



LAKELAND
SENIOR HIGH SCHOOL

Year 11

Curriculum Handbook



This document is uncontrolled when printed.

History of Changes

Version No.	Effective Date	Notes
1.0	23 October 2018	<i>First Release</i>
1.1	14 June 2019	<i>pg17,37,39 change of RTO</i>
2.0	5 July 2019	<i>Update of course details, order of contents. Course costing added, Certificate courses proposed.</i>
2.1	June 2020	<i>Update of course details</i>

INTRODUCTION



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 Academic 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 student reaches the age of 17 years and six months.

All information contained in this handbook is correct at the time of publication.

COURSE OPTIONS



Students will be enrolled 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.

COURSE SELECTION

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

Courses in Year 11 are offered as a yearlong subject each made up of a pair of units. Students may enrol in 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 a 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.

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

All classes require a minimum number of students enrolled to operate.

ACHIEVING A WACE

Students in Years 11 and 12 are working towards the achievement of their WACE (Western Australian Certificate of Education).

A WASSA (Western Australian Statement of Student Achievement) is issued to all Year 12 students who complete any study that contributes towards a WACE. It lists all courses and programs students have completed in Year 11 and 12.

To qualify for the WACE a student must meet the following requirements:

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

* In the context of ATAR courses in the WACE, the term 'complete' requires that a student sits the ATAR course examination or has 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. Note: for ATAR courses with practical components, students must complete both the written and practical examinations.

** 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 qualification.

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.

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.

ACHIEVEMENT STANDARD

You must achieve at least 14 C grades or higher (or equivalents) in Year 11 and Year 12 units, including at least 6 C grades (or equivalents) in Year 12 units.

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 below under 'Further Information from Individual Universities' and go to each university's web site for full details. See Appendix 2. The Tertiary Institutions Service Centre (TISC) regularly updates their website.*

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).

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:

Tertiary Institutions Service Centre (TISC) www.tisc.edu.au

School Curriculum and Standards Authority (SCSA) www.scsa.wa.edu.au

Murdoch University www.murdoch.edu.au

Curtin University www.curtin.edu.au

Edith Cowan University WA www.ecu.edu.au

University of Notre Dame www.notredame.edu.au

University of WA www.uwa.edu.au

3. Sufficiently High ATAR

TISC is responsible for the ranking of students for university entrance. An ATAR is calculated using school assessment and WACE examination results.

The Tertiary Institutions Service Centre (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 may contribute towards the breadth-and-depth requirement of the WACE may contribute 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 2022 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 offer two endorsed programs, Music and Workplace Learning VET Programs

These courses are offered as part of the VET program (the Certificate Pathways Program).

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

School Based Certificate Course

Certificate courses give students greater flexibility when selecting their subjects. These are VET credit transfer programs that contribute towards the WACE as unit equivalents. For example, many students at Lakeland SHS select five WACE courses and one Certificate II course.

Certificate Courses that are on offer by the School if they have sufficient student uptake:

- Certificate II in Workplace Skills
- Certificate II in Community Services
- Certificate II in Applied Information technology
- Certificate II in Music
- Certificate II in Outdoor Recreation
- Certificate II in Sport Coaching

**No credit is given for partially completed certificate II courses, therefore, students will need to choose these courses carefully.

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** - 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.

- Certificate II in Workplace Skills
- Certificate II in Community Services
- Certificate II in Applied Information technology
- Certificate II in Music
- Certificate II in Outdoor Recreation
- Certificate II in Sport Coaching

Most Year 11 students who enroll 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 2023. 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 pre-requisites 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 Outdoor Education must 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.

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

COURSES WITH A SPECIFIC PREREQUISITE

Enrolment in all courses is dependent on students demonstrating satisfactory achievement from year 10.

The table below shows the additional requirement for entry to specific courses. Students who are not at the required year 10 standard will need to meet with their HoLA for approval.

Learning Area: English		
AEENG	English: ATAR	B Grade
FEENG*	English Foundation	Level 1 OLN or below
Learning Area: Health & Physical Education		
SIS20419	Certificate II in Outdoor Recreation	Must complete a swim competency test.
Learning Area: Humanities and Social Sciences		
AECEO	Geography	B grade in HASS
AEHIM	Modern History	B grade in HASS
Learning Area: Mathematics		
AEMAA	Mathematics Applications 1 & 2	B grade in Mathematics
AEMAM	Mathematics Methods 1 & 2	A grade in Mathematics
FEMAT*	Mathematics Foundation	Level 1 OLN or below
Learning Area: Science		
AEHBY	Human Biology	B Grade in Science
AECHE	Chemistry	B Grade in Science
AEPHY	Physics	B Grade in Science and Mathematics
Learning Area: Technologies		
AEAIT	Applied Information Technology	B Grade in Science and Mathematics
Endorsed Programs		
ADWPL	Workplace Learning	Good Standing throughout the year

Understanding prerequisites

Prerequisites are based upon well-established links between past performance and success in Years 11 and 12. They are a precondition of enrolment in a course. They are an important minimum requirement. Other factors may also determine whether you will be successful in a course (your ability to manage your time, whether you have a career goal, etc.). Your teacher will assist you with your choice of course. Students who ignore the school's recommendation should be aware that when they begin to experience difficulties and cannot continue in that course, the choice of an alternative course may be limited.

*Eligibility for Foundation courses

Students who have demonstrated:

- The minimum standard of literacy in Year 9 NAPLAN or Year 10 (via OLN) are not eligible to enroll in Foundation English and other List A Foundation courses in Year 11 and Year 12.
- The minimum standard of numeracy in Year 9 NAPLAN or Year 10 (via OLN) are not eligible to enroll in Foundation Mathematics and other List B Foundation courses in Year 11 and Year 12, unless they have not demonstrated the minimum standard of literacy as the List B Foundation courses place an emphasis on both literacy and numeracy.

*Student entry into Foundation course is determined by Learning Area Teacher

COURSES WITHOUT A SPECIFIC PREREQUISITE

These courses below do NOT require students to have met a prerequisite before enrolling.

Learning Area: The Arts	
GEDRA	Drama: General
GEDAN	Dance: General
GEVAR	Visual Arts General
CUA20615	Certificate II in Music
Learning Area: Humanities & Social Science	
GECAE	Career and Enterprise: General
GEGEO	Geography: General
Learning Area: English	
GEENG	English: General
Learning Area: Health and Physical Education	
GEHEA	Health Studies: General
GEPES	Physical Ed. Studies: General
SIS20319	Certificate II in Sport Coaching
Learning Area: Mathematics	
GEMAE	Mathematics Essentials
Learning Area: Science	
GEPSY	Psychology
GEHBY	Human Biology General
Learning Area: Technologies	
GEMDTW	Materials Design Technology (Wood)
GEMDTM	Materials Design Technology (Metal)
GEAIT	Applied Information Technology
GEDES	Design – Photography General
GEFST	Food Science and Technology General
GEEST	Engineering Studies - Mechanical
ICT20210	Certificate II Applied Digital Technology
BSB20210	Certificate II Workplace Skills
CHC22015	Certificate II in Community Services
Endorsed Programs	
ADSP	Music (Community Arts Performance)

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Note:

All courses are offered on the understanding that courses that do not attract a reasonable number of students will not run. Similarly, some courses may be oversubscribed; that is, there are more students wanting to do the course than available places. The school is unable to staff small classes. Some courses are very popular. However, school facilities limit the number of classes that are able to be formed. Preference will be given to those students who meet the prerequisites and submit their Subject Selections Online by the due date.



ENGLISH

ATAR English

The English ATAR course focuses on developing students' analytical, creative, and critical thinking and communication skills in all language modes. It encourages students to critically engage with texts from their contemporary world, with texts from the past and with texts from Australian and other cultures. Such engagement helps students develop a sense of themselves, their world and their place in it.

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 enjoy creating their own imaginative, interpretive, persuasive and analytical responses. The English ATAR course is designed to develop students' facility with all types of texts and language modes and to foster an appreciation of the value of English for lifelong learning.

Students refine their skills across all language modes by engaging critically and creatively with texts. They learn to speak and write fluently in a range of contexts and to create a range of text forms. They hone their oral communication skills through discussion, debate and argument, in a range of formal and informal situations.

Aims

All senior secondary English courses aim to develop students':

- skills in listening, speaking, reading, viewing and writing
- capacity to create texts for a range of purposes, audiences and contexts
- understanding and appreciation of different uses of language.

In addition, the English ATAR course aims to develop students' ability to:

- understand the use of language for communication
- analyse, evaluate and create sustained imaginative, interpretive and persuasive texts in a range of modes
- engage in critical analysis and evaluation.

***Year 11 Course Charge: \$28.00**

***Year 12 Course Charge: \$50.00**

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



MATHEMATICS

ATAR Mathematics Methods

Mathematics Methods is an ATAR course which 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.

Aims

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

***Year 11 Course Charge: \$49.00**

***Year 12 Course Charge: \$49.00**

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



MATHEMATICS

ATAR Mathematics Applications

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.

Aims

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.

***Year 11 Course Charge: \$33.00**

***Year 12 Course Charge: \$36.00**

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



HUMANITIES & SOCIAL SCIENCES

ATAR Modern History

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

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

The Modern History ATAR course begins with a study of key developments that have helped to define the modern world, with special attention given to important ideas and their consequences. This provides a context for a study of movements for change in the 20th century that have challenged the authority of the nation-state, the principal form of political organisation in the modern world. Students then investigate crises that confronted nation-states in the 20th century, the responses to these crises and the different paths nations have taken in the modern world. The course concludes with a study of the distinctive features of world order that have emerged since World War II and that are central to an understanding of the present.

The Modern History ATAR course continues to develop 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 opportunities to apply these skills are sequential and cumulative so that students develop an increasingly sophisticated understanding of the different and sometimes conflicting perspectives of the past.

Students are introduced to the complexities associated with the changing nature of evidence, its expanding quantity, range and form; the distinctive characteristics of modern historical representation; and the skills that are required to investigate controversial issues that have a powerful contemporary resonance. Students develop increasingly sophisticated historiographical skills and historical understanding in their analysis of significant events and close study of the nature of modern societies.

***Year 11 Course Charge: \$90.00**

***Year 12 Course Charge: \$83.00**

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



HUMANITIES & SOCIAL SCIENCES

ATAR Geography

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 and awareness of social and spatial inequalities.

In the senior secondary years, the Geography ATAR course provides a structured, disciplinary framework to investigate and analyse a range of challenges and associated opportunities facing Australia and the global community. These challenges include rapid change in biophysical environments, the sustainability of places, dealing with environmental risks, and the consequences of international integration.

Geography addresses questions about the interaction of natural and human environments within various natural and social systems. It examines the factors that impact upon decisions about sustainability, the conflicting values between individuals and groups over sustainability and the degree of commitment towards sustainable development.

Geography as a discipline values imagination, creativity and speculation as modes of thought. It provides a systematic, integrative way of exploring, analysing and applying the concepts of place, space, environment, interconnection, sustainability, scale and change. These principal geographical concepts are applied and explored in depth through unit topics to provide a deeper knowledge and understanding of the complex processes shaping our world. Taken together, the ability of students to apply conceptual knowledge in the context of an inquiry, and the application of skills, constitute 'thinking geographically' – a uniquely powerful way of viewing the world.

The course builds students' knowledge and understanding of the uniqueness of places and an appreciation that place matters in explanations of economic, social and environmental phenomena and processes. It also develops students' knowledge about the interconnections between places. Nothing exists in isolation. Consequently, the subject considers the significance of location, distance and proximity.

Through the study of geography, students develop the ability to investigate the arrangement of biophysical and human phenomena across space in order to understand the interconnections between people, places and environments. As a subject of the humanities and social sciences, geography studies spatial aspects of human culture using inquiry methods that are analytical, critical and speculative. In doing so, it values imagination and creativity. As a science, geography develops an appreciation of the role of the biophysical environment in human life, and an understanding of the effects human activities can have on environments. As a result, it develops students' ability to identify, evaluate and justify appropriate and sustainable approaches to the future by thinking holistically and spatially in seeking answers to questions. Students are encouraged to investigate geographical issues and phenomena from a range of perspectives, including those of Aboriginal and Torres Strait Islander Peoples.

The Geography ATAR course promotes students' communication abilities by building their skills of spatial and visual representation and interpretation through the use of cartographic, diagrammatic, graphical, photographic and multimodal forms. In addition, students communicate their conclusions by written and oral means.

***Year 11 Course Charge: \$59.00**

***Year 12 Course Charge: \$55.00**

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



SCIENCE

ATAR Chemistry

Chemistry is the study of materials and substances and the transformations they undergo through interactions and the transfer of energy. Chemists can use an understanding of chemical structures and processes to adapt, control and manipulate systems to meet particular economic, environmental and social needs. This includes addressing the global challenges of climate change and security of water, food and energy supplies, and designing processes to maximise the efficient use of Earth's finite resources. Chemistry develops students' understanding of the key chemical concepts and models of structure, bonding, and chemical change, including the role of chemical, electrical and thermal energy. Students learn how models of structure and bonding enable chemists to predict properties and reactions and to adapt these for particular purposes.

Students explore key concepts and models through active inquiry into phenomena and through contexts that exemplify the role of chemistry and chemists in society. Students design and conduct qualitative and quantitative investigations both individually and collaboratively. They investigate questions and hypotheses, manipulate variables, analyse data, evaluate claims, solve problems and develop and communicate evidence-based arguments and models. Thinking in chemistry involves using differing scales, including macro, micro and nano-scales; using specialised representations such as chemical symbols and equations; and being creative when designing new materials or models of chemical systems. The study of chemistry provides a foundation for undertaking investigations in a wide range of scientific fields and often provides the unifying link across interdisciplinary studies.

Some of the major challenges and opportunities facing Australia and the Asia-Pacific region at the beginning of the twenty-first century are inextricably associated with chemistry. Issues of sustainability on local, national and global levels are, and will continue to be, tackled by the application of chemical knowledge using a range of technologies.

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
- 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.

***Year 11 Course Charge: \$90.00**

***Year 12 Course Charge: \$90.00**

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



SCIENCE

ATAR Human Biology

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.

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.

The Human Biology ATAR course is designed to facilitate achievement of the following outcomes.

Outcome 1 – Science Inquiry Skills

Students investigate questions in human biology, evaluate the impacts of advancements in human biology and communicate scientific understandings.

Outcome 2 – Science as a Human Endeavour

Students explore the application of the knowledge and understanding of human biological systems in a wide range of real world contexts.

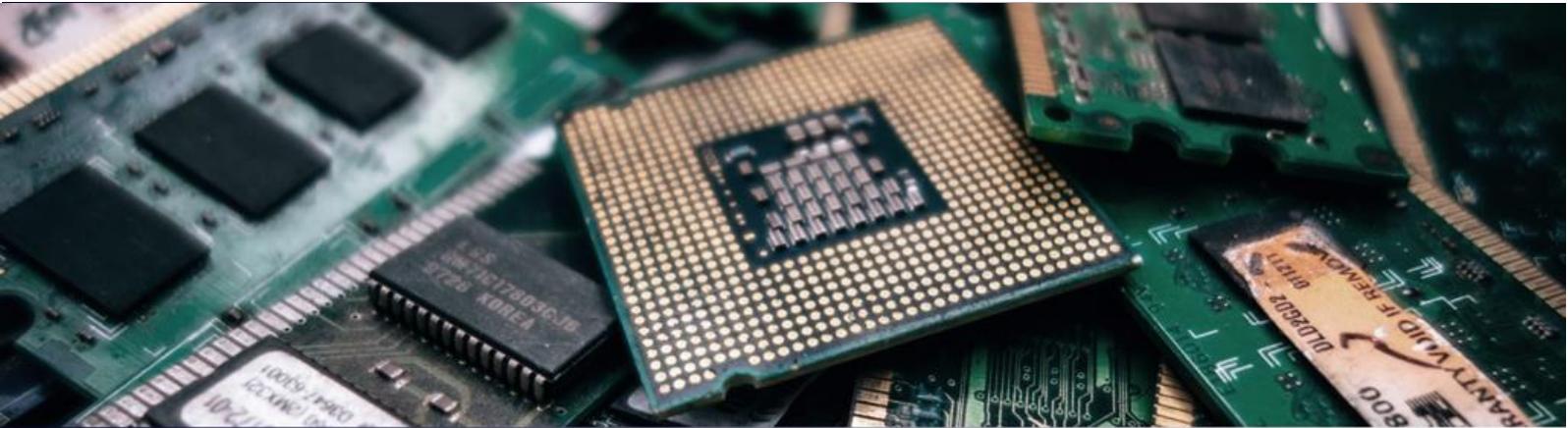
Outcome 3 – Science Understanding

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

Year 11 Course Charge: \$75.00

Year 12 Course Charge: \$75.00

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



TECHNOLOGIES

ATAR Applied Information Technology

The development and application of digital technologies impacts most aspects of living and working in our society. Digital technologies have changed how people interact and exchange information. These developments have created new challenges and opportunities in lifestyle, entertainment, education and commerce.

Throughout the Applied Information Technology ATAR 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.

The practical application of skills, techniques and strategies to solve information problems is a key focus of the course. Students also gain an understanding of computer systems and networks. In undertaking projects and designing solutions the legal, ethical and social issues associated with each solution are also considered and evaluated.

This course provides students with the opportunity to develop the knowledge and skills of digital technologies. It also encourages students to use digital technologies in order to use them in a responsible and informed manner.

The Applied Information Technology ATAR course provides a sound theoretical and practical foundation, offering pathways to further studies and a wide range of technology based careers.

The Applied Information Technology ATAR course is designed to facilitate achievement of the following outcomes.

Outcome 1 – Design process

Students apply a design process when creating or modifying information solutions using digital technologies in response to a client brief.

Outcome 2 – Understanding digital communication technologies

Students understand the nature and use of computer hardware and software to achieve digital solutions. In achieving this outcome, students:

Outcome 3 – Impacts of technology

Students understand how legal, ethical and social considerations are interconnected in the development of digital solutions.

***Year 11 Course Charge: \$45.00**

***Year 12 Course Charge: \$45.00**

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



VISUAL ARTS

Visual Arts General

The Visual Arts General course encompasses the practice and theory of the broad areas of art, craft and design. Students are encouraged to develop problem-solving skills together with creative and analytical ways of thinking. Innovation is encouraged through a process of inquiry, exploration and experimentation. Students transform and shape ideas to develop resolved artworks. They engage in art making processes in traditional and new media areas which involve exploring, selecting and manipulating materials, techniques, processes, emerging technologies and responses to life. This course allows them to engage in traditional, modern and contemporary art forms and conventions, such as sculpture, painting, drawing, graphic design, printmaking, collage, ceramics, earth art, video art, installations, textiles, performance, photography, montage, multimedia, and time-based works and environments.

Students gain knowledge, understanding and appreciation of art and culture, both in Australian and international contexts. They analyse and evaluate their own works and the works of others from a range of historical and cultural viewpoints and develop an appreciation of the role of art in the community and their daily lives. Through their art experiences, they come to an understanding of broader questions about the values and attitudes held by individuals and societies and gain an awareness of the role that art plays in reflecting, challenging and shaping societal values.

The Visual Arts General course aims to enable students to make connections to relevant fields of study and to more generally prepare them for creative thinking and problem-solving in future work and life. It 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. Students will be shown how to develop a folder suitable for portfolio entry into creative industries courses at university.

The Visual Arts General course is designed to facilitate achievement of the following outcomes.

Outcome 1 – Visual arts ideas

Students use creative processes to research, develop and communicate art ideas.

Outcome 2 – Visual arts skills, techniques and processes

Students use creative skills, techniques, processes, technologies and conventions to produce resolved artworks.

Outcome 3 – Responses to visual arts

Students respond to, reflect on and critically evaluate their own art and the art of others.

Outcome 4 – Visual arts in society

Students understand the role of visual arts in society.

***Year 11 Course Charge: \$60.00**

***Year 12 Course Charge: \$60.0**

Excursions, incursions and camps are not an integral part of the course but may be offered. These may be subject to change and are not included in the course cost charge.



ENGLISH

General English

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 English General course is designed to provide students with the skills that will empower them to succeed in a wide range of post-secondary pathways.

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

Students comprehend, analyse, interpret and evaluate the content, structure and style of a wide variety of oral, written, multimodal, digital and media texts. Students learn how the interaction of structure, language, audience and context helps to shape how the audience makes meaning. Both independently and collaboratively, they apply their knowledge to create analytical, imaginative, interpretive and persuasive texts in different modes and media.

Aims

All senior secondary English courses aim to develop students' ability to:

- listen, speak, read, view and write
- create texts for a range of purposes, audiences and contexts
- understand and appreciate different uses of language.

In addition, the English General course aims to develop students' ability to:

- use and apply language and information effectively, confidently and creatively in vocational, community and academic contexts and enhance their broader communication skills
- understand the ways in which text structure, stylistic features and register combine to make meaning and influence responses
- be proficient in comprehending and creating a range of written, oral, multimodal and digital forms
- work collaboratively, interacting confidently and effectively with others in everyday, community, social and applied learning contexts.

***Year 11 Course Charge: \$19.00**

***Year 12 Course Charge: \$19.00**

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



DANCE

Dance General

Dance is dynamic and powerful. It embodies our ideas, thoughts, emotions and values and provides a unique opportunity to develop physically, creatively, aesthetically, emotionally and intellectually. People have always danced, and dance continues to evolve as a form of expression, fulfilling a variety of functions in society. As an art form, dance encourages artistic creativity and the active use of the imagination. The study of dance acknowledges the interrelationship between practical and theoretical aspects—the making and performing of movement and the appreciation of its meaning. It allows students to make and present dance relevant to their lives.

The Dance General course develops and presents ideas through a variety of genres, styles and forms, as it provides a unique way in which to express our cultural view and understanding of the world. Through critical decision-making in individual and group work, movement is manipulated and refined to reflect the choreographer's intent. Students use a wide range of creative processes, such as improvisation and the use of choreographic elements and devices and draw on their own physicality and the interpretation of existing work of others to make dance works.

Students experience an intrinsic sense of enjoyment and personal achievement through expressing and challenging themselves physically. As a physical art form, dance is able to offer an opportunity for them to achieve an elite level of movement skills. They gain an understanding of the physical competencies specific to dance, including experiential anatomy (movement specific alignment), strength, flexibility, coordination and rhythmic understanding, while learning to use the body as a medium for artistic expression. The study of dance draws on other disciplines, including yoga, martial arts and gymnastics. It is essential that students demonstrate safe dance practices and understand health issues that will enhance their general physical well-being and prolong their dance involvement.

Students reflect on, respond to, and evaluate how dance styles and forms are historically derived and culturally valued. They learn about the origins of dance and its importance as a form of expression and that it can represent a variety of political, cultural and historical motivations. This understanding informs their own dance-making and the dance works of others. They use appropriate terms and language to describe dance.

In performing dance, technical, design and expressive skills are incorporated and developed. The opportunity to present dance to an audience enables students to understand and undertake a wide range of production and design concepts, skills and roles. Dance may draw on other art forms, such as music, art and electronic media to broaden students' knowledge and interest in the Arts.

Through participation in the Dance General course, students develop transferable skills essential to their future. These include communication skills, collaborative teamwork skills, negotiation and conflict resolution skills, problem solving skills, as well as the ability to organise, analyse and evaluate. Participation may lead to opportunities for future study in dance or related arts fields.

***Year 11 Course Charge: \$90.00**

***Year 12 Course Charge: \$90.00**

Excursions, incursions and camps are not an integral part of the course but may be offered. These may be subject to change and are not included in the course cost charge.



DRAMA

Drama General

Drama General is a vibrant and varied art form found in play, storytelling, street theatre, festivals, film, television, interactive games, performance art and theatres. It is one of the oldest art forms and part of our everyday life. Through taking on roles and enacting real and imagined events, performers engage audiences who suspend their disbelief to enter the world of the drama. Through Drama, human experience is shared. Drama entertains, informs, communicates and challenges.

Students achieve outcomes through the key activities of creation, performance and reflection. They explore and communicate ideas and learn particular processes and skills to enable them to work with Drama forms, styles, conventions and technologies. They reflect, respond and evaluate drama and become critical, informed audiences, understanding drama in the context of their own society and culture, drawing on a diverse range of drama from other cultures, places and times to enrich their intercultural understanding.

The Drama General course focuses on aesthetic understanding and drama in practice as students integrate their knowledge and skills. They use the elements and conventions of drama to develop and present ideas and explore personal and cultural issues. They engage in drama processes, such as improvisation, play building, text interpretation, playwriting and dramaturgy which allow them to create original drama and interpret a range of texts written or devised by others. Their work in this course includes production and design aspects involving sets, costumes, makeup, props, promotional materials, stage management, front-of-house activities, sound and lighting. Increasingly, students use technologies, such as digital sound and multimedia. They present drama to a range of audiences and work in different performance settings.

Students work independently and collaboratively, learning time management skills, showing initiative and demonstrating leadership and interpersonal skills. The Drama General course requires them to develop and practise problem-solving skills through creative and analytical thinking processes. They develop their capacity to respond to, reflect on, and make informed judgements, using appropriate terminology and language to describe, analyse, interpret and evaluate drama, drawing on their understanding of relevant aspects of other art forms.

In this course, students engage in both Australian and World Drama texts. They understand how drama has changed over time and will continue to change according to its cultural context. Through the Drama General course, they can understand the experience of other times, places and cultures in an accessible, meaningful and enjoyable way. They understand the economic factors that affect drama practice and explore the vocational opportunities that drama offers.

While some students intend to make a career in Drama and related fields, they also participate in Drama for enjoyment and satisfaction. They experience the pleasure that comes from developing personal skills, knowledge and understandings that can be transferred to a range of careers and situations. The Drama General course builds confidence, empathy, understanding about human experience, and a sense of identity and belonging. These are invaluable qualities for contemporary living.

***Year 11 Course Charge: \$45.00**

***Year 12 Course Charge: \$45.00**

Excursions, incursions and camps that are not an integral part of the course but may be offered. These may be subject to change and are not included in the course cost charge.



PHOTOGRAPHY

Design – Photography General

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. It would suit students who are hands on in their approach to learning and wish to extend their creativity, solve problems and produce high quality photographic presentations. A background in Photo Media in lower school is preferable, but not essential.

The Design - Photography General course also emphasises the scope of design in trade based and professional industries, allowing students to maximise vocational pathways. Students engage in two units of study during Year 11. 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.

Course Content Description:

G1DESP - The focus of this unit is design process and practice. Students will:

- Investigate and practice the use of camera controls and techniques to achieve different effects through the control of the camera's shutter speed and aperture.
- Analyse images with respect to the elements and principles of design. Take photographs that demonstrate the Space and Leading Lines.
- Investigate photographic techniques and their role as communication mediums. Produce photographs to demonstrate Rule of Thirds.
- Investigate light and its influence on camera settings and images. Use a design process to produce a series of that display an understanding of a design principle of choice.

G2DESP - The focus of this unit is Personal Design. Students will:

- Produce a presentation image incorporating complementary colours.
- Produce presentation images from within the local community that incorporates signs in context of their surroundings.
- Follow a design process to produce a series of images that create close up or macro images.
- Produce a six-image photo story that demonstrates narrative technique and research copyright laws in photography.

***Year 11 Course Charge:**

\$95.00

***Year 12 Course Charge:**

\$95.00

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



CAREER and ENTERPRISE

Career and Enterprise – General

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 course reflects the importance of career development knowledge, understanding and skills in securing, creating and sustaining work. Work, including unpaid voluntary work, is fundamentally important in defining the way we live, relate to others and in determining the opportunities we have throughout life. The world of work is complex and constantly changing. The course recognises that work both reflects and shapes the culture and values of our society.

Workplaces have different structures which impact on their practices and processes and how they operate. Each workplace is unique, and its organisation governs workplace settings and patterns of work.

The Career and Enterprise General course has been constructed using, and is strongly aligned to, the knowledge, skills and understandings from the *Core Skills for Work Development Framework (2013)* and the *Australian Blueprint for Career Development (the Blueprint)*.

When developing teaching and learning program, teachers should consider students' formal and informal work experiences, cultural backgrounds and values.

***Year 11 Course Charge: \$27.00**

***Year 12 Course Charge: \$58.00**

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



HUMANITIES & SOCIAL SCIENCES

Geography General

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

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

- Semester 1 is an exploration into environments at risk and the protection of such environments through management at local, regional and global levels such as the Ningaloo Reef. Individuals and/or groups can have conflicting viewpoints which can place environments at risk. Sustainable solutions need to be developed for these environments and account for differing viewpoints.
- Semester 2 allows students to focus on the natural and cultural characteristics of a region, change over time and the challenges it may face in the future. Students develop the knowledge, understanding and skills that will enable them to understand and apply the concept of a region to other regions in different scales.
- In Semester 3 students learn about causes of natural and biological hazards, such as volcanic eruptions and Covid-19. They seek to understand the management of hazards and the risks that they pose to people and environments.
- During Semester 4 students broaden their geographical understanding to include the economic social and cultural changes taking place in the world such as production and consumption of commodities such as iron ore or manufactured goods and the globalisation of the fashion or music industry.

***Year 11 Course Charge: \$59.00**

***Year 12 Course Charge: \$55.00**

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



PHYSICAL EDUCATION

Health Studies - General

The Health Studies General course focuses on the study of health as a dynamic quality of human life. Students undertaking this course develop the knowledge, understanding and skills necessary to promote an understanding of the importance of personal and community action in promoting health.

The influence of social, environmental, economic and biological determinants of health is a key focus of the course. Other course content includes the influence of beliefs, attitudes and values on health behaviour, and the importance of self-management and interpersonal skills in making healthy decisions.

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.

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

Outcome 1 – Knowledge and understandings

Students understand factors and actions that influence health.

Outcome 2 – Beliefs, attitudes and values

Students understand the influence of beliefs, attitudes, values and norms on health.

Outcome 3 – Self-management and interpersonal skills

Students use self-management and interpersonal skills to promote health.

Outcome 4 – Health inquiry

Students use inquiry skills and processes to investigate and respond to health issues.

***Year 11 Course Charge: \$45.00**

***Year 12 Course Charge: \$45.00**

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



MATHEMATICS

General Mathematics Essentials

Mathematics is the study of order, relation and pattern. From its origins in counting and measuring, it has evolved in highly sophisticated and elegant ways to become the language used to describe much of the physical world. Statistics is the study of ways of collecting and extracting information from data and of using that information to describe and make predictions about the behaviour of aspects of the real world in the face of uncertainty. Together, mathematics and statistics provide a framework for thinking and a means of communication that is powerful, logical, concise and precise.

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, personal, further learning and community settings. This course offers students the opportunity to prepare for post-school options of employment and further training.

The content of the Mathematics Essential General course is designed to be taught within contexts that are relevant to the needs of the particular student cohort. The skills and understandings developed throughout the course will be further enhanced and reinforced through presentation related to areas encountered in vocational education and training (VET), apprenticeships, traineeships or employment.

Aims

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.

***Year 11 Course Charge: \$22.00**

***Year 12 Course Charge: \$22.00**

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



SCIENCE

General Psychology

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.

This course introduces students to a breadth of knowledge focusing on the psychology of self and others. Psychological knowledge helps us understand factors relating to individuals, such as: cognition, or the way we think; biological bases of behaviour; and personality, the enduring traits that distinguish individuals. Psychological knowledge also helps us understand the way that individuals function within groups. This consists of knowledge associated with socialisation, moral development, the formation of attitudes and also how people relate and communicate. On a larger scale, psychological knowledge can help us to understand how individuals function within different contexts and how this is influenced by culture, shaping people's values, attitudes and beliefs.

Psychology is very useful, both to individuals assisting us to improve ourselves and our relationships, and to society as a whole. 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. Methods of communication studied enhance personal communication skills, both within the field of psychology and in the context of daily life. Students also develop important research skills as they engage in the exploration and evaluation of data to illustrate how empirical procedures are used to examine phenomena such as intelligence and personality.

This course is designed to integrate the understanding of scientific principles, the acquisition of psychological knowledge and the application of both in an enjoyable and contemporary way. The study of psychology is highly relevant to further studies in the health professions; education, human resources, social sciences, sales, media and marketing and management.

The Psychology General course is designed to facilitate achievement of the following outcomes.

- Students understand the bases of human behaviour.
- Students use information gathering methods to explore and answer questions about human thinking, emotion and behaviour.
- Students select and apply knowledge, understandings and skills to the study of human behaviour.
- Students use appropriate skills and processes to communicate their understanding of human behaviour

***Year 11 Course Charge: \$52.00**

***Year 12 Course Charge: \$52.00**

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



SCIENCE

Human Biology - General

The Human Biology General course gives students a chance to explore the ins and outs of the human body - from bones to muscles, the functions of our hormones and the ways in which we react to external stimuli. Students will explore the fundamentals of human reproduction; the splitting of cells, development of the foetus and how our DNA shapes our traits, behaviours and even how we think. Not only do students study how our body works when it's functioning as it should, we explore the causes and spread of disease and how humans respond to invading pathogens.

Throughout their studies students learn to investigate the body's systems through real and virtual dissections and practical examinations of cells, organs and the systems they belong to. They research functional and contemporary treatments for dysfunctions and diseases through the use of ICT equipment, using information gathered to create scientific reports and relate findings to previously discovered data.

A course that encourages students to think deeply about how humans, as vastly diverse as we are on the outside, are much more alike on the inside.

The Human Biology General course is designed to facilitate achievement of the following outcomes.

Outcome 1 – Science Inquiry Skills

Students investigate questions in human biology, evaluate the impacts of advancements in science and communicate scientific understandings.

Outcome 2 – Science as a Human Endeavour

Students explore the application of the knowledge and understanding of human biological systems in a wide range of real world contexts.

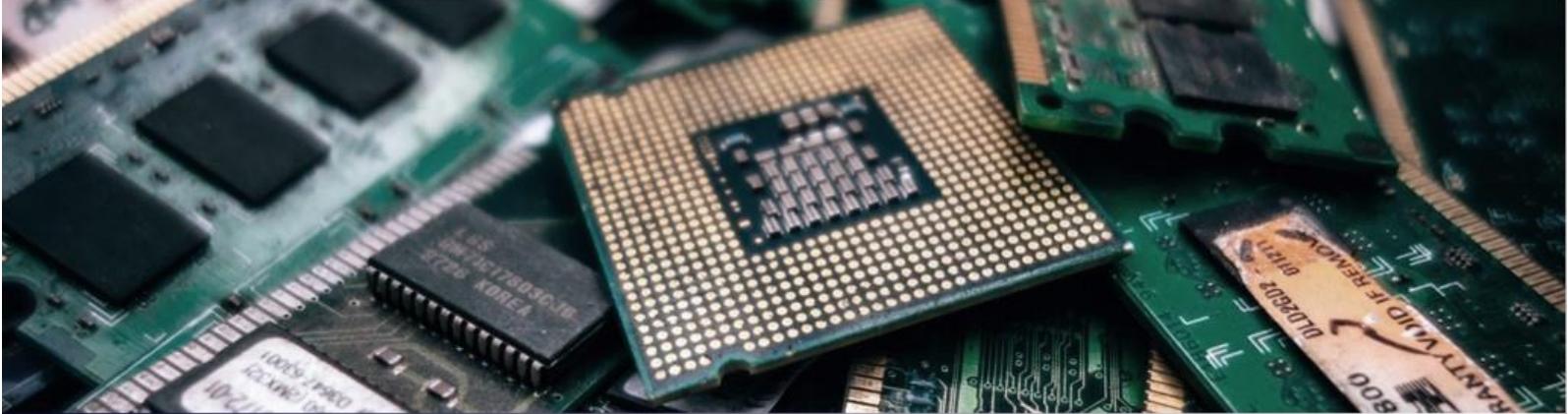
Outcome 3 – Science Understanding

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

***Year 11 Course Charge: \$65.00**

***Year 12 Course Charge: \$65.00**

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



TECHNOLOGIES

Applied Information Technology - General

The development and application of digital technologies impact most aspects of living and working in our society. Digital technologies have changed how people interact and exchange information. These developments have created new challenges and opportunities in lifestyle, entertainment, education and commerce.

Throughout the Applied Information Technology General 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.

The practical application of skills, techniques and strategies to solve information problems is a key focus of the course. Students also gain an understanding of computer systems and networks. In undertaking projects and designing solutions, the legal, ethical and social issues associated with each solution are also considered and evaluated.

This course provides students with the opportunity to develop the knowledge and skills of digital technologies. It also encourages students to use digital technologies in a responsible and informed manner.

The Applied Information Technology General course provides a sound theoretical and practical foundation, offering pathways to further studies and a wide range of technology based careers.

The Applied Information Technology General course is designed to facilitate achievement of the following outcomes.

Outcome 1 – Design process

Students apply a design process when creating or modifying information solutions using digital technologies in response to a client brief.

Outcome 2 – Understanding digital communication technologies

Students understand the nature and use of computer hardware and software to achieve digital solutions.

Outcome 3 – Impacts of technology

Students understand how legal, ethical and social considerations are interconnected in the development of digital solutions.

***Year 11 Course Charge: \$20.00**

***Year 12 Course Charge: \$20.00**

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



TECHNOLOGIES

Engineering Studies – Mechanical - General

The Engineering Studies General course provides opportunities for students to investigate, research and present information, design and make products and undertake project development. These opportunities allow students to apply engineering processes, understand underpinning scientific and mathematical principles, develop engineering technology skills and explore the interrelationships between engineering and society.

The Engineering Studies General course is essentially a practical course focusing on real-life contexts. It aims to prepare students for a future in an increasingly technological world, by providing the foundation for life-long learning about engineering. It is particularly suited to those students who are interested in engineering and technical industries as future careers.

Year 11

Unit 1 description

In this unit, students develop an understanding of the engineering design process. They study and interpret a given design brief, learn a range of research skills and devising methods to develop concepts, then plan and communicate proposed solutions to the given design brief. They study core engineering theory and relevant theory of their chosen specialist area, and learn to integrate and use this knowledge to develop and present proposals for practical solutions.

Students calculate requirements, prepare drawings and produce lists of materials and components and then follow a given timeline to produce, test and evaluate the finished product.

Unit 2 description

In this unit, students focus on the topics of automation and technical innovation. They investigate engineering examples within these themes and the impact these technologies have on society. Students study and interpret a given design brief. They develop responses to the brief through a process that requires students to engage in a range of activities including: researching similar existing engineered products; sketching, drawing and annotating concepts; and choosing the preferred concept for production as a prototype or working model. Students finalise their chosen design by documenting its specifications in the form of appropriate drawings and lists of materials and components. They follow a given timeline to undertake tasks required to produce, test and evaluate the product. Core and specialist area theory continues to be studied to develop greater understanding of the scientific, mathematical and technical concepts that explain how engineered products function.

***Year 11 Course Charge: \$138.50**

***Year 12 Course Charge: \$138.50**

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



DESIGN & TECHNOLOGY

Materials Design & Technology – Wood - General

Materials Design & Technology – Metal - General

Materials are the basic ingredients of technology. Materials are used to make machines and these machines use materials to make products. Materials also supply the energy to enable technology to function. Throughout history, the evolution of technology has been largely determined by the availability of materials. The strong historical links between materials, design and technology remain significant in society today. As long as the desire to create new opportunities and to continue to improve our quality of life remains, the development of materials will continue.

The Materials Design and Technology General course is a practical course. The course allows teachers the choice to explore and use three materials learning contexts: metal, textiles and wood with the design and manufacture of products as the major focus. There is also the flexibility to incorporate additional materials from outside the designated contexts. This will enhance and complement the knowledge and skills developed within the course as many modern-day products are manufactured using a range of different material types. Students examine social and cultural values and the short-term and long-term impacts of the use and misuse of materials and associated technologies. Through this inquiry, experimentation and research, students develop their creativity and understanding of the society in which they live.

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 course outcomes are relevant to a number of learning areas, including but not limited to, Technology and Enterprise, Society and Environment, The Arts, Science and Mathematics. This course also connects to the world of work, further vocational education and training and university pathways. Students may achieve vocational education and training (VET) competencies as they complete their design projects, while at the same time, developing cognitive skills fundamental to designing in a practical context. This process enhances employability and may lead to further training and employment opportunities in areas that include textiles and clothing, manufacturing, design, built environment, science and engineering.

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.

*Year 11 Wood Course Charge:	\$141.50	*Year 12 Wood Course Charge:	\$141.50
*Year 11 Metal Course Charge:	\$151.00	*Year 12 Metal Course Charge:	\$151.00

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



ENGLISH

Foundation English

Foundation courses are designed for students who have not demonstrated the Western Australian Certificate of Education (WACE) standard of numeracy and Standard Australian English (SAE) literacy skills. These standards are based on Level 3 of the Australian Core Skills Framework (ACSF) which outlines the skills required for individuals to meet the demands of everyday life and work in a knowledge-based economy.

Foundation courses provide support for the development of functional literacy and numeracy skills essential for students to meet the WACE standard of literacy and numeracy through engagement with the ACSF Level 3 reading, writing, oral communication and numeracy core skills.

Course aims

The English Foundation course aims to develop students':

- opportunities to practise their skills with functional literacy, especially spelling, punctuation and grammar
- skills in reading (understanding, comprehending, interpreting, analysing) texts for work, learning, community and everyday personal contexts
- skills in producing (constructing, creating, writing) texts for work, learning, community and everyday personal contexts
- skills in speaking and listening for work, learning, community and everyday personal contexts.

***Year 11 Course Charge: \$18.00**

***Year 12 Course Charge: \$18.00**

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



MATHEMATICS

Mathematics Foundations

Mathematics Foundation is a General course which focuses on building the capacity, confidence and disposition to use mathematics to meet the numeracy standard for the Western Australian Certificate of Education (WACE). It provides students with the knowledge, skills and understanding to solve problems across a range of contexts, including personal, community and workplace/employment. This course provides the opportunity for students to prepare for post-school options of employment and further training.

Course Aims

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

- recognise and apply functional numeracy concepts and techniques in practical situations, including personal, community and workplace contexts
- interpret and apply mathematical information embedded in various documents, texts and other media, involving contexts from everyday life and work
- represent and communicate mathematically, consistent with the language of the context.

***Year 11 Course Charge: \$22.00**

***Year 12 Course Charge: \$22.00**

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



VOCATIONAL EDUCATION & TRAINING

Vocational Education and Training - VET

WHAT IS VET

Vocational Education and Training provides you with skills and knowledge to perform effectively in the workplace. A VET qualification prepares you for, or in some instances qualifies you to do, a specific job. VET can contribute directly to your career goals no matter what your destination is. It all counts in some way at different points in your career.

WHY WOULD I CHOOSE VET?

- VET offers many pathways towards your career and vocation aspirations
- VET is nationally recognised which means you can take it anywhere in Australia
- VET contributes significantly towards your WACE.

TRAINING PATHWAYS

A VET qualification provides you with essential skills which are transferable across multiple employment and education pathways. You will find this information in the VET training pathways brochure.

VET AND THE WASSA

Completed qualifications recorded as part of your secondary studies are listed on the Western Australian Statement of Student Achievement (WASSA) along with individual units of competency achieved.

HOW DOES VET CONTRIBUTE TOWARDS THE WACE?

VET can contribute towards the WACE as VET credit transfer. A completed Certificate II will contribute 4 “C” grade equivalents to the WACE. A completed Certificate III will contribute 6 “C” grade equivalents to the WACE. Partial completion of a Certificate *may* contribute to the WACE, depending on the number of units completed.

Visit <http://senior-secondary.scsa.wa.edu.au/vet/howvet-contributes-towards-wace>



VOCATIONAL EDUCATION & TRAINING

USI AND THE WACE

For VET to contribute towards the WACE you need to have been issued with a Unique Student Identifier and have it added to your student record. Speak to your school's VET coordinator or visit <https://www.usi.gov.au>.

What is an accredited course?

An accredited course is one that is developed to meet training needs not addressed by existing training packages. See the VET infographic at <http://seniorsecondary.scsa.wa.edu.au/vet/all-about-vet>.

What is a training package?

A training package is a set of nationally endorsed standards and qualifications for recognising and assessing skills and knowledge in a specific industry, job sector or enterprise.

Do accredited courses contribute towards the WACE?

In many cases accredited courses provide the same credit towards the WACE as training package qualifications.

Download Accredited Course Recognition Status List

<http://senior-secondary.scsa.wa.edu.au/vet/wace-recognitionof-vet-accredited-courses>.

What if I don't get my WACE?

VET that is achieved once you are no longer at school may be used towards meeting WACE requirements.

Visit <http://senior-secondary.scsa.wa.edu.au/certification/wace-after-year-12>

Fees and charges may apply.

SCSA VET Awards

The School Curriculum and Standards Authority recognises student excellence in VET through the annual VET Awards for students who are completing a combination of VET and workplace learning in Year 12.

Visit <http://senior-secondary.scsa.wa.edu.au/certification/exhibitions-and-awards>

Awards for Outstanding Achievement in VET



VOCATIONAL EDUCATION & TRAINING

CUA20615 Certificate II in Music Industry



Many musicians play a musical instrument, or sing, or indeed do both. Some are interested in the production side of music, such as recording, editing and mixing. Some are songwriters, beatmakers, and sound designers. In today's marketplace, the savvy musician has a level of skill in each of these areas.

The Certificate II in Music Industry course is designed with this in mind, and incorporates elements of the aspects mentioned above. Successful completion of this course means students will graduate with a formal qualification in Music, delivered by Lakeland Senior High School under the auspices Melbourne-based group COSAMP – College of Sound and Music Production (RTO #41549), the educational division of professional Melbourne recording studio Salt Studios.

This is a competency-based course, developing in students a hybrid skillset of musicianship, sound engineering, and performance. Students will develop skills in preparing for performances, developing audio skills and knowledge or repairing and maintaining audio equipment. It is offered as a preparatory program and pathway into the Certificate III in Music Industry course.

Core units

- BSBWHS201 Contribute to health and safety of self and others
- BSBWOR203 Work effectively with others
- CUAIND201 Develop and apply creative arts industry knowledge

Elective units

- CUAMCP201 Incorporate technology into music making
- CUAMPF101 Develop skills to play or sing music
- CUAMPF201 Play or sing simple musical pieces
- CUASOU202 Perform basic sound editing
- CUASTA202 Assist with bump in and bump out of shows



VOCATIONAL EDUCATION & TRAINING

Assessment

All nationally recognised courses use a competency-based approach to assessment. This involves students being assessed against standard criteria or benchmarks. A student is judged as either competent or not yet competent. The judgement is made on the basis of evidence which can be in a variety of forms, for example written tests, performance observations, quizzes or portfolios.

All assessment requirements need to be met concurrently to demonstrate the achievement of an element of competency. All elements of competency must be achieved to demonstrate the achievement of a unit of competency.

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



VOCATIONAL EDUCATION & TRAINING

BSB20210 Certificate II in Workplace Skills

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



RTO # 40548

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.

The qualification consists of five (5) core units and five (5) elective units

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

Elective units

These units are still to be confirmed, as this is a new course which has replaced the Certificate II in Business.

Possible future employment for students holding this certificate may include general clerical, business administration, local government administration and government service delivery roles.

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



VOCATIONAL EDUCATION & TRAINING

CHC22015 – Certificate II in Community Services

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



This qualification may be used as a pathway for workforce entry as community services workers who provide a first point of contact and assist individuals in meeting their immediate needs. At this level, work takes place under direct, regular supervision within clearly defined guidelines.

Possible job roles might include personal care assistant, care service employee, community services contact officer, care worker, personal care worker support worker (Community Services), personal care giver, home helper, night patrol worker, customer service staff (Community Services), Reception front desk staff, assistant community services worker.

Core units

- CHCCOM001 Provide first point of contact
- CHCCOM005 Communicate and work in health or community services
- CHCDIV00 Work with diverse people
- HLTWHS00 Participate in workplace health and safety
- BSBWOR202 Organise and complete daily work activities

Elective units

- BSBWOR201 Manage personal stress in the workplace
- FSKWGTG09 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



VOCATIONAL EDUCATION & TRAINING

ICT20210 Certificate II in Applied Digital Technologies

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



This pathways qualification provides the foundation skills and knowledge to use basic applied digital technologies in varied contexts.

The qualification is designed for those developing the necessary digital and technology skills in preparation for work.

These individuals carry out a range of basic procedural and operational tasks that require digital and technology skills. They perform a range of mainly routine tasks using limited practical skills and knowledge in a defined context. The qualification is suitable for someone generally performing under direct supervision.

Possible job roles include keyboard operator or data entry operator.

This qualification consists of six (6) core units plus six (6) elective units.

Core units

- BSBSUS211 Participate in sustainable work practices
- BSBTEC202 Use digital technologies to communicate in a work environment
- BSBWHS211 Contribute to the health and safety of self and others
- ICTICT213 Use computer operating systems and hardware
- ICTICT214 Operate application software packages
- ICTICT215 Operate digital media technology packages

Elective units

Yet to be determined.

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



VOCATIONAL EDUCATION & TRAINING

SIS20319 Certificate II in Sport Coaching

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



RTO # 40548

This qualification reflects the role of individuals who apply the skills and knowledge to conduct pre-planned coaching sessions with foundation level participants in a specific sport.

This qualification provides a pathway to work in assistant coaching roles working or volunteering at community based sports clubs and organisations in the Australian sport industry. Individuals with this qualification use a defined and limited range of basic coaching skills to engage participants in a specific sport and are involved in mainly routine and repetitive tasks using limited practical skills and basic sport industry knowledge. They work under the supervision of a coach.

Possible job role titles depend on the specific sport may include assistant coach.

Core units

- HLTAID003 Provide first aid
- SIRXWHS001 Work safely
- SISSCO002 Work in a community coaching role

Elective units

- SISSCO001 Conduct sport coaching sessions with foundation level participants
- SIXCAI001 Provide equipment for activities
- SIXCAI003 Conduct non-instructional sport, fitness or recreation sessions
- SIXIND006 Conduct sport, fitness or recreation events

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



VOCATIONAL EDUCATION & TRAINING

SIS20419 Certificate II in Outdoor Recreation

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



RTO # 40548

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

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



ENDORSED PROGRAM

Workplace Learning

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).



ENDORSED PROGRAM

Workplace Learning Cont.

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

***Year 11 Course Charge: \$ 80.00**

***Year 12 Course Charge: \$ 80.00**

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





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