4) GENERAL (GTVAR)

VET Programs

VET programs at Champion Bay Senior High School incorporate Nationally Accredited Certificate qualifications that are offered to senior school students, both on-site and off-site, School-based Traineeships (SBTs), work experience, Workplace Learning (ADWPL) and other endorsed programs.

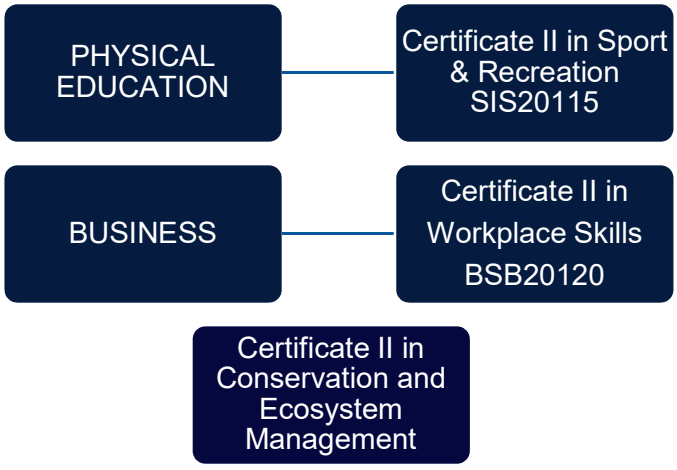
All of these programs provide viable pathway opportunities for those students seeking full time employment, apprenticeships, traineeships or further training at the completion of Year 12. Certificate qualifications enable students to acquire industry recognised skills through relevant on the job and off the job training.

A Certificate II qualification, or higher, is one of the options available to students to meet their WACE requirements. For those students taking a Foundation course, a Certificate II qualification is a requirement for WACE achievement. This level of qualification can provide students with the opportunity to seek higher training at a Certificate IV or Diploma level, which can lead to entry into University courses through the 'alternative entry' model. Successful completion of Certificate qualifications can also provide students with merit points toward selection criteria to State Training Providers, such as, local TAFE's.

Certificates on offer at Champion Bay Senior High School in 2023 are:

School-based Certificates

These Certificate qualifications are delivered at school by fully qualified classroom teachers and are integrated into the students' regular timetable. This enables the student to choose one of the qualifications in their six choices for their relevant pathway (ATAR, General or Foundation).



Whilst the majority of learning takes place during the timetabled periods, there may be some interruptions to the regular timetable which will require the student to catch up on missed work from other courses.

All school-based Certificates will run over two years for approximately four hours per week, although there may be more hours required in students' own time, inclusive of homework and additional study.

School-based Certificates

Certificate II in Sport & Recreation SIS20115*

Estimated Course Cost: $100 (Plus Provide First Aid $35)

The Certificate II in Sport & Recreation SIS20115 qualification allows individuals to develop basic functional knowledge and skills for work in customer contact positions in the sport or community recreation industry. These individuals are competent in a range of administrative activities and functions within a team and under supervision. They are involved in mainly routine and repetitive tasks using practical skills and basic sport and recreation industry knowledge. The skills gained allow individuals to work in locations such as sport and recreation facilities or centres, leisure and aquatic centres, and facility maintenance and operations.

Prerequisites: Nil

Year 12 Pathway: Continue with Certificate II in Sport & Recreation SIS20115*

School-based Certificates

Certificate II in Workplace Skills BSB20120*

Estimated Course Cost: $100

In the Certificate II in Workplace Skills qualification students will develop a range of broad-based business skills that are applicable to almost all industries, including a range of some of the most common digital technologies and applications used across business today. The Certificate II level program prepares students for entry-level positions across a diverse range of business service settings. It can also lead to further study in either technical or non-technical vocations and aims to develop the most common and transferable skills and required of almost any workplace.

This certificate is only available to Year 11 students.

Prerequisites: Nil

Year 12 Pathway: Continue with Certificate II in Workplace Skills BSB20120*

School-based Certificates

Certificate II in Conservation and Ecosystem Management AHC21020*

Estimated Course Cost: $100

This entry-level qualification provides an occupational outcome in conservation and land management. Work would be carried out under general guidance and supervision. The qualification enables individuals to select and Indigenous land management, conservation earthworks, lands, parks and wildlife or natural area management context as a job focus or a mix of these.

Prerequisites: Nil

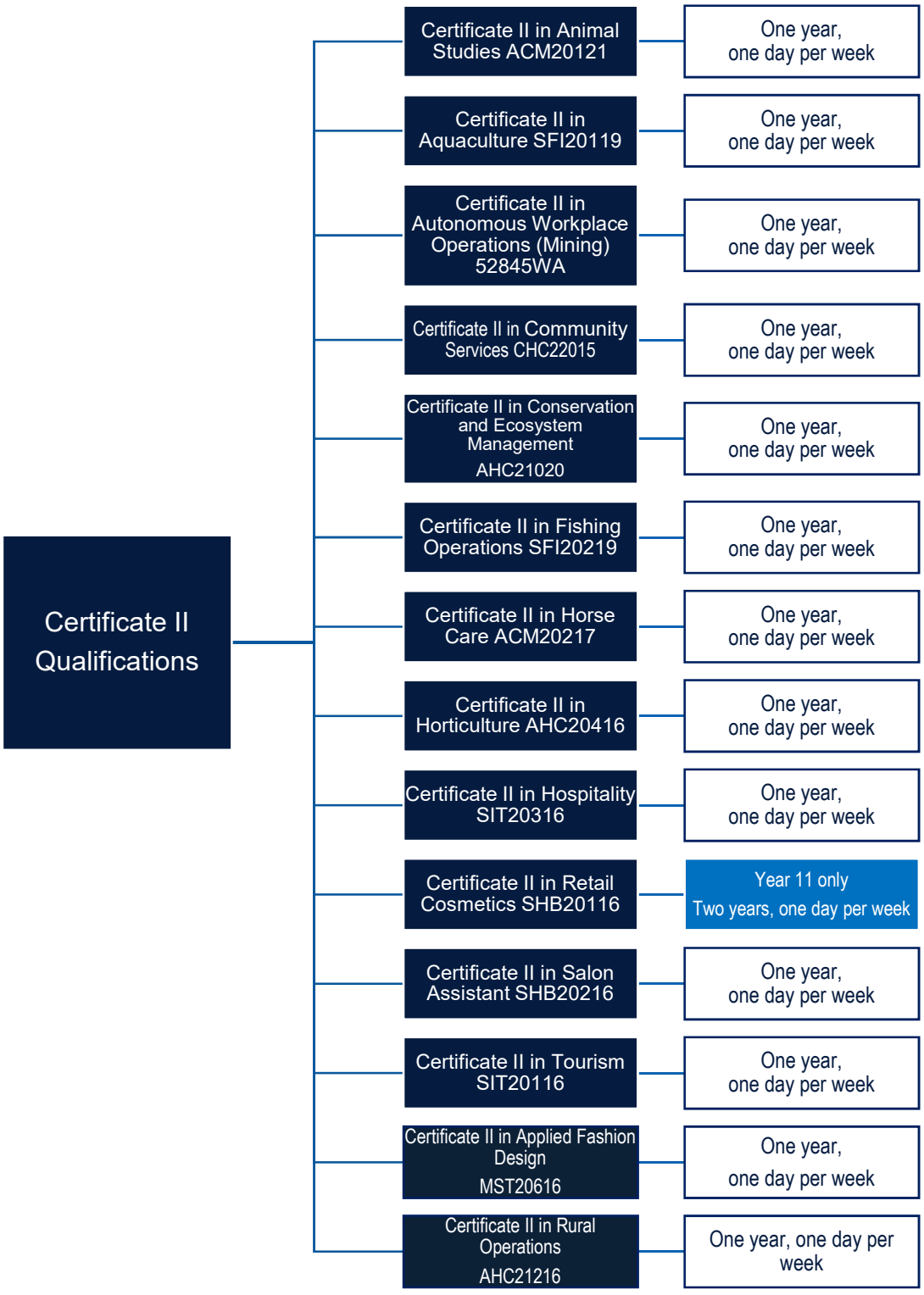
Year 12 Pathway: Continue with Certificate II in Conservation and Ecosystem Management AHC21020*

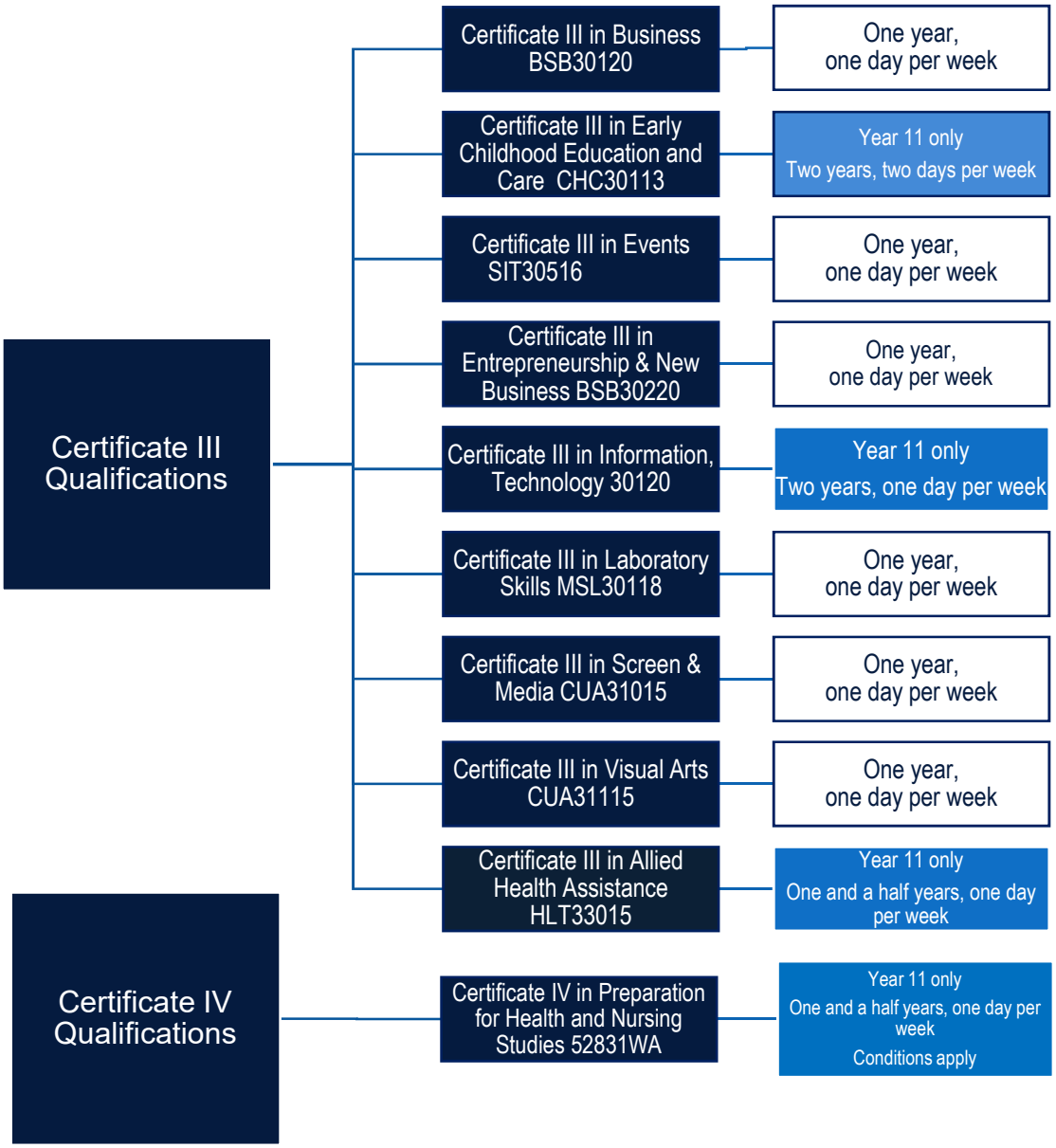
* RTO – to be confirmed

TAFE Link Certificates

TAFE Link Certificate qualifications are delivered by Central Regional TAFE Geraldton and involve a regular day, or days, away from school.

Students enrolled in a TAFE Link Certificate will have a flexible timetable to ensure they do not miss any of their coursework from their chosen school courses. At school, they will have **three compulsory general courses** (**English, Mathematics Essentials and Careers and Enterprise**) and will select two additional courses (if one day at TAFE) or one additional course (if two days at TAFE) from selected gridlines.





All TAFE Link Certificates have a TAFE application process that students must complete by the closing date. No applications are considered after this date. TAFE decide who is accepted into qualifications.

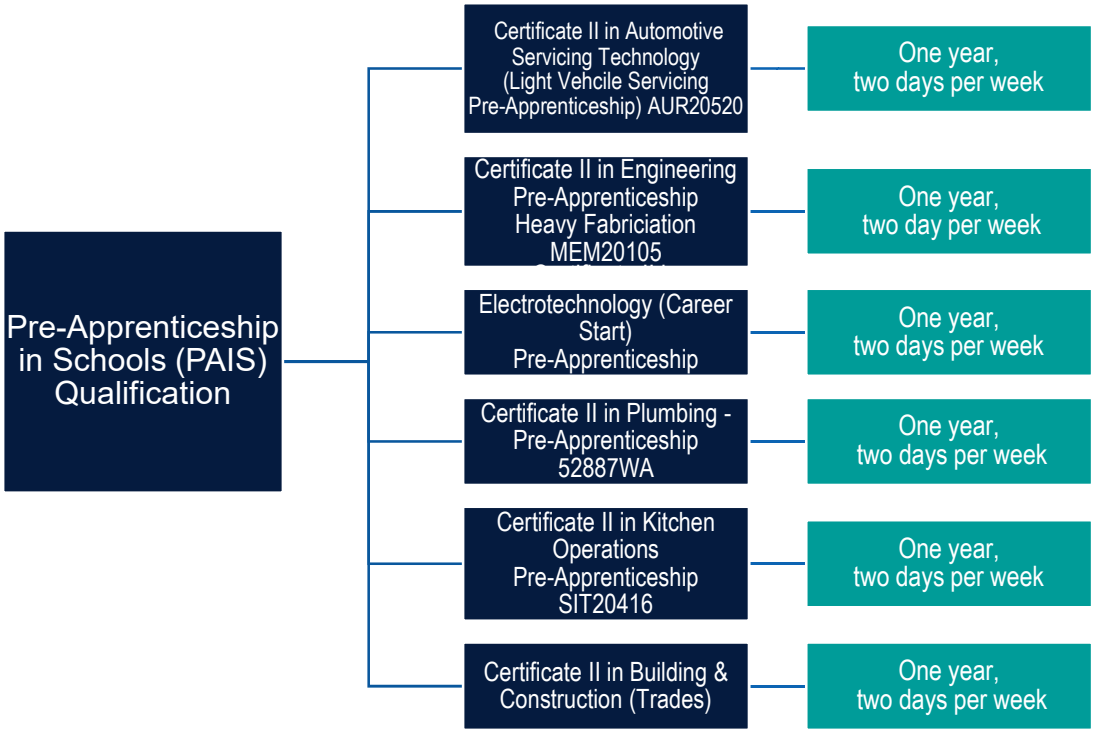
Prerequisites:	C grades or higher in Year 10 courses At least 80% attendance. *Desirable*: Category 2 or 3 in OLNA reading, writing and numeracy
Year 12 Pathway:	For one year Certificates undertaken in Year 11, students will complete a school-based WACE course. For one year certificates undertaken in Year 12, students will do one less school-based WACE course.

Further information about the TAFE Link certificates are available from https://www.centralregionaltafe.wa.edu.au/sites/default/files/uploads/FINAL_Midwest_VETDSS%20Guide%202022_REV%20062020.pdf.

Availability of all Certificate qualifications, school-based and TAFE Links is subject to student numbers and choices made during course counselling sessions.

Pre-Apprenticeship in Schools (PAIS)

Pre-Apprenticeship in Schools are offered in Year 11 or 12. PAIS are for one year and involve two days per week in training and work placement (off-site). If you are considering a PAIS for Year 12 you are **unable to enrol in a TAFE Link qualification in Year 11**. Applications are completed in Year 10 (to do in Year 11) or in Year 11 (to do in Year 12).



See Mrs Kempton for further information.

School-based Traineeship (SBT)

At Champion Bay Senior High School opportunities exist for interested students to enter into a school-based traineeship by combining paid work placement with a Certificate II or higher qualification as part of their senior school pathway. Generally, students attend work one day per week and undertake the formal qualification independently through on and off the job training.

School-based trainees gain valuable employability/enterprise skills that are transferrable across all jobs and careers, Nationally Accredited qualifications and experience in a workplace that can lead to future employment.

Possible SBT areas include, but are not limited to:

- Automotive
- Building and Construction
- Business and Clerical
- Childcare
- Engineering
- Hospitality
- Information Technology
- Retail
- Sport and Recreation
- Tourism
- Veterinary Services

The traineeship is an **18 month** commitment across Year 11 and Year 12. There is an application process and access to this program depends on available vacancies and partnerships with SBT providers. The school will be working closely with Group Training Organisations to assist in securing reliable positions for suitable applicants.

Work Placement

A range of work placement programs are on offer to selected students in Years 11 and 12 who complete the application process and meet the set criteria around attendance, engagement and behaviour. Enrolment in the Workplace Learning (ADWPL) endorsed program is done in conjunction with work placement. These programs will be advertised when on offer and may form a compulsory component of the Year 11 or Year 12 Careers and Enterprise curriculum.

See Mrs Kempton for further information.

Endorsed Programs

Workplace Learning (ADWPL)

Estimated Course Cost: $80

Workplace Learning is an Authority-developed endorsed program that is managed by individual schools and open to students in Years 10, 11 and 12. A student works in one or more real workplace/s to develop a set of transferable workplace skills. This work can be **voluntary or paid employment**. The student must record the number of hours completed and the tasks undertaken in the workplace. This is recorded in SCSA's Workplace Learning Logbook.

The student must also provide evidence of their knowledge and understanding of the workplace skills by completing SCSA's Workplace Learning Journal after each 55 hours completed in the workplace.

Unit equivalence is allocated on the basis of one unit equivalent for each 55 hours completed in the workplace, to a maximum of four units. The total number of hours completed in the workplace is reported on the student's WASSA at the end of Year 12.

A **part-time job** outside of school can be recorded as ADWPL with a completed logbook.

See Mrs Kempton for further information.

Prerequisites:	Nil
Unit Equivalence:	One unit equivalent for each 55 completed in the workplace to a maximum of four units.
Year 12 Pathway:	ADWPL (55 hours)

Champion Bay Senior High School provides opportunities for students to undertake additional endorsed programs as extra-curricular learning, in addition to workplace learning. They enable students to develop a range of skills, extend their networks and gain extra points towards WACE. Endorsed programs can also be done out-of-school with a community organisation or other private providers.

Some additional endorsed program examples are:

- CQU Start Uni Now (SUN)
- Cadets WA (e.g. Air Force, Army, Navy)
- Youth Explore Voyage (provided by the Leeuwin Ocean Adventure Foundation)
- Surf Life Saving WA certificates and awards
- Music examinations (eg Australian Music Examinations Board)
- Off-campus enrichment programs (eg country week, international maths or science competitions, intercultural exchange programs, Premier's ANZAC tour).

The list of endorsed programs is available on the Authority website (http://senior-secondary.scsa.wa.edu.au/vet/endorsed-programs).

Endorsed Programs

ASDAN

Estimated Course Cost: $60

ASDAN courses are Provider-developed endorsed program which offer a flexible approach to learning and accrediting student achievement. The courses help a student develop knowledge and skills for learning, work and life by combining activity-based learning curriculum with a framework for the development, assessment and accreditation of key skills and other personal and social skills.

Student will have the opportunity to complete courses or programs from Short Courses, Workright, Vocational Tasters or programs selected based on student needs and abilities (including intellectual disability, learning difficulty, or those who are disengaged from schooling).

Successful completion of individual ASDAN courses requires at least 55 hours of participation and engagement in challenges, depending on the ASDAN course undertaken.

Prerequisites:	Only available to students who have **not demonstrated** the literacy and numeracy standard in the OLNA as part of the Champions Work-Readiness Program
Evidence of Learning or Assessment:	Depending on the course, usually by Portfolio
Unit Equivalence:	One unit equivalent. Maximum of one program. Dependent on course or program undertaken.
Year 12 Pathway:	ASDAN

Endorsed Programs

Community Service (ADCS)

Estimated Course Cost: $50

Community Service is an Authority-developed endorsed program that is managed by individual schools and involves activities undertaken for the benefit of individuals and/or community for no financial reward.

It gives opportunities to develop the values, skills and understandings needed to contribute to civic wellbeing. Becoming involved in community service connects students to their communities and develops an ethos of service. This program allows students to: put values into action; learn new skills and explore a range of career opportunities.

This is a 55-hour program in which a student must undertake at least 50 hours of community service and up to five hours of induction and reflection. A student can participate and engage in one or more community service activities to build on knowledge and understanding and develop abilities, skills and/or techniques.

Prerequisites:	Only available to students who have **not demonstrated** the literacy and numeracy standard in the OLNA as part of the Champions Work-Readiness Program.
Evidence of Learning or Assessment:	Portfolio
Unit Equivalence:	One unit equivalent for each 55 completed to a maximum of four units.
Year 12 Pathway:	Community Service (ADCS)

Endorsed programs available as extra-curriculum options (in additional to your six course choices) at Champion Bay Senior High School are listed in this section.

Administration and Management (ADAM)

Administration and Management is an Authority-developed endorsed program that enables a student to be recognised for the significant learning such as representation on youth advisory committees, events management (e.g. school ball) and the school council. Extra-curricular activities within the school and/or broader community provide students with opportunities to develop a range of administration and management skills such as book keeping, desktop publishing and public speaking. Students may learn to write funding applications, draw up fixtures and rosters, solicit support and sponsorship and raise money.

Involvement in school and/or community activities also allows students to demonstrate personal qualities such as responsibility, accountability and leadership. Students may be mentored or be required to mentor others, allocate resources, organise meetings, engage in planning activities and deliver presentations. Through undertaking a variety of activities and engaging with a diversity of people, students develop social networks and extend their interpersonal and communication skills.

Successful completion of this endorsed program requires at least 55 hours of participation and engagement in administration and management activities.

Prerequisites:	Student Leaders in Years 10, 11 or 12
Evidence of Learning or Assessment:	Portfolio
Unit Equivalence:	One unit equivalent for each program successfully completed to a maximum of four units.
Year 12 Pathway:	ADAM

Community Arts Performance (ADCAP)

Community Arts Performance is an Authority-developed endorsed program that enables a student engaged in community arts activities involving dance, drama, media, music and/or visual arts to be recognised for the significant learning encompassed within such activities.

This program requires that students are provided with opportunities to develop arts skills and techniques that culminate in a performance or production. Typically, a student would participate in some form of lessons, classes or activities, maintain a regular practice routine, develop a performance repertoire, attend rehearsals and perform for an audience/s. Examples include student involvement with dance school concerts, exhibitions or showcases.

Successful completion of this endorsed program requires at least 55 hours of participation and engagement in administration and management activities.

Prerequisites:	Available to all students in Years 10, 11 and 12 participating in the Art or Dance Club.
Evidence of Learning or Assessment:	Portfolio
Unit Equivalence:	One unit equivalent for each program successfully completed to a maximum of four units.
Year 12 Pathway:	ADCAP

Endorsed Programs

Music (PIMS)

This instrumental and ensemble music endorsed program, developed by Instrumental Music School Services (IMSS), is designed for students who wish to continue their participation in the music program through instrumental and ensemble participation and performance (such as concert band, guitar ensemble and rock band). Students must continue to attend all instrumental lessons and maintain their weekly music journal.

The program involves out-of-hours rehearsals, lessons and performances. Students will also be involved in the music camp.

Interested students should speak to their class music teacher.

Prerequisites:	Only available to IMSS students who have completed Class, Instrumental and Ensemble Music studies to the end of Year 10. Students must be enrolled in at least one IMSS ensemble and participate in all performances related to their ensembles.
Evidence of Learning or Assessment:	Music Journal Ensemble and school report
Unit Equivalence:	One unit equivalent
Year 12 Pathway:	Music (PIMS)

Endorsed Programs

Off-campus Enrichment Program (ADOEP)

The Off-campus Enrichment Program is an Authority-developed endorsed program that is designed to recognise the significant learning demonstrated by a student who participates in an extended excursion or off-campus experience such as:

- a study tour to another country
- participating in Country Week
- STEM camp
- an interstate educational tour.

The off-campus component of the program must be of at least five days duration and the amount of time spent on pre- and post-trip activities must total at least 5 hours and include and involve preparation, participation and a report or summation of the learning at the conclusion.

ADOEP is equivalent to one unit. A maximum of four Off-campus Enrichment Programs can be completed over Years 10, 11 and 12.

Prerequisites:	Nil
Evidence of Learning or Assessment:	Portfolio
Unit Equivalence:	One unit equivalent for each program successfully completed to a maximum of four units.
Year 12 Pathway:	Off-campus Enrichment Program (ADOEP)

Pathway Options at Champion Bay Senior High School

Childcare Pathway

Year 11

GEENG English

GEMAE Mathematics

GECAE Career and Enterprise

Two courses of your choice

Cert III Early Childhood Education and Care (TAFE-link)

ADWPL Workplace Learning

Year 12

GTENG English

GTMAE Mathematics

GTCAE Career and Enterprise

Two courses of your choice

Cert III Early Childhood Education and Care (TAFE-link)

ADWPL Workplace Learning

Hospitality Pathway

Year 11

GEENG English

GEMAE Mathematics

GEFST Food Science and Technology

GECAE Career and Enterprise

Two courses of your choice

ADWPL Workplace Learning

Year 12

GTENG English

GTMAE Mathematics

GTFST Food Science and Technology

GTCAE Career and Enterprise

Cert II Hospitality (TAFE-link)

Course of your choice

ADWPL Workplace Learning

Construction Pathway

Year 11

GEENG English

GEMAE Mathematics

GEMTDW Materials Design and Technology Wood

GEMTDM Materials Design and Technology Metal

Two courses of your choice

ADWPL Workplace Learning

Year 12

GTENG English

GTMAE Mathematics

GTMTDW Materials Design and Technology Wood

GTMDTM Materials Design and Technology Metal

GTCAE Career and Enterprise

Cert II Building & Construction Pathway Trades (TAFE-link)

ADWPL Workplace Learning

Trades Pathway

Year 11

GEENG English

GEMAE Mathematics

GEMDTM Materials Design and Technology Metals

GECAE Career and Enterprise

Two courses of your choice

ADWPL Workplace Learning

Year 12

GTENG English

GTMAE Mathematics

GTMDTM Materials Design and Technology Metals

GTCAE Career and Enterprise

PAIS qualification of your choice (TAFE-link)

ADWPL Workplace Learning

Health Pathway

Year 11

GEENG English

GEMAE Mathematics

GECAE Career and Enterprise

Two courses of your choice

Cert IV Preparation for Health and Nursing studies (TAFE-link)

ADWPL Workplace Learning

Year 12

GTENG English

GTMAE Mathematics

GECAE Career and Enterprise

Two courses of your choice

Cert IV Preparation for Health and Nursing studies (TAFE-link)

ADWPL Workplace Learning

Information Technology Pathway

Year 11

GEENG English

GEMAE Mathematics

GEAIT Applied Information Technology

GECAE Career and Enterprise

Two courses of your choice

ADWPL Workplace Learning

Year 12

GTENG English

GTMAE Mathematics

GTAIT Applied Information Technology (General)

GTCAE Career and Enterprise

Two courses of your choice

ADWPL Workplace Learning

Year 11 Champions at Work Readiness Program

The **Champions Work-Readiness** program in Year 11 is for students who are needing support in literacy and numeracy and looking at employment or vocational training beyond school. This program will help students develop the essential skills for personal and social success, and success in the workplace.

Students do a mixture of WACE Foundation courses, endorsed programs and a Certificate II, all of which are focused on literacy, numeracy, activity-based learning and preparing for work:

- English (FEENG)
- Mathematics (FEMAT)
- Career and Enterprise (FECAE)
- Health, Physical Education and Outdoor Education (FEHPO)
- Certificate II Conservation and Ecosystem Management
- ASDAN and Endorsed Program

This program is recommended for students who have **not demonstrated** the literacy and numeracy standard in the OLNA (at Category 1) or have particular needs (such as learning difficulty) or have been successful in the Year 10 Champions @ Work program.

Students must commit to maintaining regular attendance, working on their literacy and numeracy skills, and giving their best in all aspects of the program.

Students continue in the Champions at Work Readiness Program in Year 12.

School-based Certificates

Certificate II in Conservation and Ecosystem Management AHC21020*

Estimated Course Cost: $100

This entry-level qualification provides an occupational outcome in conservation and land management. Work would be carried out under general guidance and supervision. The qualification enables individuals to select and Indigenous land management, conservation earthworks, lands, parks and wildlife or natural area management context as a job focus or a mix of these.

Prerequisites:	Nil
Year 12 Pathway:	Continue with Certificate II in Conservation and Ecosystem Management AHC21020*

* RTO – to be confirmed

Future Pathways Program

The **Future Pathways Program** is for Year 11 students who are seeking an alternative to the Western Australian Certificate of Education (WACE) and wanting to re-engage with school. This training and employment pathway may include School Based Traineeships (SBTs) and Certificate II qualifications.

At the completion of Year 12, students will receive a Western Australian Statement of Student Achievement (WASSA) and a Student Portfolio.

Students do a mixture of non-WACE courses, endorsed programs and Certificate qualifications, focused on literacy and numeracy and preparing for work onsite at Champion Bay Senior High School and offsite, completing activities or working with other service providers.

The **Future Pathways Program** includes:

- Literacy and numeracy subjects
- Workplace Learning and Community Service endorsed programs
- Recreational Pursuits endorsed program
- Community Arts Performance endorsed program – focused on visual arts
- Certificate level training – school-based, at TAFE or as a school-based traineeship
- Work ready skills (eg Career Planning, Resume writing, Smart Move, Provide First Aid)
- Life skills and support (eg Money, Tax and Super, Renting and Accommodation, Relationships and Wellbeing, Nutrition)
- Keys 4 Life endorsed program

This program is suitable for students who are aiming to:

- increase their attendance in Years 11 and 12
- improve their Literacy and Numeracy skills
- attain a WASSA with recognition of studied courses and completed programs
- complete a SBT or TAFE Qualification
- remain engaged in education and improve their work readiness and access to further education and training and or employment beyond school.

Students continue in the **Future Pathways Program** in Year 12.

Further Information

SCSA has a range of resources available on their website https://www.scsa.wa.edu.au/.

1. **Student Information website:** accessed via the SCSA website home page and at https://student.scsa.wa.edu.au/. It provides students with easy access to information about the student portal, getting organised, curriculum, examinations and testing, certification and post-school, frequently asked questions (FAQs). The student website currently focuses on Year 12s and links closely to the *Year 12 Information Handbook 2022, Part I.*

2. **Student Portal:** is a space for Year 12 students to check and access personal information that relates to their WACE. It can be accessed at https://student.scsa.wa.edu.au/student-portal. Technical support for the portal is available via wacehelp@scsa.wa.edu.au (monitored from Monday to Friday between 8.00 am to 5.00 pm).

   Year 10 students applying to enrol in a WACE language course for Year 11 will use the student portal to complete their application.

   When students are in Year 12 they will be able use the portal to: check personal details and enrolments; complete the student declaration and permission when you are in Year 12, or enrolled in a Year 12 course; download a copy of approved special examination arrangements as a Year 12; download a copy of the *Personalised practical examination timetable* which states the date, time and venue for each practical examination you need to attend as a Year 12; download a copy of the *Personalised written examination timetable* which states the date, time and venue for each written examination you need to attend as a Year 12; check your results as a Year 12; and download a copy of your sickness/misadventure outcome as a Year 12.

   Use your WA student number and a password to access the student portal. When you visit the student portal for the first time you will be prompted to change your password. Security restrictions mean information such as your WA student number cannot be provided over the phone.

3. **Year 12 Information Handbook**: is published each year. Part I, which contains information for all Year 12s, is published in March and Part II of the handbook, which focuses on ATAR course examinations is published in July. You'll find them at https://www.scsa.wa.edu.au/publications/year-12-information.

4. **WACE Checker:** you will be able to use the WACE Checker to check your progress towards meeting the requirements of the WACE in Years 11 and 12. It is designed to determine whether you have met (or are expected to meet) each of the requirements for the WACE.

   You can test your choices by considering the grades you expect you would achieve and see how different combinations would help you meet the requirements. When using the WACE Checker, it is important to be realistic and positive about your projected performance, and also remember it is a guide.

5. **Social media:** SCSA has two Facebook pages. We recommend our general Facebook page as the most relevant for Year 12 students and as a way to contact us if you have questions.

   - **https://facebook.com/SCSAWA** is for students in Years 10, 11 and 12, their parents, teachers and community stakeholders. The aim of the page is to provide information to students working towards the WACE and a WASSA.
   - **https://facebook.com/SCSAWAteachers** is for teachers and community stakeholders. The aim of the page is to provide information to teachers delivering the Western Australian curriculum from

Kindergarten to Year 12. Reminders about key dates, as listed in the *Activities Schedule*, are published on this page.

Students, teachers and stakeholders are encouraged to use SCSA's Facebook pages to access information and stay in touch with SCSA.

6. **Parents and Community website:** SCSA's parent and community website is designed to support parents and members of the community. It can be accessed on SCSA website at https://www.scsa.wa.edu.au via the Parents and Community tab. Parents and the community can access information about what children and young people should learn, how they are assessed, and the standards children and young people are expected to reach at each year level.
7. **Courses – Year 11 and 12:** http://senior-secondary.wa.edu.au/syllabus-and-support-materials.
8. **Disability adjustments:** http://senior-secondary.scsa.wa.edu.au/assessment/disability-adjustment-guidelines.
9. **Eligibility criteria for languages and EAL/D courses:** http://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/languages.
10. **Endorsed programs:** http://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/endorsedprograms.
11. **Online Literacy and Numeracy Assessment (OLNA):** http://senior-secondary.scsa.wa.edu.au/assessment/olna.
12. **School-based assessment:** http://senior-secondary.scsa.wa.edu.au/assessment/school-based-assessment.
13. **Vocational Education and Training (VET):** http://senior-secondary.scsa.wa.edu.au/vet.
14. **The Western Australian Certificate of Education (WACE):** http://senior-secondary.scsa.wa.edu.au/the-wace.
15. **ATAR examinations:** http://senior-secondary.scsa.wa.edu.au/assessment/examinations.
16. **Past ATAR course examinations:** http://senior-secondary.scsa.wa.edu.au/further-resources/past-atar-course-exams.
17. **Past WACE examinations:** http://senior-secondary.scsa.wa.edu.au/further-resources/past-wace-examinations.
18. **WASSA:** http://senior-secondary.scsa.wa.edu.au/certification/wassa.

TISC information is available on their website at http://www.tisc.edu.au/static/home.tisc.

The **Course Seeker Website** (www.courseseeker.edu.au) is another resource which allows you to search and compare entry requirements for undergraduate courses from universities and many other higher education providers in Australia.

Information about other Post School options can be viewed on the Champion Bay Senior High School Careers website https://www.championbayseniorhighschoolcareers.com/.

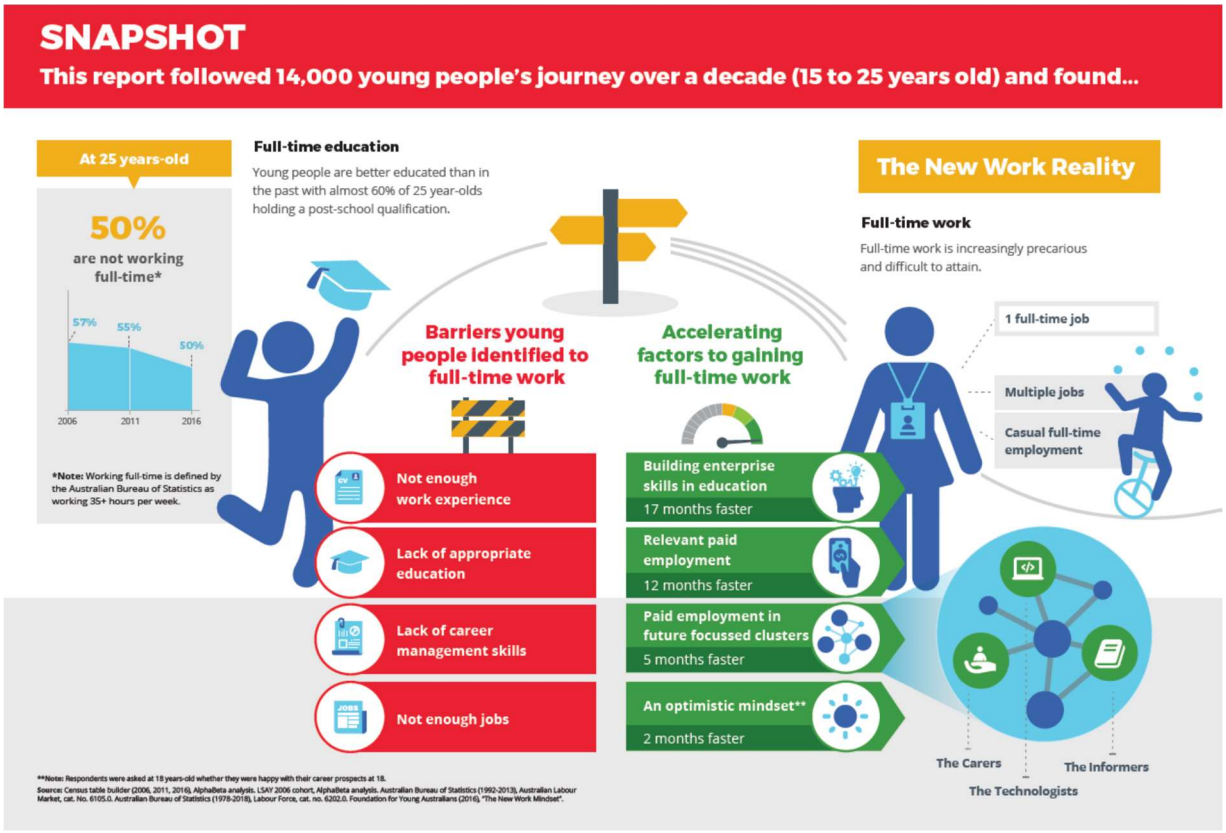
Useful Terms and Acronyms

AQF	Australian Qualifications Framework
ATAR	Australian Tertiary Admission Rank
ATC	Apprenticeship and Traineeship Company
EAL/D	English as an Additional Language/Dialect
EST	Externally set task
IMSS	Instrumental Music School Services
List A subjects	WACE courses from arts/languages/social sciences
List B subjects	WACE courses from mathematics/science/technology
LOTE	Language Other Than English
NAPLAN	National Assessment Program Literacy and Numeracy
OLNA	Online Literacy and Numeracy Assessment
PAIS	Pre-Apprenticeship in Schools
RTO	Registered Training Organisation
SBT	School-based Traineeship
SCSA	School Curriculum and Standards Authority
TAFE	Technical and Further Education
TEA	Tertiary Entrance Aggregate
TISC	Tertiary Institutions Service Centre
USI	Unique Student Identifier
VET	Vocational Education and Training
WACE	Western Australian Certificate of Education
WASSA	Western Australian Statement of Student Achievement

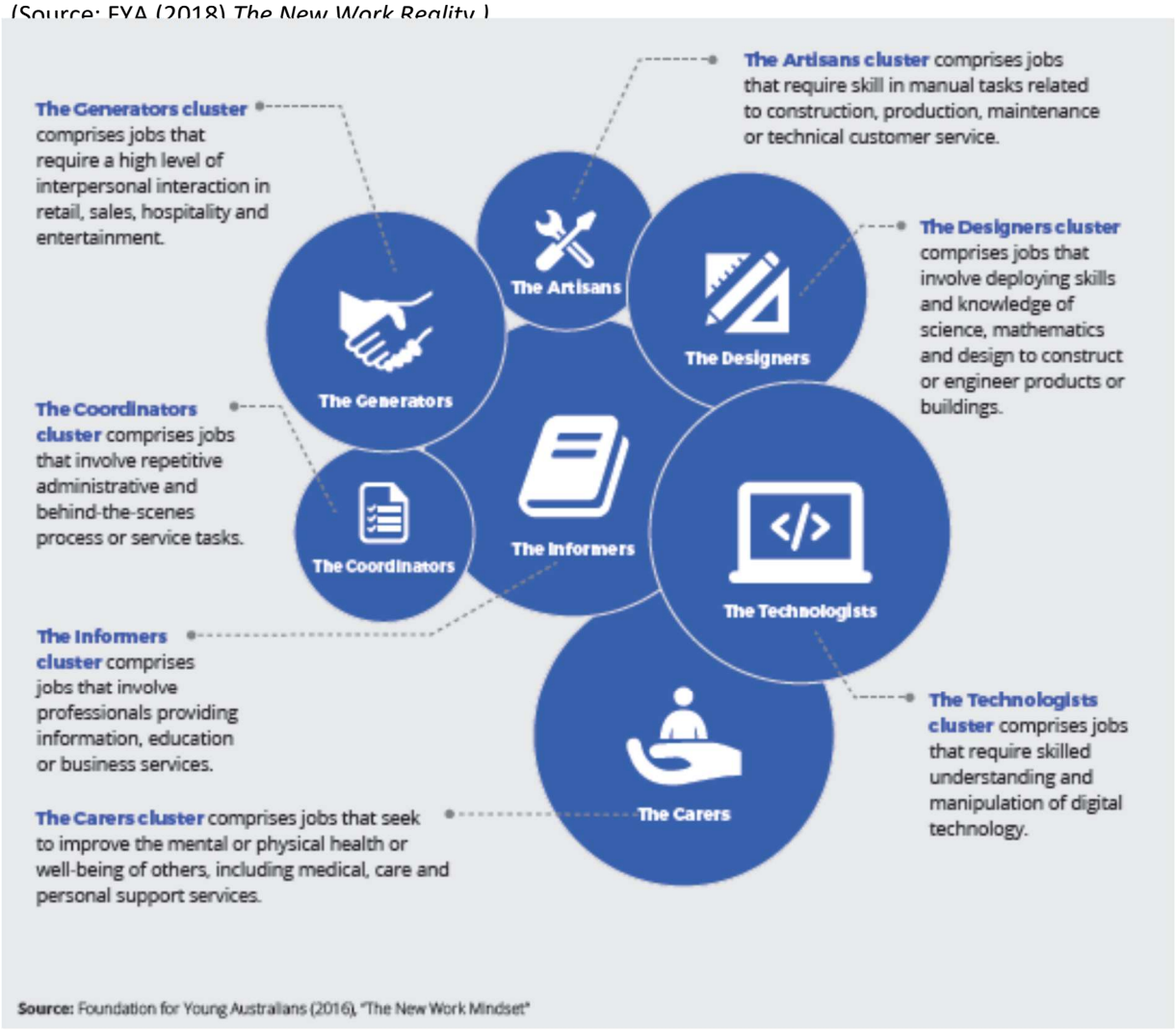
Information contained in this handbook related to senior secondary requirements and courses is taken from School Curriculum and Standards Authority WACE manual, courses and the 2022 Year 10 Information Handbook (available at https://scsa.wa.edu.au/publications/year-10-information) or from the sources listed in the *Further Information* section of this Year 11 Course Handbook.

Index of Courses and Certificates

Notes



(Source: FYA (2018) *The New Work Reality*.)



Which job clusters have the strongest future prospects?

Clusters	Growth and Automation	Future Prospect	Example jobs within the cluster that have strong future prospects (occupations grew 2010-2015 and risk of impact of automation is <70%)		
'The Generators'	Job Growth (2010-15) 7.4% Affected by automation 45%	Moderate	ICT sales reps Retail supervisors Café or restaurant managers Call centre team leaders	Entertainers & variety artists Hospitality managers Sports instructors Bank managers	
'The Artisans'	Job Growth (2010-15) 5.6% Affected by automation 77%	Weak	Carpenters & joiners Landscape gardeners Electrical engineering technicians Mechanics Upholsterers Electricians		
'The Carers'	Job Growth (2010-15) 18.0% Affected by automation 26%	Strong	General practitioners Nurses Podiatrists Dental technicians Health promotion officers Pharmacists Veterinarians Radio-graphers Physio-therapists	Tour guides Beauty therapists Make-up artists Community health workers Massage therapists Cardiac technicians Anaesthetic technicians Childcare workers	Special education teachers Fitness instructors Emergency service workers Psychiatrists Paramedics Surgeons Social workers Occupational therapists
'The Coordinators'	Job Growth (2010-15) 3.0% Affected by automation 71%	Weak	Receptionists Travel attendants Florists ICT support technicians Admissions clerks		
'The Designers'	Job Growth (2010-15) 13.1% Affected by automation 43%	Moderate	Construction project managers Civil engineers Computer network & system engineers	Project administrators Electrical engineers Architects Industrial engineers Geologists	Mining engineers Landscape architects Food technologists
'The Informers'	Job Growth (2010-15) 7.6% Affected by automation 36%	Strong	Policy analysts Statisticians Physicists Gallery or museum curators Economists Laboratory managers Human resource advisers	OH&S advisers Financial brokers Solicitors Technical writers Actuaries Detectives Organisa-tional psychologists	Market research analysts Journalists Primary & secondary school teachers
'The Technologists'	Job Growth (2010-15) 19.0% Affected by automation 50%	Strong	Programmers Software engineers Web developers Database administrators Web designers		
New Cluster?			Additional job clusters may arise, based on new occupations and new skills being demanded and valued by employers		

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