

Lakeland Senior High School

2024 CURRICULUM HANDBOOK

YEAR 11





Lakeland Senior High School

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This handbook contains course information for students currently in Year 10 who are planning to enter Year 11. It is designed as a reference point for the Western Australian Certificate of Education (WACE) requirements, university and TAFE requirements and other vital information. The School Curriculum and Standards Authority (SCSA) provide additional information about assessment and certification. The Tertiary Institutions Service Centre (TISC) regularly updates its website with information relevant to students who plan to attend a university (<http://www.tisc.edu.au/>).

This handbook provides a summary of the content of each course offered by Lakeland Senior High School for Year 11 students.

Advice and information is also available from the Deputy Principal for School Performance and Strategic Development, Upper School Program Coordinator, Heads of Learning Area and the Vocational Education and Training (VET) Coordinator.

Most current Year 10 students will return to Lakeland Senior High School and study for two more years to complete their secondary studies.

By law, all students must remain in education, training or approved employment until the end of the school year in which the student reaches the age of 17 years and six months or until the student turns 18 (whichever happens first).



Students will be enrolling in the following types of courses:

ATAR COURSES

These are designed and examined by the School Curriculum and Standards Authority (SCSA). Students' results are used in the calculation of an ATAR. An Australian Tertiary Admissions Ranking (ATAR) is used to determine eligibility for university entrance. Students will need to study a minimum of four (4)* ATAR courses in Year 11 and four (4)* ATAR courses in Year 12 to be eligible for an ATAR. In Year 12 students will study, more difficult unit pairs (Units 3 and 4). 50% of a student's final score in an ATAR course is determined at the school level and 50% is determined by the externally assessed exam.

* Please note, it is recommended that ATAR Students study five (5) ATAR subjects as a minimum.

GENERAL COURSES

These are school-based courses with no external exam. Tests and/or examinations may include Externally Set Tasks. General courses are designed for students who wish to enter further training or the workforce.

General courses include Foundation and Preliminary courses. Foundation courses are designed for students who have not achieved the literacy or numeracy minimum standard of Level 1 OLNA or that have not participated in testing. Preliminary courses are designed for students with special education needs.

VOCATIONAL EDUCATION COURSES

These are nationally accredited programs which are designed for students who wish to enter further training or the workforce. Students are able to gain unit equivalence towards the WACE if the courses are fully completed. Up to 40% of a student's overall program can be made up of VET courses and Endorsed programs.

ENDORSED PROGRAMS

Lakeland SHS offers two endorsed programs which may contribute to the achievement of a WACE: Community Arts Performance (Music) and Workplace Learning.

WORKPLACE LEARNING

Workplace Learning will be a course offered off the timetable. Entry to this course will be via a selection process including a written application and interviews with the Workplace Learning Coordinator. Students and their families are requested to source an employer/workplace to facilitate this opportunity. Classwork missed from time away from school will need to be completed by students in their own time.

Students must maintain 'Good Standing' to remain eligible for this program.



List A	List B
Career and Enterprise	Applied Information Technology
Drama	Chemistry
English (ATAR, Foundation and General)	Design - Photography
Geography General	Engineering Studies
Modern History (ATAR and General)	Food Science and Technology
Visual Arts	Health Studies
	Human Biology (ATAR and General)
	Materials Design and Technology – Wood or Metal
	Mathematics (Foundation, General Essential, ATAR Applications and ATAR Methods)
	Physics
	Physical Education Studies
	Psychology (ATAR and General)

Students will be assisted by their Year 10 teachers, Year 10 Program Coordinator and Heads of Learning Area (HOLAs) when deciding which course best suits their ability and interests.

Courses in Year 11 are offered as a year-long subject, each made up of a pair of units. Students may enrol in a mix of ATAR courses, General courses (not Preliminary courses), VET programs or endorsed programs to achieve a WACE (there are limits to the number of VET programs and endorsed programs that students can choose).

All students study six courses (or the equivalent) in Year 11 which equates to 12 semester long units. Most students will continue with these six courses in Year 12. Over the two years, students will be able to complete 24 course units or the equivalent.

In general, those students intending to enrol in TAFE will study a mix of General course units, ATAR course units and VET programs. Those aiming for university entrance directly from school will complete at least four (4) ATAR courses in Year 12.

All students must complete one List A subject and one List B subject in Year 11. All students must complete two English units in Year 11 and two English units in Year 12.





WACE requirements 2022 and beyond

1

General requirements

You must:

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

2

Literacy and numeracy standard

For the WACE literacy and numeracy standard you may:

- 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 relevant components of the Online Literacy and Numeracy Assessment (OLNA) in Year 10, 11 or 12.

3

Breadth and depth

You must complete a minimum of 20 units, which may include unit equivalents attained through VET and/or endorsed programs. This requirement must include at least:

- a minimum of ten Year 12 units, or the equivalent
- four units from an English course, post-Year 10, including at least one pair of Year 12 units from an English learning area course
- one pair of Year 12 units from each of List A (arts/languages/social sciences) and List B (mathematics/science/technology) subjects.

4

Achievement standard

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

5

Unit equivalents

Unit equivalents can be 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.

EXAMINATIONS:

All students who are enrolled in ATAR courses are required to sit the external exam in Year 12, which may include both a written and a practical exam in some subjects. If they do not sit, or do not make a genuine attempt in the WACE examination, that pair of units will not contribute to the calculation of the achievement standard.

EXTERNALLY SET TASKS:

The externally set tasks (EST) are assessment tasks for each Year 12 General and Foundation course which are set by the Authority and distributed to schools for administering to students.

All students enrolled in a Year 12 General or Foundation course are required to complete the EST.

The EST is included in the assessment table in the Year 12 General and Foundation syllabuses as a separate assessment type with a weighting of 15 per cent for the pair of units.

The EST is marked by the teacher/s delivering the course using the marking key provided by the Authority. The school uploads into SIRS the raw marks for the EST for all students enrolled in Units 3 and 4.

The Authority will independently mark a sample of EST scripts from each school delivering General and Foundation courses. Schools will be required to provide the scripts of a prescribed number of Authority-selected students (i.e. normally six from each class) for independent marking.

The feedback provided in the SIRS reports enables the teacher/s of the course at the school to reflect on and, where appropriate, adjust their marking practice for the remainder of the assessment tasks for the pair of units. Where there is more than one teacher delivering the course, the teachers should discuss the feedback and reach a common understanding.



Students wishing to enter university will normally* need to:

- Qualify for the WACE
- Attain competence in English
- Obtain a sufficiently high ATAR
- Satisfy course prerequisites

* All universities offer alternative entry pathways. See Appendix 4 for website details of Individual Universities.

1. WACE

Universities require students to demonstrate breadth of study. Students are able to address this requirement by qualifying for the WACE.

2. Competence in English

- Students must achieve the selected university's requirement for English Language Competence
- Scaled mark of at least 50 in ATAR English, Literature or EALD, or
- Meet university specific concessions where a scaled mark of 50 has not been achieved (See below) or
- Demonstrate competence through the Special Tertiary Admissions Test (STAT).

3. Sufficiently High ATAR

The Tertiary Institutions Service Centre (TISC) is responsible for the ranking of students for university entrance. An ATAR is calculated using school assessment and WACE examination results.

The TISC calculates the ATAR based on the school and exam score provided. The School Curriculum and Standards Authority provide the TISC with school and WACE exam results. Each course result is based 50% on school assessment and 50% on the examinations. Statistical adjustments are made to these results, the best 4 of which are added together to calculate a Tertiary Entrance Aggregate (TEA). The TEA is used to derive a student's ATAR.

The ATAR is a number between 99.95 and zero (0) that reports a student's position relative to all other standard Year 12 school leavers. An ATAR of 96 indicates that a student is in the top 4% of Year 12 school leavers. An ATAR of 96 equates to a scaled average of approximately 75%. TISC then offers university places based on the ranking.

Students are not able to include certain combinations of courses in the calculation of their ATAR. See TISC website for specific details www.tisc.edu.au

4. Prerequisites

Many university courses specify that certain subjects must be undertaken by students in Year 12 as background knowledge needed to be able to apply to enter their particular course.



TAFE offer various levels of courses to accommodate the needs of students such as bridging and preparatory courses and offer certificate, diploma and advanced diploma qualifications.

The length of these courses varies according to the study area selected. TAFE will provide students with details. Entry requirements are designed to ensure all those who gain entry to a course have the competencies or skills and abilities to effectively participate in the program. These competencies cover communication (reading, writing, speaking and listening) and mathematical skills.

All applicants must meet entry requirements. Courses are split into competitive and non-competitive entry. Competitive entry means there are more applicants than places available. To enter the 20% of courses that have competitive entry (30% in the case of metropolitan campuses), students need to meet specific selection criteria.

To enter a Certificate II or Certificate III course at TAFE, students are required to have passed OLNA or achieved a Certificate II or higher.

See the TAFE web site "Full Time Studies Guide", that maps evidence of achievement to entry requirements or see the website: www.trainingwa.wa.gov.au and go to the "Skills Calculator".





ENDORSED PROGRAMS:

Endorsed Programs are significant learning programs that can be delivered as part of the school curriculum or as extra-curricular activities. Successfully completed endorsed programs are listed on a student's WASSA (Statement of Achievement) and may contribute to the achievement of a WACE. Certificates of Merit and Distinction are awarded to students based upon the number of points accrued using a student's best 20 Year 11 and Year 12 units (10 must be Year 12 units). Endorsed programs may contribute to the unit equivalence but are not allocated points and do not reduce the number of points required. All endorsed programs successfully completed and reported to the Authority by the school are listed on the student's Western Australian Statement of Student Achievement and may contribute towards the breadth and depth requirement of the WACE and towards the C grade requirement of the WACE. Each endorsed program is allocated one, two, three or four unit equivalents. A student who will graduate in 2023 or beyond will be able to count a maximum of four (4) unit equivalents from endorsed programs for WACE purposes, two in Year 11 and two in Year 12. Lakeland SHS offers ADWPL, a Workplace Learning program offering a C grade equivalent for each 55 hours in the workplace up to a maximum of 220 hours (4 C grades).

VET PROGRAMS:

In the VET area, students may explore possible career pathways and investigate the training required at university, TAFE or in apprenticeships or traineeships.

SCHOOL BASED CERTIFICATE COURSES:

Certificate courses give students greater flexibility when selecting their subjects. These are VET credit transfer programs that contribute towards the WACE as unit equivalents, i.e. four C grade equivalents for a Certificate II and six for a Certificate III or IV. For example, many students at Lakeland SHS select five WACE courses and one Certificate II course. **No credit is given for partially completed Certificate II courses, therefore, students will need to choose these courses carefully.

TAFE AND SCHOOL-BASED TRAINEESHIPS:

Some students will be given the opportunity to apply for TAFE courses and traineeships while still at school. These usually involve withdrawal from school for one day of the week and students are expected to catch up on work missed at school. Students who are accepted into these courses are expected to maintain their Good Standing.

NB No more than 40% of a student's overall program can be made up of VET courses and endorsed programs.

USI (Unique Student Identifier):

In order to enrol and receive results in a certificate course, students must supply a USI. They can apply online for this by visiting www.usi.gov.au and using an ID document such as a Medicare card, a driver's permit, an Australian birth certificate or passport or an immigration card. Failure to supply a correct USI will result in non-achievement of certificates and possibly failure to achieve a WACE. Assistance can be provided at the school to apply for the USI.



CERTIFICATES CAN BE GAINED IN THREE WAYS:

1. **Certificates delivered by Lakeland Senior High School, in partnership with RTO's** - Most students will gain their certificate in this way.

The following certificates are being offered where there are sufficient student numbers. Full descriptions of these courses can be found on the following pages.

- BSB20120 Certificate II in Workplace Skills
- CUA20620 Certificate II in Music
- SIS20419 Certificate II in Outdoor Recreation
- SIS20122 Certificate II in Sport and Recreation

Most students who enrol in a certificate course in Year 11 will continue this course of study into Year 12 as a two-year course.

2. **Certificates delivered by external training providers, including TAFE**

Some courses at external training providers will be offered to suitable students. These students will need to have their enrolment in external certificate courses approved by the Deputy Principal for School Performance and Strategic Development.

Attendance at external training providers may involve additional costs for textbooks, uniforms or special equipment.

3. **On-the-job training**

School-based traineeships (SBTs) and school-based apprenticeships (SBAs) may be offered to some students. This depends on whether they have an employer who is willing to offer a traineeship or apprenticeship and whether they are working in an area which is eligible for these programs. Contact the VET Coordinator for further details.

Students wishing to enrol at Lakeland Senior High School must be enrolled in and studying six (6) courses, or the equivalent, in each semester.

All students must study an English course.

All students must choose at least one course from List A and at least one from List B. Students wishing to compete for special SCSA awards at the end of Year 12 should study at least two from each list.

Students wishing to gain an ATAR must study a minimum of four (4) ATAR courses in which they intend sitting the external assessment/exam at the end of 2024. Lakeland Senior High School recommend that students study five (5) ATAR courses.

Recommended Achievement in Year 10

In addition to the teacher's recommendation, many subjects also have a specific prerequisite. This is usually expressed as a percentage achieved in the Year 10 Semester 1 Examination and/or it may be the end-of-semester grade. Mathematics prerequisites are based upon semester grade. The prerequisite is based on the degree of difficulty of the Year 11 course and the kind of background students need to be successful. Students should check the following pages carefully to ensure they have met the prerequisite. If a student has not met the prerequisite for a course, they are not eligible to enrol in that course. Students who do not meet prerequisites and still wish to be considered for entry into a course must arrange an interview with their parents and the Department HOLA/TIC.

Changing Selections

Students who wish to make changes to their course selections will need to see the Deputy Principal. All requests must be accompanied by a letter from the parent.

Notes:

- Students who wish to enrol in Certificate II in Outdoor Education must maintain their Good Standing and be able to demonstrate that they are strong swimmers, given the nature of this course.
- Ideally, students who select Chemistry ATAR and/or Physics ATAR will also select a Mathematics ATAR subject.
- When completing the Subject Selections Online, students should only select courses for which they are eligible: that is – select those courses where prerequisites have been met.
- Not all courses that are offered are guaranteed to run.

Timetabling constraints may affect the availability of courses. This means that students may need to reselect. Classes will only run where there are sufficient student enrolments for that subject. Students who do not meet prerequisites are not guaranteed a place in a course if they successfully meet prerequisites at a later stage.



ATAR COURSES




ENGLISH

HUMANITIES AND SOCIAL SCIENCES

MATHEMATICS

SCIENCE

TECHNOLOGIES



The emphasis in the Year 11 English ATAR course is on developing students' analytical, creative and critical thinking and communication skills. Students will study both contemporary texts and texts from the past. These will include works from Australian and other cultures.

Through close study and wide reading, viewing, and listening, you will have the opportunity to develop your ability to analyse and evaluate the purpose, style and conventions of a variety of texts. You will build on your skills in creating a range of written and visual texts and on your discussion and presentation skills.

The course encourages you to develop a sense of your world and your place in it and equips you with skills to enhance your engagement with many aspects of life including further education, career, personal growth and development, social and community interactions and civic participation.

The type of student who does well in this course is someone who reads widely and is interested in current events and issues of concern both at a local and global level. They enjoy sharing and discussing ideas and perspectives and are proactive about learning new vocabulary and revising concepts covered in class.

Type of assessment	Weighting
Responding Analytical essays in response to texts studied in class Analytical responses to unseen texts	35%–40%
Creating Creating written and visual texts Oral presentations	35%–40%
Examination	20%–30%

CAREER POSSIBILITIES

Success in ATAR English will mean you are well placed to pursue further studies at university or in TAFE, in any field you may choose. Similarly, most careers require an ability to think critically and to read, write and speak at a high level.

If you are particularly talented or passionate about this subject, you may find yourself drawn to careers such as public relations, marketing, web content management, law, administration, journalism, social media management, publishing, librarianship, technical or creative writing and education.

PREREQUISITES

- B grade in Year 10 English and Category 3 in OLNA Reading and Writing.

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

The Modern History ATAR course teaches students the historical skills and understandings taught in the Year 7–10 History curriculum. Students pose increasingly complex questions about the past and use their historical inquiry skills, analytical skills and interpretation of sources to formulate reasoned answers to those questions.

The study of history suits those students that have an interest in understanding the complexities of the modern world by looking at how the past has shaped the events of today. Students will enjoy thinking about the bigger questions, while seeking to explain the relationships between societies and people.

The Modern History ATAR course aims to develop students':

- knowledge and understanding of particular events, ideas, movements and developments that have shaped the modern world
- capacity to undertake historical inquiry, including skills in research, evaluation of sources, synthesis of evidence, analysis of interpretations and representations, and communication of findings
- application of historical concepts, including evidence, continuity and change, cause and effect, significance, empathy, perspectives and contestability
- capacity to be informed citizens with the skills, including analytical and critical thinking, to participate in contemporary debates.

Type of assessment	Weighting
Historical inquiry	20%
Explanation	20–30%
Source analysis	20–30%
Examination	30%

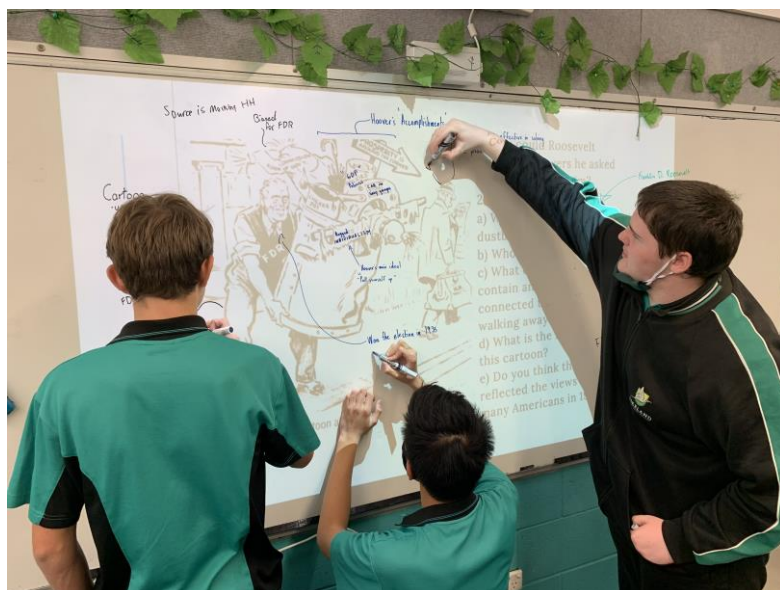
PREREQUISITES

- An interest in History and a C grade in Year 10 HASS and English

CAREER POSSIBILITIES

Jobs directly related to history include:

- Academic researcher
- Archivist
- Archaeologist
- Heritage manager
- Historic buildings inspector/conservation officer
- Lawyer
- Museum education officer
- Museum/gallery curator
- Museum/gallery exhibitions officer
- Politician
- Secondary school teacher
- Journalist



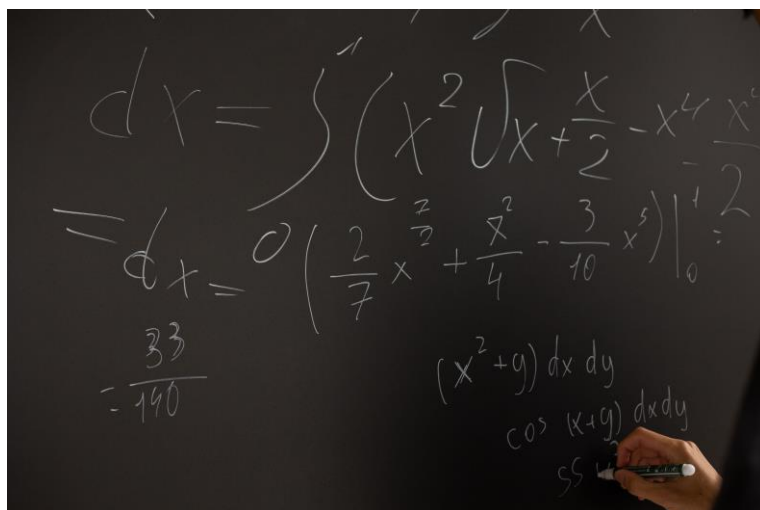
The major themes of the Mathematics Methods ATAR course are calculus and statistics. They include, as necessary prerequisites, studies of algebra, functions and their graphs, and probability. They are developed systematically, with increasing levels of sophistication and complexity. Calculus is essential for developing an understanding of the physical world because many of the laws of science are relationships involving rates of change. Statistics is used to describe and analyse phenomena involving uncertainty and variation. For these reasons, this course provides a foundation for further studies in disciplines in which mathematics and statistics have important roles. It is also advantageous for further studies in the health and social sciences.

This course is designed for students whose future pathways may involve mathematics and statistics and their applications in a range of disciplines at the tertiary level.

The Mathematics Methods ATAR course aims to develop students':

- understanding of concepts and techniques drawn from algebra, the study of functions, calculus, probability and statistics
- ability to solve applied problems using concepts and techniques drawn from algebra, functions, calculus, probability and statistics
- reasoning in mathematical and statistical contexts and interpretation of mathematical and statistical information, including ascertaining the reasonableness of solutions to problems
- capacity to communicate in a concise and systematic manner using appropriate mathematical and statistical language
- capacity to choose and use technology appropriately and efficiently.

Type of assessment	Weighting
Response	40%
Investigation	20%
Examination	40%



PREREQUISITES

- The recommended entry requirement for this course is an A grade in Year 10 Mathematics and a minimum of 50% in the Mathematics Exam. Students are also expected to have passed OLNA.

CAREER POSSIBILITIES

Mathematics Methods is a prerequisite or a highly desirable course for many university science and engineering related courses. This course is designed for students whose tertiary studies and employment may involve mathematics and statistics and their application.

Mathematics Applications is an ATAR course which 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 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. Throughout the course, there is an emphasis on the use of application digital technologies.

The Mathematics Applications ATAR course aims to develop students':

- understanding of concepts and techniques drawn from the topic areas of number and algebra, geometry and trigonometry, graphs and networks, and statistics
- ability to solve applied problems using concepts and techniques drawn from the topic areas of number and algebra, geometry and trigonometry, graphs and networks, and statistics
- reasoning and interpretive skills in mathematical and statistical contexts
- capacity to communicate the results of a mathematical or statistical problem-solving activity in a concise and systematic manner using appropriate mathematical and statistical language
- capacity to choose and use technology appropriately and efficiently.

Type of assessment	Weighting
Response	40%
Investigation	20%
Examination	40%



PREREQUISITES

- The recommended entry requirement for this course is a B grade in Year 10 Mathematics and a minimum of 50% in the Mathematics Exam. Students are also expected to have passed OLNA.

CAREER POSSIBILITIES

Mathematics Applications is a prerequisite or a highly desirable course for students who have a wide range of educational and employment aspirations, including continuing their studies at university or TAFE.

The Chemistry ATAR course aims to develop students':

- interest in and appreciation of chemistry and its usefulness in helping to explain phenomena and solve problems encountered in their ever-changing world
- understanding of the theories and models used to describe, explain and make predictions about chemical systems, structures and properties
- understanding of the factors that affect chemical systems, and how chemical systems can be controlled to produce desired products
- appreciation of chemistry as an experimental science that has developed through independent and collaborative research, and that has significant impacts on society and implications for decision making
- expertise in conducting a range of scientific investigations, including the collection and analysis of qualitative and quantitative data and the interpretation of evidence
- ability to critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions
- ability to communicate chemical understanding and findings to a range of audiences, including through the use of appropriate representations, language and nomenclature.



Type of assessment	Weighting
Science inquiry	25%
Extended response	10%
Test	15%
Examination	50%

CAREER POSSIBILITIES

Studying Chemistry provides students with a suite of skills and understandings that are valuable to a wide range of further study pathways and careers. An understanding of chemistry is relevant to a range of careers, including those in forensic science, environmental science, engineering, medicine, dentistry, pharmacy and sports science. Additionally, chemistry knowledge is valuable in occupations that rely on an understanding of materials and their interactions, such as art, winemaking, agriculture and food technology. Some students will use this course as a foundation to pursue further studies in chemistry, and all students will become more informed citizens, able to use chemical knowledge to inform evidence-based decision making and engage critically with contemporary scientific issues.

PREREQUISITES

- The recommended entry requirement for this course is a B grade in Year 10 Science and a minimum of 50% in the Science Exam. Students are also expected to have passed OLNA.

Human Biology covers a wide range of ideas relating to the functioning human. Students learn about themselves, relating structure to function and how integrated regulation allows individuals to survive in a changing environment. They research new discoveries that are increasing our understanding of the causes of dysfunction, which can lead to new treatments and preventative measures.

Reproduction is studied to understand the sources of variation that make each of us unique individuals. Through a combination of classical genetics, and advances in molecular genetics, dynamic new biotechnological processes have resulted. Population genetics is studied to highlight the longer term changes leading to natural selection and evolution of our species.



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

Students understand how the structure and function of the human body maintain homeostasis, and the importance of inheritance and its interrelationships with human variability and evolution. In achieving this outcome, students:

- understand structure and function in the body
- understand inheritance in humans
- understand how the body maintains homeostasis
- understand human variability and evolution.

Type of assessment	Weighting
Science inquiry	20%
Extended response	15%
Test	25%
Examination	40%

CAREER POSSIBILITIES

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

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

PREREQUISITES

- The recommended entry requirement for this course is a B grade in Year 10 Science and a minimum of 50% in the Science Exam. Students are also expected to have passed OLNA.

The Physics ATAR course aims to develop students':

- appreciation of the wonder of physics and the significant contribution physics has made to contemporary society
- understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action
- understanding of the ways in which matter and energy interact in physical systems across a range of scales
- understanding of the ways in which models and theories are refined and new models and theories are developed in physics; and how physics knowledge is used in a wide range of contexts and informs personal, local and global issues
- investigative skills, including the design and conduct of investigations to explore phenomena and solve problems, the collection and analysis of qualitative and quantitative data, and the interpretation of evidence.

Type of assessment	Weighting
Science Inquiry	30%
Test	30%
Examination	40%

CAREER POSSIBILITIES

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

PREREQUISITES

- The recommended entry requirement for this course is a B grade in Year 10 Science and a minimum of 50% in the Science Exam. Students are also expected to have passed OLNA.

Psychology is the scientific study of how people think, feel, and behave. It is an evidence-based discipline that follows the principles of scientific inquiry to explore human cognition, behaviour and thought.

This course introduces students to the principles of scientific inquiry and their application to planning, designing, and conducting psychological investigations using appropriate procedures and practices. Students will develop an understanding of ethical guidelines and their importance to psychological practice.

Through the study of psychology, students will be introduced to a variety of psychological theories, studies, models, and concepts that exist simultaneously and continue to evolve in a variety of contexts. They will learn how to critically evaluate psychological concepts, interpretations, claims and conclusions with reference to empirical evidence.

Students develop the skills to apply their psychological knowledge to familiar and unfamiliar contexts to explain thoughts, feelings, and behaviours in the everyday world. On a larger scale, psychological knowledge can help us understand how individuals' function within different contexts and how culture shapes people's values, attitudes, and beliefs.

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



Type of assessment	Weighting
Science inquiry	30%
Response	40%
Examination	30%

PREREQUISITES

- C grade in Year 10 HASS and Science

CAREER POSSIBILITIES

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

For example:

- Psychologists,
- Teachers,
- Child Care Providers,
- Nurses,
- Counsellors,
- Social Workers,
- Human Resource Management,
- Social Media Influencer.
- Marketing and Events Officer.

GENERAL COURSES



THE ARTS

ENGLISH

HEALTH AND PHYSICAL EDUCATION

HUMANITIES & SOCIAL SCIENCES

MATHEMATICS

SCIENCE

TECHNOLOGIES

Whether you've been doing Drama all through lower school or if you've never tried it before, there is a place for everyone in the theatre. Year 11 and 12 General Drama allows you to explore different worlds, characters, histories and ideas along with building your confidence, teamwork and communication skills. This course aims to develop your creativity, critical thinking and challenge you to keep trying. Students who have done Drama in lower school will have their current skills refined and challenges. Those who are looking to try the subject for the first time will be well supported to learn everything they need to find success and enjoyment.



The Year 11 and 12 General Drama courses follow a similar program. Through the year, we will explore two plays, design a set or costume, learn improvisation and script writing skills as well as create a whole class play in preparation for *Illuminate*. You will work individually, in pairs and in larger groups throughout the year as we explore a range of theatre forms and theories. The plays we study and the forms of theatre we focus on changes each year, depending on the group of students within the class and your interests. You will develop practical and theoretical understanding in acting, elements of drama, storytelling and themes.

You are going to be asked to question different societies and values. You will learn to consider different personalities and develop a range of acting skills. You will also be given plenty of opportunities to develop your production skills in set, costume, lighting, sound and promotion. There is an open, welcoming place for all students in Drama.

Type of assessment	Weighting
Performance/production	70%
Response	30%

CAREER POSSIBILITIES

There's more to acting than Drama. If you want to be an actor, this course is the best one for you. However, there are plenty of other pathways which will benefit from your involvement in the course. Within theatre, there are the following careers: Acting, Directing, Producing, Playwriting, Sound, Lighting, Set, Costume, Hair/make up design.

Outside of the theatre, learning Drama would support the following careers: Fashion Design, Journalism, Childcare, Manager, Youtuber and many more.

Beyond this, the skills you learn in teamwork, problem solving, critical and creative thinking are all hugely important, transferable skills for any workplace.

SOUND LIKE YOU?

- Whether you're loud and outgoing or more reserved and quiet, to succeed in Drama, all you need is a positive attitude, a willingness to try and an understanding that the show must go on!



In Year 11, students will learn how to create a portfolio, a range of drawing techniques, as well as skills in painting and mixed media skills. The course is tailored to each group, some examples of previous projects include creating picture book pages, political messaging and environmental pieces. This leads well into Year 12 where we examine concept art for a range of media including video games, movies and music videos which is followed by individual projects that examine student interest/passions.

STUDENTS SHOULD CHOOSE TO DO ART

Students who engage with the arts are generally more prepared for creative thinking and problem-solving in future work and life.

Students will be shown how to develop a folder suitable for portfolio entry into creative industries courses at university. This is a different way to enter university without an ATAR pathway.

The course aims to contribute to a sense of enjoyment, engagement and fulfilment in their everyday lives, as well as to promote an appreciation for the environment and ecological sustainability.

Visual Art is an enjoyable subject, students should choose it for mental health, well-being and to break up their timetables.

Type of assessment	Weighting
Production A body of work that incorporates resolved artwork(s) and documentation of thinking and working practices.	70%
Analysis Response to analysis and evaluation of artworks sourced from a variety of forms, periods, times and/or cultures.	15%
Investigation Case studies involving research and visual analysis focused on Australian and/or international visual arts practice.	15%

CAREER POSSIBILITIES

This course can help you get a portfolio entry into any of the creative industries courses at university, from fashion and textiles design to digital game design. It provides the foundation skills for any creative industry career; art gallery staff, Visual Art technician, graphic design, fashion industry and so on. More importantly, it can help to build creative thinking skills which are transferable to any sector.

SOUND LIKE YOU?

- This course is suitable for students with foundation skills and an interest in Art.



Students in Year 11 General English will develop, practise and refine their skills in order to better comprehend, analyse, interpret, evaluate and create a range of texts, including feature articles, short stories, feature films, graphic novels, biographies and memoirs, documentary film and speeches.

Studying General English will equip you with a range of critical thinking and communication skills needed and help you to become competent, confident and engaged in everyday, community, social, further education, training and workplace situations.

The type of student who does well in this course is someone who reads widely and is interested in current events and issues of concern both at a local and global level. They enjoy sharing and discussing ideas and perspectives and are proactive about learning new vocabulary and revising concepts covered in class.

Type of assessment	Weighting
Responding Short answer comprehension responses to unseen written and visual texts Research and note-taking	40–60%
Creating Creating written and visual texts Oral presentations	40–60%

CAREER POSSIBILITIES

General English is designed to provide you with the reading, writing, speaking and listening skills you will need to succeed in a wide range of employment and/or further study pathways, in any industry.

PREREQUISITES

- Category 2 or 3 in OLNA Reading and Writing.

The Physical Education Studies General course contributes to the development of the whole person. It promotes the physical, social and emotional growth of students. Throughout the course, emphasis is placed on understanding and improving performance in physical activities. The integration of theory and practice is central to studies in this course.

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. Students engage as performers, leaders, coaches, analysts and planners of physical activity. Physical activity serves both as a source of content and data and as a medium for learning.

Learning in the Physical Education Studies General course cannot be separated from active participation in physical activities and involves students in closely integrated written, oral and physical learning experiences based upon the study of selected physical activities.

The course appeals to students with varying backgrounds, physical activity knowledge and dispositions. Students analyse the performance of themselves and others, apply theoretical principles and plan programs to enhance performance. Physical activity and sport are used to develop skills and performance, along with an understanding of physiological, anatomical, psychological, biomechanical and skill learning applications.



The Physical Education Studies General course is designed to facilitate achievement of the following outcomes:

OUTCOME 1

Skills for physical activity

OUTCOME 2

Self-management and interpersonal skills for physical activity

OUTCOME 3

Knowledge and understanding of movement and conditioning concepts for physical activity

OUTCOME 4

Knowledge and understanding of sport psychology concepts for physical activity

SOUND LIKE YOU?

- This course is suitable for people who are interested in physical activity and would like to learn more about how people perform and improve in sport.

CAREER POSSIBILITIES

The course prepares students for a variety of post-school pathways, including immediate employment or tertiary studies. It provides students with an increasingly diverse range of employment opportunities in the sport, leisure and recreation industries, education, sport development, youth work and health and medical fields linked to physical activity and sport. The course also equips students to take on volunteer and leadership roles in community activities.

Type of assessment	Weighting
Practical (performance)	50%
Investigation	25%
Response	25%

Using an inquiry process, students draw on their knowledge and understandings of health concepts and investigate health issues of interest. Through this process, they develop research skills that can be applied to a range of health issues or concerns.

The Health Studies General course is designed to facilitate achievement of the following outcomes:

OUTCOME 1

Knowledge and understandings

OUTCOME 2

Beliefs, attitudes and values

OUTCOME 3

Self-management and interpersonal skills

OUTCOME 4

Health inquiry

Type of assessment	Weighting
Inquiry	20%
Project	50%
Response	30%

SOUND LIKE YOU?

- This course is suitable for those people who are interested in learning about community health and positive health promotion.

CAREER POSSIBILITIES

This course will prepare students for career and employment pathways in a range of health and community service industries. Students will have the opportunity to develop key employability and life skills, including communication, leadership, initiative and enterprise. Inquiry skills will equip students to adapt to current and future studies and work environments.



The Career and Enterprise General course engages students in learning about developing their career in a constantly changing digital and globalised world. Careers are now considered to be about work, learning and life. Individuals need to be proactive, enterprising career managers who engage in lifelong learning.

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

The Year 11 syllabus is divided into two units.

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

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

Type of assessment	Weighting
Investigation	30%
Production/performance	30%
Individual pathway plan/career portfolio Students are required to develop an individual pathway plan (IPP) in Unit 1 and develop a career portfolio in Unit 2. These documents can include: <ul style="list-style-type: none"> • a resumé • evidence of skills and experiences • evidence of work history • goals 	20%
Response Questions can require students to respond to short answer questions and/or extended answer questions.	20%

CAREER POSSIBILITIES

While there are careers directly related to the Career and Enterprises course, the value of this course is the skills and awareness about workplaces and career advancement that it provides to all students entering the workforce.

SOUND LIKE YOU?

- This course is a relevant course for all students joining the workforce.

The study of geography draws on students' curiosity about the diversity of the world's places and their peoples, cultures and environments. It enables them to appreciate the complexity of our world and the diversity of its environments, economies and cultures, and use this knowledge to promote a more sustainable way of life.

In the Geography General course, students undertake several site visits and camps to learn how to collect information from primary and secondary sources, such as field observation and data collection, mapping, monitoring, remote sensing, case studies and reports.

The Year 11 syllabus is divided into two units, each of one semester duration:

UNIT 1 – Geography of environments at risk

This unit explores the spatial patterns and processes related to environments at risk and the protection of such environments through management at local, regional and global levels.

UNIT 2 – Geography of people and places

This unit explores the natural and cultural characteristics of a region and the processes that have enabled it to change over time and the challenges it may face in the future.



Type of assessment	Weighting
Geographical inquiry	30%
Fieldwork/practical skills	30%
Tests	40%

CAREER POSSIBILITIES

- Climate change assessment and data collection services
- Coastal, marine and hydrographic management and services
- Environmental monitoring and management and services
- Disaster response and management services
- Local and regional development services
- Natural resource management and agriculture services
- Planning (including urban, regional, environmental, social and transport planning) services
- Real estate and land development services
- Surveying and geomatics services
- Tourism management and services

SOUND LIKE YOU?

- The study of Geography suits those students that have an interest in the physical and cultural world. Geography will appeal to students that like a balance of visual and text-based learning and field work and investigations. Students that enjoy nature-based activities and seek to understand how to balance the world's population growth, globalised economies and societies will gain a very good understanding of developing sustainable communities.



The Modern History General course allows students to gain insights into their own society and its values. It helps them to understand why nations and people hold certain values, and why values and belief systems vary from one group to another. This knowledge is crucial to the development of active and informed citizens in any society. The study of history ensures that they gain essential knowledge of the past – its legacy and heritage.

The study of history suits those students that have an interest in understanding the complexities of the modern world by looking at how the past has shaped the events of today. Students will enjoy thinking about the bigger questions, while seeking to explain the relationships between societies and people.

Type of assessment	Weighting
Historical inquiry	20–30%
Explanation	20–30%
Source analysis	20–30%
Test	20–30%

CAREER POSSIBILITIES

Did you know...? The study of Modern History can lead to many different career pathways.

- Academic librarian
- Archaeologist
- Journalist
- Civil Service administrator
- Editorial assistant
- Human resources officer
- Information officer
- Talent agent
- Marketing

SOUND LIKE YOU?

- An interest in History is all you need.

The Mathematics Essential General course focuses on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives. It provides students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, person, further learning and community settings.

Topics include basic calculations, percentages and rates, using formulas for practical purposes, measurement, graphs, representing and comparing data, percentages, rates and ratios and time and motion.

The Mathematics Essential General course aims to develop students' capacity, disposition and confidence to:

- understand concepts and techniques drawn from mathematics and statistics
- solve applied problems using concepts and techniques drawn from mathematics and statistics
- use reasoning and interpretive skills in mathematical and statistical contexts
- communicate in a concise and systematic manner using appropriate mathematical and statistical language
- choose and use technology appropriately



Type of assessment	Weighting
Response	50%
Practical applications (included in both Unit 1 and Unit 2) Statistical investigation process (included in Unit 2 only.)	50%

PREREQUISITES

- The recommended minimum entry requirement for this course is a C Grade in Year 10 Mathematics.

CAREER POSSIBILITIES

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

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

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

Responsible citizens need to be able to evaluate risks, ethical concerns and benefits to make informed decisions about matters relating to lifestyle and health. Issues such as diet, medical treatments and the manipulation of fertility are examples in which personal choices have an impact on health and well-being.

Other topics are often the subject of community debate: obesity, effects of drugs and alcohol use during pregnancy, infectious diseases and hygiene. With an understanding of human biology, students are more able to make better life decisions, and to be more effective contributors to the discussions related to health issues in the community.

Students understand how the structure and function of the human body systems maintain a healthy body, support reproduction, coordinate the body, and provide defence against infectious disease. In achieving this outcome, students:

- understand structure and function of the body systems
- understand the mechanism of reproduction
- understand how the body maintains coordination of systems
- understand the effect of infectious diseases on humans.

Type of assessment	Weighting
Science inquiry	40%
Extended response	20%
Test	40%

CAREER POSSIBILITIES

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

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

PREREQUISITES

- The recommended entry requirement for this course is a C grade in Year 10 Science.

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

Psychology is very useful, both to individuals assisting us to improve ourselves and our relationships, and to society. It can be applied to any context in which humans are involved. Through this course, students gain valuable insights and understandings into both themselves and their worlds.

Students will enjoy uncovering what makes people tick and understanding the way the human brain works by undertaking experiments. The Psychology General course requires students to use the mathematical skills they have developed through the Year 7–10 Mathematics Curriculum, in addition to the numeracy skills they have developed through the Science Inquiry Skills strand of the Science Curriculum.



Type of assessment	Weighting
Investigation Students plan and conduct a study to answer a research question that can include predicting, hypothesising, designing, controlling variables, gathering and organising data and interpreting and/or evaluating research findings.	30%
Response Short and/or extended answer.	40%
Project Students communicate psychological knowledge, skills and processes in familiar and unfamiliar contexts.	30%

SOUND LIKE YOU?

- If you have an interest in finding out why people behave the way they do, and what makes them tick, then this is the course for you. Psychology has a little bit of science, math, art, out the box thinking, self reflection, and a whole lot of content that is relevant to your life now, when you were young and when you get older.
- Make sure you have an open mind and enjoy learning about the greatest organ in the body, your brain.

CAREER POSSIBILITIES

The study of Psychology suits those students that have an interest in working in health and allied health services. It is also very useful to other careers that involve dealing with people including childcare workers, teachers, and social workers.

All students should study some form of IT in secondary school as we live in a rapidly changing digital world.

Students will learn the Design process. They will use this when creating or modifying information solutions using digital technologies in response to a client brief. Students will develop an understanding of digital communication technologies, they will use computer hardware and software to create digital solutions to real world problems.

Throughout the course, students investigate client-driven issues and challenges, devise solutions, produce models or prototypes and then evaluate and refine the design solution in collaboration with the client. Students are provided with the opportunity to experience, albeit in a school environment, developing digital solutions for real situations. Students will learn how legal, ethical and social considerations are interconnected in the development of digital solutions.



Type of assessment	Weighting
Project Students research information technology-based ideas and processes to create digital solutions. This involves the application of project management approaches/techniques to a design process.	70%
Short answer Short answer questions typically require students to respond to specific questions and/or analyse digital technology products and/or trends.	20%
Extended answer	10%

CAREER POSSIBILITIES

This course offers pathways to further studies and a wide range of technology-based careers. Most industries require a working knowledge of Information Technology.

SOUND LIKE YOU?

- This course is suited to students who are interested in IT and have some foundation skills.

In the Design - Photography general course, students 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 photographic projects.

This is a highly practical course, which involves the development of design briefs and photographic concepts to produce real life solutions.

Students use industry standard software and a range of Digital SLR cameras to produce quality images. This course also covers compositions techniques, lighting, colour concepts and digital media.

This Design Photography course would appeal to students who are hands-on in their approach to learning and wish to extend their creativity, solve problems and produce high quality photographic presentations. Students with a passion for computers, technology and electronic media will also do well in this course.

Students are assessed on a range of practical and theoretical aspects of photographic design. The development of design briefs enables students to follow a design process to generate solutions to tasks. These solutions are realised when students capture their images in a variety of outdoor environments to generate high quality images and presentations.



Type of assessment	Weighting
Production Extended production project in response to a design brief. Students investigate, explore ideas and follow a design process, collating evidence of choices and solutions. This will be completed in a format suitable for presentation to the client. Formats can include digital presentation, display board, prototypes.	70%
Response Students apply their knowledge and skills in responding to a series of stimuli or prompts related to the unit content, including the extended production project. Responses can include short answers, oral presentation, multimodal presentation, flowcharts and diagrams.	30%

CAREER POSSIBILITIES

The Design - Photography General course emphasises the scope of design in trade based and professional industries, allowing students to maximise vocational pathways.

Through participation in the Design – Photography course, students develop transferable skills essential to a diverse range of career paths, including but not limited to creative industries, interior design, photography, web development, marketing and digital technologies.

The design aspects would also suit students with an eye to careers in fashion, product design, graphic arts and merchandising.

SOUND LIKE YOU?

- This interesting subject would suit a wide variety of students due to the diverse topics covered and mediums used. Students who have an inquisitive mind, practical approach and a love for creativity will find this course enjoyable.



In this course, students develop their cooking skills as well as discover where food comes from and how the industry turns raw product into food commodities that we buy. They learn about safe food handling practices and food labelling and industry laws.

Students learn about the foods required for good health, including diet-related health conditions and the nutritional values of food.

They also discover the advantages of buying local foods.



Type of assessment	Weighting
Investigation Research individually and as a class	30%
Production Design, produce and evaluate recipes	60%
Response Complete tests based on knowledge learned	10%

CAREER POSSIBILITIES

- Work in any part of the food industry such as cafés, restaurants, bars, food trucks, canteens, childcare centre cook
- Work in food technology such as developing new food products or food lines
- Work in food science such as biochemist or food safety inspector or a public health official.
- Work as a Dietician or Nutritionist
- Become a food critic or food blogger
- Work within the agriculture sector developing new ways to grow food.

SOUND LIKE YOU?

- It is an advantage to have participated in foods units in lower school to have basic cooking skills.
- Certificate II in Community Services is recommended to students, as the course have many links that help students consolidate their knowledge.



The Materials Design and Technology general course aims to prepare all students for a future in a technological and material world by providing the foundation for lifelong learning about how products are designed and how materials are developed and used. Working with materials, students develop a range of manipulation, processing, manufacturing and organisational skills. When designing with materials, they develop cognitive skills, such as solving problems, generating ideas, creative design strategies and communicating what they do. This makes them more technologically literate and, as consumers, enables them to make more informed decisions about the use and misuse of technology.

The design aspects allow students to craft their own solutions to meet their specific needs and for students to further develop their skills in workshop.

The Materials Design and Technology - Wood general course is a highly practical course. Students examine social and cultural values and the short-term and long-term impacts of the use and misuse of wood and associated technologies. Through this inquiry, experimentation and research, students develop their creativity, value and understanding of the society in which they live.

Students are assessed in both the practical and theoretical aspects of this course. Design briefs are generated as students work towards customising solutions to design tasks. These designs are brought to life through the development of skills activities and major construction projects.



CAREER POSSIBILITIES

The Materials and Design Technology - Wood General course emphasises the scope of design in trade based and professional industries, allowing students to maximise vocational pathways.

Through participation in this course, students develop a variety of highly transferable skills essential to a diverse range of career paths. This includes a range of trades such as carpenters, cabinetmaker, roofing carpenters, builders and product designers. It could also provide the basis of further studies for future architects, engineers, wood artists and Design and Technology teachers.

SOUND LIKE YOU?

- Students who enjoy a hands-on approach to learning, with a penchant for making and building projects will do well and find this course interesting.
- Previous studies in Design and Technology subjects are preferred, but not essential.

Type of assessment	Weighting
Design	25%
Production	60%
Response	15%

*Due to the high cost of materials, goods will remain the property of the school until course charges are paid in full.

The Materials Design and Technology - Metal general course is a highly practical course. Students examine social and cultural values and the short-term and long-term impacts of the use and misuse of metal and associated technologies. Through this inquiry, experimentation and research, students develop their creativity, value and understanding of the society in which they live.

The Materials Design and Technology general course aims to prepare all students for a future in a technological and material world by providing the foundation for lifelong learning about how products are designed and how materials are developed and used. Working with materials, students develop a range of manipulation, processing, manufacturing and organisational skills. When designing with materials, they develop cognitive skills, such as solving problems, generating ideas, creative design strategies and communicating what they do. This makes them more technologically literate and, as consumers, enables them to make more informed decisions about the use and misuse of technology.

The design aspects allows students to craft their own solutions to meet their specific needs and for students to further develop their skills in workshop practices. Students engage in two units of study during Year 11.



Type of assessment	Weighting
Design	25%
Production	60%
Response	15%

CAREER POSSIBILITIES

The Materials and Design Technology - Metal General course also emphasises the scope of design in trade based and professional industries, allowing students to maximise vocational pathways.

Through participation in this course, students develop a variety of highly transferable skills essential to a diverse range of career paths. This includes a range of trades such as metal fabricators, welders, boilermakers, builders and product designers. It could also provide the basis of further studies for future architects, engineers, artists and Design and Technology teachers.

SOUND LIKE YOU?

- Students who enjoy a hands-on approach to learning, with a penchant for making and building projects will do well and find this course interesting.
- Previous studies in Design and Technology subjects are preferred, but not essential.

*Due to the high cost of materials, goods will remain the property of the school until course charges are paid in full.

CERTIFICATE COURSES & ENDORSED PROGRAMS



THE ARTS

HEALTH AND PHYSICAL
EDUCATION

TECHNOLOGIES

WORKPLACE LEARNING

Certificate II in Music Industry provides students with the foundation knowledge and skills required for entry into the music industry.

Successful completion of this qualification may provide you with the opportunity to become a road crew assistant, recording assistant and performer at the local community level and may lead to further pathways including:

- Western Australia Academy of Performing Arts in Music (Production/Recording/Performance)
- Certificate III in Music Industry (Performance)
- Certificate III in Music Industry (Sound Production)
- Diploma of Music
- Bachelor of Music (Composition and Music Technology)

This course is offered to students under the auspices of College of Sound and Music Production (COSAMP) RTO #41549



CORE UNITS

- BSBTWK201 Work effectively with others
- BSBWHS211 Contribute to the health and safety of self and others
- CUAIND211 Develop and apply creative arts industry knowledge

ELECTIVE

- CUAMPF111 Develop skills to play or sing music
- CUAMPF211 Perform simple musical pieces
- CUAMPF213 Perform simple repertoire in ensembles
- CUAMPF214 Perform music from simple written notation
- CUASTA212 Assist with bump in and bump out of shows

NB This course requires students to use online third-party services which are managed by the RTO

This qualification reflects the role of individuals who assist with the delivery of sport and recreation activities and who complete a range of fundamental customer contact and maintenance duties. They work under direct supervision to complete mainly routine tasks.

This qualification may provide a pathway to work for any type of sport, aquatic or recreation organisation including commercial, not-for-profit, community and government organisations.

This course is offered to students under the auspices of IVET Institute Pty Ltd (RTO #40548).



RTO # 40548

CORE UNITS

BSBWOR202	Organise and complete daily work activities
HLTAID011	Provide first aid
HLTWHS001	Participate in workplace health and safety
SISXCAI002	Assist with activity sessions
SISXCCS001	Provide quality service
SISXEMR001	Respond to emergency situations
SISXIND001	Work effectively in sport, fitness and recreation environment
SISXIND002	Maintain sport, fitness and recreation industry knowledge
SISFAC001	Maintain equipment for activities

NB This course requires students to use online third-party services which are managed by the RTO

This qualification reflects the role of individuals who assist with operational logistics and the delivery of recreational activities. They work under direct supervision and with guidance from those responsible for planning, finalising and delivering activities, including program managers and leaders.

Assistants use a range of fundamental activity techniques during activities and can work in indoor and outdoor recreation environments, adventure learning centres or camps. The combined skills and knowledge provided by this qualification do not provide for a job outcome as a leader and further training would be required before moving into those roles.

This qualification may provide a pathway to work for any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

This course is offered to students under the auspices of IVET Institute Pty Ltd (RTO #40548).



RTO # 40548

CORE UNITS

- HLTWHS001 Participate in workplace health and safety
- SISOFLD001 Assist in conducting recreation sessions
- SISOFLD002 Minimise environmental impact
- SISXIND002 Maintain sport, fitness and recreation industry knowledge

ELECTIVES

- HLTAID003 Provide first aid
- SISCAQU002 Perform basic water rescues
- SISOBWG001 Bushwalk in tracked environments
- SISOCNE001 Paddle a craft using fundamental skills
- SISOCYT004 Ride off road bicycles on easy trails
- SISOSNK001 Snorkel
- SISOSRF001 Surf small waves using basic manoeuvres

NB This course requires students to use online third party services which are managed by the RTO

This qualification reflects the role of individuals in a variety of entry-level Business Services job roles.

This qualification also reflects the role of individuals who have not yet entered the workforce and are developing the necessary skills in preparation for work.

These individuals carry out a range of basic procedural, clerical, administrative or operational tasks that require self-management and technology skills. They perform a range of mainly routine tasks using limited practical skills and fundamental operational knowledge in a defined context. Individuals in these roles generally work under direct supervision.

This course is offered to students under the auspices of IVET Institute Pty Ltd (RTO #40548).



RTO # 40548

CORE UNITS

BSBCMM211	Apply communication skills
BSBOPS201	Work effectively in business environments
BSBPEF202	Plan and apply time management
BSBSUS211	Participate in sustainable work practices
BSBWHS211	Contribute to the health and safety of self and others

ELECTIVES

BSBCRT201	Develop and apply thinking and problem solving skills
BSBPEF101	Plan and prepare for work readiness
BSBTEC201	Use business software applications
BSBTEC202	Use digital technologies to communicate in a work environment
BSBTEC203	Research using the internet

NB This course requires students to use online third party services which are managed by the RTO

Certificate II in Community Services assists students to develop skills and knowledge to work in a variety of community service areas. This course would be suited to people who enjoy caring for and communicating with others. Employment pathways could include rewarding work providing support and assistance to clients in areas such as **childcare, aged care** and the **disability sector**. Currently there is a shortage of employees in these areas and many job opportunities.

Personal and social capabilities covered in this course include social awareness, self-management and social development. Students will also learn about the need to fulfil safe and hygienic requirements for business premises. The course covers organisational skills and knowledge needed in most workplaces, how to deal with stress in the workplace and the diverse environments of different workplaces.

This course is offered to students under the auspices of IVET Institute Pty Ltd (RTO #40548).

CORE UNITS

- CHCCOM001 Provide first point of contact
- CHCCOM005 Communicate and work in health or community services
- CHCDIV00 Work with diverse people
- HLTWHS001 Participate in workplace health and safety
- BSBWOR202 Organise and complete daily work activities

ELECTIVES

- BSBWOR201 Manage personal stress in the workplace
- FSKWTG09 Write routine workplace texts
- HLTFSE001 Follow basic food safety practices
- SITXFSA001 Use hygienic practices for food safety

NB This course requires students to use online third party services which are managed by the RTO



RTO # 40548



Workplace Learning is an Authority-developed endorsed program. To complete this endorsed program, a student works in one or more real workplace/s to develop a set of transferable workplace skills. The student must record the number of hours completed and the tasks undertaken in the workplace in the Authority's Workplace Learning Logbook. The student must also provide evidence of his/her knowledge and understanding of the workplace skills.

For each 55 hours in a real workplace, a student must complete the Authority's:

- Workplace Learning Logbook
- Workplace Learning Skills Journal

WORKPLACE LEARNING LOGBOOK

The Workplace Learning Logbook Includes:

- attendance record (completed progressively by the student)
- task schedule (completed progressively by the student)
- workplace supervisor's evaluation of student performance (completed by workplace supervisor after 55 hours, or at end of placement if fewer than 55 hours are worked).

The Logbook is validated by the workplace supervisor.

WORKPLACE LEARNING SKILLS JOURNAL

Students must respond to 10 questions after each 55 hours in the workplace. The questions are based on the Core Skills for Work Developmental Framework and may be scaffolded for students, as necessary.

The Skills Journal is validated by the Workplace Learning Coordinator.

AFTER 220 WORKPLACE HOURS

Students must complete the Logbook if they wish to have the extra hours recorded on their WASSA, but DO NOT have to complete further questions from the *Skills Journal*.

REPORTING WORKPLACE LEARNING

Schools will report to the Authority the number of hours completed in the workplace by each student. The number of hours completed will be printed on the student's Western Australian Statement of Student Achievement (WASSA).

UNIT EQUIVALENCE

- 1 unit equivalent for each 55 hours completed in the workplace
- a maximum of 4 units – two Year 11 and two Year 12
 - Less than 55 hours = 0 unit equivalents
 - 55 – 109 hours = 1 unit equivalent
 - 110 – 164 hours = 2 unit equivalents
 - 165 – 219 hours = 3 unit equivalents
 - 220+ hours = 4 unit equivalents

BANKED CREDIT

- Up to 4 unit equivalents of endorsed programs can be accrued.
- Unit equivalents are allocated to either Year 11 or Year 12 in the manner that best advantages the student.
- If the maximum unit equivalence is exceeded, achievements are reported on the WASSA but do not contribute to the WACE.

APPENDICES



LAKELAND
SENIOR HIGH SCHOOL

COURSE NAME	CHARGES	COURSE NAME	CHARGES
ATAR English	30.00	Modern History – General	66.00
ATAR Modern History	66.00	General Mathematics Essentials	28.00
ATAR Mathematics Methods	49.00	Human Biology - General	70.00
ATAR Mathematics Applications	48.00	General Psychology	26.00
ATAR Chemistry	100.00	Applied Information Technology - General	20.00
ATAR Human Biology	85.00	Design – Photography General	96.00
ATAR Physics	90.00	Engineering Studies – Mechanical - General	139.00
ATAR Psychology	26.00	Food Science and Technology - General	125.00
Visual Arts General	60.00	Materials Design & Technology – Wood - General	152.00
Career and Enterprise – General	33.00	Materials Design & Technology – Metal - General	142.00
General English	21.00	CUA20615 Certificate II in Music Industry	93.00
Health Studies - General	53.00	BSB20210 Certificate II in Workplace Skills	37.00
Physical Education Studies - General	35.00	SIS20220 Certificate II in Sport and Recreation	40.00
Geography General	39.00	SIS20419 Certificate II in Outdoor Recreation	175.00
Drama General	45.00		

*Course charges are an approximation based on previous year's costings.

*Additional cost for books and/or equipment may be subject to change and are not included in the course cost charge.

SCHOOL CONTRIBUTIONS AND CHARGES

To ensure the financial viability of the school and to enable it to provide a quality educational program for the students in its care, the School Board approves the Voluntary Contributions and Compulsory Charges for each school year along with other additional requirements.

The income generated from both Contributions & Charges is **vital** important to the school providing an enriched educational experience for your child. Students should derive the full benefit from the voluntary contribution and compulsory charges they pay. Failure to pay your contributions and charges places a large burden on the school community. The school relies upon all families to contribute. Your support of the school through the prompt payment of these Contributions and Charges will be greatly appreciated.

High-cost courses, like those outlined here, require a minimum 50% payment in order to secure your child's enrolment in the course. This payment would greatly assist the school to cover items and materials that students use over and above what is supplied by the Department of Education. This payment is due before the start of each school year, with the balance of payment due by end of Term 1.

Year 11 Courses	Compulsory Charges
CUA2419 Cert II in Outdoor Recreation	\$175.00
GEMDTW Materials, Design & Technology: Wood General	\$152.00
GEMDTM Materials, Design & Technology: Metal General	\$142.00
GEEST Engineering Studies General	\$139.00
GEFST Food Science & Technology General	\$125.00

*Course charges are an approximation based on previous year's costings.

NOTICE OF CONTRIBUTIONS AND CHARGES AND BOOKLISTS

A Start of School Year Arrangements pack will be sent out to all students at the end of 2022 containing their individual Contributions and Charges sheet and booklist.



PAYMENT OPTIONS

Cash/Cheque/EFTPOS/Credit Card at Lakeland Senior High School Administration Office.

Direct Deposit to Lakeland Senior High School

BSB:	066-173
Account Number:	10083315
Reference:	Student's Name

The school understands that some families may be unable to meet the financial requirements. As such, we offer part payment or credit card debit options to support families, or alternatively the school is happy to assist with selecting other options. Should you wish to discuss your child's fees and/or subject selections, please contact our Admin office at 61722200 or email

Lakeland.shs@education.wa.edu.au

SECONDARY ASSISTANCE SCHEME (SAS)

The Department of Education provides an allowance to Parents/Guardians who are holders of the following:

- Centrelink Family Health Care Card
- Centrelink Pensioner Concession Card
- Veterans' Affairs Pensioner Concession Card (only the blue annual Veterans' Affair Card is eligible)

Card held must be current some time in first term (31 January– 28 March 2024). The allowance is paid up to and including the year the student turns 18 years of age.

The allowance consists of two components:

\$115.00 Clothing Allowance paid directly to the parent/guardian or you may elect this to be paid to the school and put towards your child's voluntary contribution and compulsory charges.

\$235.00 Educational Program Allowance paid directly to the school. In years 11 and 12, this will be taken off compulsory charges.

A new application needs to be made each year. To apply for the assistance, please attend in person at the School's Administration Reception before Thursday 28 March 2024. No late applications will be accepted by Department of Education after this date. Note that the school cannot send the forms home to be filled in.

Please also note that if you have claimed or intend to claim the ABSTUDY School Fees Allowance in 2024, you are not eligible to also apply for SAS.

SCHOLARSHIPS

Some private organisations make scholarships available to secondary school students to assist in continuing their education.

For further information contact:

Department of Education – Student Support

Tel: 08 9402 6126

W: www.education.wa.edu.au/scholarships

E: SecondarySchoolingScholarships@education.wa.edu.au

Students can find out more information about university concessions and alternative admission pathways by visiting the websites of each university. Further information is available from the following websites:

UNIVERSITIES

Murdoch University www.murdoch.edu.au	1300 687 3624
Curtin University www.curtin.edu.au	08 9266 1000
Edith Cowan University WA www.ecu.edu.au	134 328
University of Notre Dame www.notredame.edu.au	08 9433 0533
University of WA www.uwa.edu.au	08 6488 2477

TAFE

South Metropolitan TAFE 08 9267 7500 Thornlie, Carlisle, Balga, Armadale, Midland & Bentley www.southmetrotafe.wa.edu.au
South Metropolitan TAFE 08 9239 8189 Beaconsfield, Murdoch, Maritime Centre, Rockingham & Peel www.southmetrotafe.wa.edu.au
North Metropolitan TAFE 1300 300 822 East Perth, Leederville, Mt Lawley & Northbridge www.northmetrotafe.wa.edu.au
North Metropolitan TAFE 1300 134 881 Joondalup www.northmetrotafe.wa.edu.au

Tertiary Institutions Service Centre (TISC)

www.tisc.edu.au

School Curriculum and Standards Authority (SCSA)

www.scsa.wa.edu.au

Australian Apprenticeships

www.australianapprenticeships.gov.au

Defence Force Recruiting Centre

This centre provides information on the careers available in the Airforce, the Army and the Navy.

<https://www.defencejobs.gov.au/students-and-education>

Career Information Centre

<https://www.jobsandskills.wa.gov.au/jobs-and-careers/career-planning>

Job Search

www.jobsearch.gov.au

Job Guide

www.careersonline.com.au/jobs/

Employment opportunities for graduates

www.graduatecareers.com.au

WA Department of Training & Workforce Development Training opportunities in WA

www.dtwd.wa.gov.au

Lakeland Senior High School

Principal

Catherine Baron

Deputy Principal – Strategic Operations

Simon Dober

Deputy Principal – Teaching and Learning

Robyn Blair

Program Coordinator Year 11 / 12

Alana Pritchard

Program Coordinator Year 9 / 10

Alastair Reid

Program Coordinator Year 9 / 10

Greg Prosser

Workplace Learning Coordinator

Jocelyn Carosin

VET Coordinator

Viven Encel

Career Practitioner

Suzanne White

Head of Learning Area

English

Lydia Cavallaro

Health and Phys Ed

Geordie James

Humanities and Social Science

Roger Mellor

Mathematics

Karen Keating

Science

Narelle Udy

Teacher in Charge

Applied Information Technology & Visual Arts

Fiona Guy

Food Science & Technology

Julia Moore

Materials Design & Technology

Paul Loh

Music

Ray Foo



LAKELAND
SENIOR HIGH SCHOOL

Specialist Music Technology
Specialist Touch Football

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