



LAKELAND
SENIOR HIGH SCHOOL

Year 11

Curriculum Handbook



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 to Year 11 students where numbers permit.

Advice and information is also available from the upper school Deputy Principal, 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.

COURSE OPTIONS



Students will be enrolled in the following types of courses:

ATAR COURSES

These are designed and examined by the 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 4* ATAR courses in Year 11 and 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, (OLNA). 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.

It is a school requisite that students must enrol in at least one Certificate II or higher as one of the minimum requirements of the WACE.

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 to selection students. Entry to this course will be via a selection process including a written application and interviews with the Workplace Learning Coordinator.

Classwork missed from time away from school will need to be completed by students in their own time.

COURSE SELECTION

Students will be assisted by their Year 10 teachers 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 6 courses (or the equivalent) in Year 11 which equates to 12 semester long units. Most students will continue with these 6 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 5 ATAR courses in Year 12.

All students must complete one List A subject and one List B subject in Year 11 (see table on next page). 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
Children Family & Community	Automotive Engineering & Technology
Dance	Biology
Drama	Chemistry
English (ATAR, Foundation and General)	Food Science and Technology
Geography (ATAR and General*)	Human Biology
Modern History	Materials Design and Technology – Wood or Metal
Music	Mathematics (Foundations, Essential, Applications or Methods)
Visual Arts	Physics
	Physical Education Studies (ATAR and General)
	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 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 complete a Certificate II** VET qualification.
- * 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:

Students who have achieved a Band 8 or higher in the Year 9 NAPLAN or have achieved the equivalent in the Year 10 Online Literacy and Numeracy Assessments (OLNA) or who have successfully completed the OLNA in Years 11 or 12 will have met the Literacy and Numeracy requirement for the WACE.

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. Students enrolled in recognised VET programs such as those described below, can gain direct entry to non- competitive courses.

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 2016 or beyond will be able to count a maximum of 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).

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.

Students who are doing fewer than 4 ATAR courses must select at least one Certificate course.

Certificate Courses Offered that are on offer by the School with sufficient student uptake:

Certificate II and III in Business

Certificate II Music

Certificate III Technical Production (Music)

Certificate II and III Information, Digital Media and Technology

Certificate II in Visual Art

Certificate II in Visual Arts: Photography Focus

Certificate II in Sport Coaching

Certificate II in Outdoor Recreation

Certificate II in Sampling and Measurement

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.

It is a requirement for graduation that students who do not have an ATAR score of 55 or over must complete a Certificate II course or higher.

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 Visual Arts (General)
- Certificate II in Visual Arts (Photography)
- Certificate II in Business
- Certificate II in Information, Digital Media and Technology
- Certificate II in Music Industry
- Certificate II in Sampling and Measurement
- Certificate II in Sport Coaching (General)
- Certificate II in Sport Coaching (Touch Rugby Specialist)
- Certificate II in Outdoor Recreation

2. Certificates delivered by external training providers, including TAFE

Some Year 11 students who enroll in a certificate course in year will continue this course of study in Year 12.

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 upper school Deputy Principal.

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.

ENROLLING IN YEAR 11

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 SCISA 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 2018. Lakeland Senior High School recommend that students study 5 ATAR courses and a Certificate II course.

ATAR students who are uncertain about their tertiary aspirations or whose academic performance in Year 10 indicates that they may find the ATAR pathway particularly challenging must enrol in a Certificate II course in addition to their ATAR courses. Note that most Certificate courses are offered over two year courses.

A successful completion of a Certificate II or higher is one of the minimum requirements of the WACE. No credit is given for partially completed Certificate II courses. Therefore, students will need to choose these courses carefully.

Enrolment in all courses is dependent on students gaining the approval of the Head of Learning Area (HOLA) or Teacher-in-Charge (TIC) of that subject/Learning Area.

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.

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
Learning Area: Health & Physical Education		
SIS2023	Certificate II in Outdoor Recreation	Must complete a swim competency test.
AEPEP	Physical Education Studies (ATAR)	B Grade in Science and Physical Education
Learning Area: Humanities and Social Sciences		
AEGEO	Geography	B grade in HASS
AEHIM	Modern History	B grade in HASS
Learning Area: Mathematics		
AEMAA	Mathematics Applications 1 & 2	C grade in Mathematics
AEMAM	Mathematics Methods 1 & 2	B grade in Mathematics
Learning Area: Science		
AEBIO	Biology	B Grade in Science
AEHBY	Human Biology	B Grade in Science
AECHE	Chemistry	B Grade in Science
AEPHY	Physics	B Grade in Science and Mathematics
Learning Area: Technology and Enterprise		
AEAIT	Applied Information Technology	

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.

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
GEVAR	Visual Arts General
CUA20715	Certificate II Visual Arts: Photography Focus
CUS20109	Certificate II in Music
Learning Area: Careers and Enterprise	
GECAE	Career and Enterprise: General
Learning Area: English	
FEENG	English: Foundation (following recommendation from English HOLA)
GEENG	English: General
Learning Area: Health and Physical Education	
SIS20310	Certificate II in Sport and Recreation
Learning Area: Mathematics	
GEMAE	Mathematics Essentials
Learning Area: Technology and Enterprise	
GEMDTW	Materials Design Technology (Wood)
GEMDTM	Materials Design Technology (Metal)
GEAIT	Applied Information Technology
GEFST	Food Science and Technology General
GECFC	Children Family & Community
ICA2011	Certificate II Information, Digital Media and Technology
GEAET	Automotive Engineering and Technology
BSB20115	Certificate II / III in Business
Endorsed Programs	
ADSP	Music
ADWPL	Workplace Learning



Year 11 Courses

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Certificate II in Visual Arts (Photography)	16
Certificate II in Music Industry	17
Dance General	18
Drama General	19
Career and Enterprise	20
BSB20115 Certificate II in Business	21
ATAR English	22
General English	22
Foundation English	22
ATAR Physical Education Studies	23
General Physical Education Studies	23
Certificate II in Sport Coaching - General or Touch Football	24
SIS20213 Certificate II in Outdoor Recreation	25
ATAR Modern History	26
ATAR Geography	27
General Geography	28
ATAR Mathematics Methods	29
ATAR Mathematics Applications	29
General Mathematics Essentials	30
General Mathematics Foundations	30
ATAR Biology	31
ATAR Chemistry	32
ATAR Human Biology	33
ATAR Physics	34
General Psychology	35
MSL20118 Certificate II in Sampling and Measurement	36
ATAR Applied Information Technology	37
General Applied Information Technology	37
ICT20115 Certificate II in Information, Digital Media and Technology	38

General Automotive Engineering and Technology	39
General Children, Family and Community	40
General Food, Science and Technology	41
Materials, Design & Technology - Wood	42
Materials, Design & Technology - Metal	42
Vocational Education and Training - VET	43

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.



VISUAL ARTS

General Arts

The Visual Arts General course encompasses the practice and theory of the broad areas of art, craft and design. Students have opportunities to express their imagination and develop personal imagery, skills and engage in the making and presentation of artworks. They develop aesthetic understandings and a critical awareness that assists them to appreciate, and make, informed evaluations of art.

This course places value on divergence, uniqueness and individuality. It assists students to value and develop confidence in their own creative abilities and to develop a greater understanding of their environment, community and culture. The Visual Arts General course engages students in a process that helps them develop motivation, self-esteem, discipline, collaborative practice and resilience, all of which are essential life skills. Enterprise and initiative are recognised and encouraged.

Within contemporary society, there is increasing demand for visual literacy; the ability to perceive, understand, interpret and evaluate visual information. The Visual Arts General course enables students to develop their visual literacy and communication skills and become discriminating in their judgements. Particular aspects of life are understood and shared through visual symbol systems that are non-verbal modes of knowing.

The Visual Arts General course encourages students 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.

Course Outcomes:-

- Visual arts ideas
- Visual arts skills, techniques and processes
- Responses to visual arts
- Visual arts in society



VISUAL ARTS

ART - CUA20715

Certificate II in Visual Arts (General)

This qualification is delivered over two years in partnership with Skills Strategies International (RTO Code: 2401).



in association with



The school will enrol students who have selected these courses by advising Skills Strategies in February each year after the subject selection process has been completed and parents have provided their approval for enrolment.

Upon successful completion of all course requirements, Skills Strategies International will issue the certificate or statement of attainment. This will be delivered to the school.

The general art course will cover the following units of competency:

Core

BSBWHS201 Contribute to health and safety of self and others

CUAACD101 Use basic drawing techniques

CUAPRP201 Make simple creative work

CUARES202 Source and use information relevant to own arts practice

Electives

BSBDES201 Follow a design process

CUACER201 Develop ceramic skills

CUADRA201 Develop drawing skills

CUAPAI201 Develop painting skills

CUAPRI201 Develop printmaking skills



VISUAL ARTS - PHOTOGRAPHY

PHOTOGRAPHY - CUA20715

Certificate II in Visual Arts (Photography)

This qualification is delivered over two years in partnership with VETiS Consulting Services (RTO Code: 52499).



in association with



VETiS Consulting Services Pty Ltd RTO Code 52499 is licensed under ASQA to deliver and assess these qualifications. A full list of approved qualifications that VCS is licensed for can be found at <https://training.gov.au/Organisation/Details/52499>

You can visit the VCS website at: www.vetis.net.au

The school will offer this course to students on behalf of VETiS Consulting Services during the subject selection process. Once students have selected the course and parents have provided their approval, the school will enrol students by advising VETiS Consulting Services in February each year. The student's enrolment is confirmed when they complete the student induction program using Podium.

Upon successful completion of all course requirements, VETiS Consulting Services will issue the certificate or statement of attainment. This will be delivered to the school.

The photography course will cover the following units of competency:

Core

- BSBWHS201 Contribute to health and safety of self and others
- CUAACD101 Use basic drawing techniques
- CUAPRP201 Make simple creative work
- CUARES202 Source and use information relevant to own arts practice

Electives

- CUAPHI302 Capture photographic images
- CUADIG303 Produce and prepare photo images
- BSBITU211 Use digital technologies to communicate remotely.
- CUADIG305 Produce digital images
- CUADIG202 Develop digital imaging skills



MUSIC

Music CUA20615

Certificate II in Music Industry

This course is offered to students in partnership with the College of Sound and Music Production (RTO Code: 41549).



in association with



College of Sound and Music Production RTO Code 41549 is licensed under ASQA to deliver and assess these qualifications. A full list of approved qualifications that COSAMP is licensed for can be found at <https://training.gov.au/Organisation/Details/41549>

Students in this course will be required to learn basic music theory and will be involved in a wide range variety of performances and recordings within the school and in the wider school community doing events out of school hours as part of the course structure.

This qualification is part of the Music Training Package and is designed for people who want to record, mix and edit sound sources. You will be able to develop music industry knowledge, establish contractual and work relationships, and follow health, safety and security practices important to music technology. You can also choose to develop a range of critical listening, sound track laying, digital editing and mixing and/or audio/visual equipment operations. The program has essential extracurricular components including workshops, rehearsals, concerts and excursions. Course requirements include the production of a music album and organising community events throughout the year.

Students will have a comprehensive range of skills to enable them to work across a broad range of digital media and make the most of future developments in music. As well as developing their skills in recording and production, digital editing and sequencing, they will use technology to create music in a variety of styles from popular to experimental.

A core component of this course is that students will be expected to perform out of school hours at various community events to gain performance experience in front of live audiences.

Core units of competency covered in this qualification are

- BSBWHS201 Contribute to health and safety of self and others
- BSBWOR203 Work effectively with others
- CUAIN201 Develop and apply creative arts industry knowledge



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.



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, and 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 practice. 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.



CAREER and ENTERPRISE

Career and Enterprise

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.



BUSINESS

BSB20115 Certificate II in Business

This qualification is delivered over two years under the auspices of Australian YMCA Institute of Education and training



in association with



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

Possible job outcomes include:

- Receptionist
- Administration assistant
- Data entry

Pathways from this qualification include studying any of the following qualifications:

- Certificate III in Business
- Certificate III in Business Administration

This qualification is made up of 12 units, 1 core and 11 electives.

Core BSBWHS201 Contribute to health and safety of self and others

Students who complete this certificate in Year 11 may be able to complete all or part of BSB30115 Certificate III in Business in Year 12.



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.

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.

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.



PHYSICAL EDUCATION

ATAR Physical Education Studies

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

The Physical Education Studies ATAR course focuses on the complex interrelationships between motor learning and psychological, biomechanical and physiological factors that influence individual and team performance. Students engage as performers, leaders, coaches, analysts and planners of physical activity. Physical activity serves both as a source of content and data and as a medium for learning. Learning in the Physical Education Studies ATAR course cannot be separated from active participation in physical activities, and involves students in closely integrated written, oral and physical learning experiences, based upon the study of selected physical activities.

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

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

General Physical Education Studies

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

The Physical Education Studies General course focuses on the complex interrelationships between motor learning and psychological, biomechanical and physiological factors that influence individual and team performance. Students engage as performers, leaders, coaches, analysts and planners of physical activity. Physical activity serves both as a source of content and data and as a medium for learning. Learning in the Physical Education Studies General course cannot be separated from active participation in physical activities and involves students in closely integrated written, oral and physical learning experiences based upon the study of selected physical activities.

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

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PHYSICAL EDUCATION

Certificate II in Sport Coaching- General or Touch Football

This qualification is delivered over two years under the auspices of Australian YMCA Institute of Education and training



in association with



This qualification reflects the role of individuals who apply the skills and knowledge to be competent in delivering a basic instruction session for a sport. Work may be undertaken as part of a team and would be performed under supervision or independently in a structured environment such as a sporting club or school. Individuals wishing to undertake this qualification should be current or past participants in the respective sport specialisation chosen as part of this qualification.

Pathways from this qualification include studying any of the following qualifications:

- Certificate III in Sports Trainer
- Certificate III in Fitness
- Certificate III in Sport and Recreation

This qualification is made up of 13 units, 8 core and 5 electives.

Core

- BSBWOR202A Organise and complete daily work activities (15)
- HLTAID003 Provide first aid (20)
- SISSSCO101 Develop and update knowledge of coaching practices (20)
- SISSSCO202 Coach beginner or novice participants to develop fundamental motor skills (30)
- SISSSDE201 Communicate effectively with others in a sport environment (15)
- SISXCAI102A Assist in preparing and conducting sport and recreation sessions (15)
- SISXIND211 Develop and update sport, fitness and recreation industry knowledge (20)
- SISXWHS101 Follow work health and safety policies (10)



PHYSICAL EDUCATION

SIS20213 Certificate II in Outdoor Recreation

This qualification is delivered over two years under the auspices of Australian YMCA Institute of Education and training



in association with



This qualification provides the skills and knowledge for an individual to be competent in performing core skills in outdoor recreation environments and assisting with the conduct of a range of outdoor activities.

Work may be undertaken as part of a team and would be performed under supervision. Work would be undertaken in field locations such as camps or in indoor recreation centres or facilities, in differing environments such as water-based, dry land and mountainous terrains, using a diverse range of equipment.

Pathways from this qualification include studying any of the following qualifications:

- Certificate III in Outdoor Recreation
- Certificate IV in Outdoor Recreation

This qualification is made up of 15 units, 10 core and 5 electives.

Core

- HLTAID003 Provide first aid (20)
- SISOODR201A Assist in conducting outdoor recreation sessions (20)
- SISOOPS201A Minimise environmental impact (20)
- SIXIND101A Work effectively in sport and recreation environments (40)
- SIXOHS101A Follow occupational health and safety policies (10)



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.



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.



HUMANITIES & SOCIAL SCIENCES

General 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 General 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.

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In the Geography General course, students investigate geographical issues and phenomena in a variety of scales and contexts. This may include: comparative studies at the same scale; studying the same issue or phenomenon at a range of scales; or seeking explanations at a different scale to the one being studied. The ability to perform multi-scale and hierarchical analysis is developed further in this syllabus.



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.

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.

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.

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.



MATHEMATICS

General Mathematics Essentials

Mathematics Essential is a General course which focuses on using mathematics effectively, efficiently and critically to make informed decisions. It provides students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning and community settings. This course provides the opportunity for students to prepare for post-school options of employment and further training.

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.

General 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.

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.



SCIENCE

ATAR Biology

Biology is the study of the fascinating diversity of life as it has evolved and as it interacts and functions. Investigation of biological systems and their interactions, from cellular processes to ecosystem dynamics, has led to biological knowledge and understanding that enable us to explore and explain everyday observations, find solutions to biological issues, and understand the processes of biological continuity and change over time.

Living systems are all interconnected and interact at a variety of spatial and temporal scales, from the molecular level to the ecosystem level. Investigation of living systems involves classification of key components within the system, and analysis of how those components interact, particularly with regard to the movement of matter and the transfer and transformation of energy within and between systems. Analysis of the ways living systems change over time involves understanding of the factors that impact on the system, and investigation of system mechanisms to respond to internal and external changes and ensure continuity of the system. The theory of evolution by natural selection is critical to explaining these patterns and processes in biology, and underpins the study of all living systems.

Australian, regional and global communities rely on the biological sciences to understand, address and successfully manage environmental, health and sustainability challenges facing society in the twenty-first century. These include the biosecurity and resilience of ecosystems, the health and well-being of organisms and their populations, and the sustainability of biological resources. Students use their understanding of the interconnectedness of biological systems when evaluating both the impact of human activity and the strategies proposed to address major biological challenges now and in the future in local, national and global contexts.

This course explores ways in which scientists work collaboratively and individually in a range of integrated fields to increase understanding of an ever-expanding body of biological knowledge. Students develop their investigative, analytical and communication skills through field, laboratory and research investigations of living systems and through critical evaluation of the development, ethics, applications and influences of contemporary biological knowledge in a range of contexts.

The Biology ATAR course aims to develop students':

- sense of wonder and curiosity about life and respect for all living things and the environment
- understanding of how biological systems interact and are interrelated; the flow of matter and energy through and between these systems; and the processes by which they persist and change
- understanding of major biological concepts, theories and models related to biological systems at all scales, from subcellular processes to ecosystem dynamics
- appreciation of how biological knowledge has developed over time and continues to develop; how scientists use biology in a wide range of applications; and how biological knowledge influences society in local, regional and global contexts
- ability to plan and carry out fieldwork, laboratory and other research investigations, including the collection and analysis of qualitative and quantitative data and the interpretation of evidence
- ability to use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge
- ability to communicate biological understanding, findings, arguments and conclusions using appropriate representations, modes and genres.



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. These include issues such as the supply of clean drinking water, efficient production and use of energy, management of mineral resources, increasing acidification of the oceans, and climate change.

The Chemistry ATAR course aims to develop students':

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



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.



SCIENCE

ATAR Physics

Physics is a fundamental science that endeavours to explain all the natural phenomena that occur in the universe. Its power lies in the use of a comparatively small number of assumptions, models, laws and theories to explain a wide range of phenomena, from the incredibly small to the incredibly large. Physics has helped to unlock the mysteries of the universe and provides the foundation of understanding upon which modern technologies and all other sciences are based.

The Physics ATAR course uses qualitative and quantitative models and theories based on physical laws to visualise, explain and predict physical phenomena. Models, laws and theories are developed from, and their predictions are tested by, making observations and quantitative measurements. In this course, students gather, analyse and interpret primary and secondary data to investigate a range of phenomena and technologies using some of the most important models, laws and theories of physics, including the kinetic particle model, the atomic model, electromagnetic theory, and the laws of classical mechanics.

Students investigate how the unifying concept of energy explains diverse phenomena and provides a powerful tool for analysing how systems interact throughout the universe on multiple scales. Students learn how more sophisticated theories, including quantum theory, the theory of relativity and the Standard Model, are needed to explain more complex phenomena, and how new observations can lead to models and theories being refined and developed.

Students learn how an understanding of physics is central to the identification of, and solutions to, some of the key issues facing an increasingly globalised society. They consider how physics contributes to diverse areas in contemporary life, such as engineering, renewable energy generation, communication, development of new materials, transport and vehicle safety, medical science, an understanding of climate change, and the exploration of the universe.

The Physics ATAR course aims to develop students':

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



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.



SCIENCE

MSL20118 Certificate II in Sampling and Measurement

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This qualification is delivered over two years under the auspices of VETiS Consulting Services.



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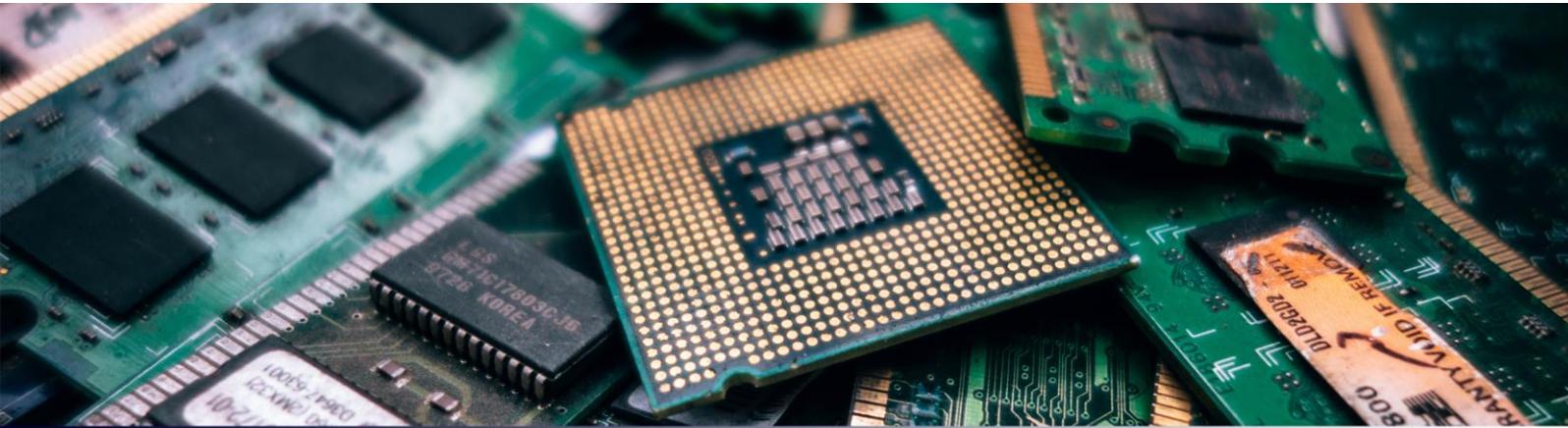


The school will offer this course to students on behalf of VETiS Consulting Services during the subject selection process. Once students have selected the course and parents have provided their approval, the school will enrol students by advising VETiS Consulting Services in February each year. The student's enrolment is confirmed when they complete the student induction program using Podium.

A qualification within this industry allows individuals to gain the restricted skills and operational knowledge to perform tasks that will see you not just confined to the inside of a laboratory.

The Certificate II in Sampling and Measurement (MSL20118) is designed for Year 11 and 12 students. These courses will develop practical skills and knowledge in:

- Recording and presenting data
- Collection of samples
- Performing basic tests
- Safety within a laboratory or field workplace



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.

General Applied Information Technology

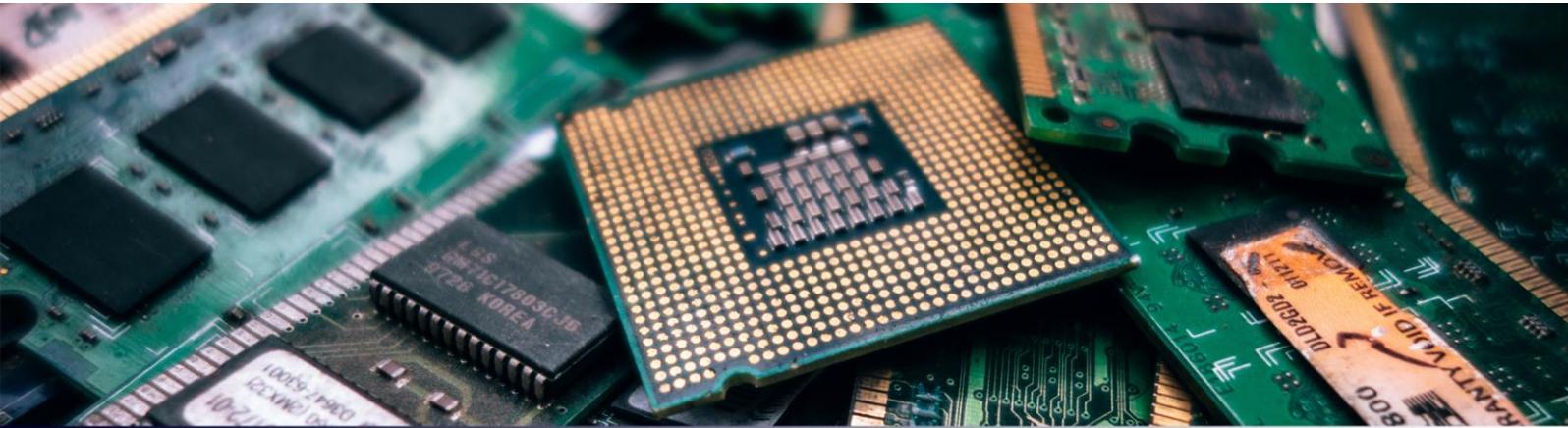
The development and application of digital technologies impact most aspects of living and working in our society. Digital technologies have changed how people interact and exchange information. These developments have created new challenges and opportunities in lifestyle, entertainment, education and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



TECHNOLOGIES

ICT20115

Certificate II in Information, Digital Media and Technology

This qualification is delivered under the auspices of Australian Institute of Commerce & Technology.



in association with



The entry level qualification provides the foundation skills and knowledge to use information and communications technology (ICT) in any industry.

This qualification provides the skills and knowledge for an individual to be competent in a wide range of general information and communications technology (ICT) technical functions and to achieve a degree of self-sufficiency as an advanced ICT user. Persons working at this level will support information technology activities in the workplace across a wide range of ICT areas, including technical support, network administration, web technologies, software applications and digital media technologies. Possible job titles relevant to this qualification include help desk officer, help desk assistant, ICT operations support, ICT user support, PC support, technical support.

CORE Units of competency covered in ICT20115 are:

- BSBWHS201 Contribute to the health and safety of self and others
- BSBSUS201 Participate in environmentally sustainable work practises
- ICTICT201 Use computer operating systems and hardware
- ICTICT203 Operate application software packages
- ICTICT202 Work and Communicate effectively in an IT environment
- ICTICT204 Operate a digital media technology package
- ICTWEB201 Use social media tools for collaboration and engagement

Students who enrol in this certificate in Year 11 may also be able to complete over two years Certificate III in Information, Digital Media and Technology.



TECHNOLOGIES - Automotive

General - Automotive Engineering and Technology

The Automotive Engineering and Technology General course exposes students to the component parts, accessories, systems and technologies of the automotive vehicle. They learn the principles underpinning the operation of vehicle systems and subsystems. They also develop the knowledge and skills needed to service, maintain, and repair these systems. Workshop activities provide them with opportunities to learn about the range of components and materials used in the manufacture of automotive vehicles.

Students plan for, and manage the repair, assembly and manipulation of vehicle systems using computer-assisted technology and adhere to occupational safety and health (OSH) practices and procedures. They also develop effective communication and teamwork skills when developing solutions to the planning and managing of automotive vehicle systems.

The course offers consumer guidance in the areas of car ownership, insurance, buying, financing, maintenance and running costs, as well as career and vocational information related to the automotive vehicle industry. Students develop an awareness of the social responsibilities associated with the use of vehicles and the impact of vehicles on individuals, society and the environment. They learn that vehicles have provided society with a form of personal mobility that a little over a century ago could only have been imagined. This has a dramatic influence on the day-to-day activities of individuals as well as the location and design of cities and towns. Students also examine the infrastructure and requirements for the safe operation of vehicles, including rules and regulations, traffic flow control systems and road design. They analyse repercussions of vehicle production and use, including the resulting pollution of the earth due to the myriad of chemicals used in the manufacture, upkeep and repair of vehicle.

Course outcomes:-

- Automotive technology process
- Automotive understandings
- Automotive technology skills
- Automotive technology in society



TECHNOLOGIES - Children, Family & Community

General – Children, Family and Community

The Children, Family and the Community General course focuses on factors that influence human development and the wellbeing of individuals, families and communities. Students develop an understanding of the social, cultural, environmental, economic, political and technological factors which have an impact on the ability of individuals and families to develop skills and lead healthy lives. They recognise how promoting inclusion and diversity among individuals, families and groups in society contributes to the creation of safe, cohesive and sustainable communities.

Through the study of developmental theories, students develop an understanding of human growth and the domains of development. Students are introduced to the diverse nature and interdependence of societal groups. They develop an appreciation of how the creation of environments that promote optimal growth and development of individuals, families and communities affect and influence society as a whole. Students investigate access to, and availability of, support services and review laws and regulations that govern the provision of such support.

Students explore products, services or systems that address issues, opportunities or challenges to meet the needs of individuals, families and communities. Students consider alternative perspectives, policies and practices when working individually or collaboratively. They use a range of skills to make informed decisions and consider actions at personal, family and community levels. Students communicate and interact with children, families and community groups in practical ways. Students understand that beliefs, values and ethics influence decisions made by individuals, families, and communities.

This course caters for students seeking career pathways in areas, such as education, nursing, community services, childcare and health.

Course outcomes:-

- Exploring human development
- Applying the technology process
- Self-management and interpersonal skills
- Society and support systems



HOME ECONOMICS

General – Food, Science and Technology

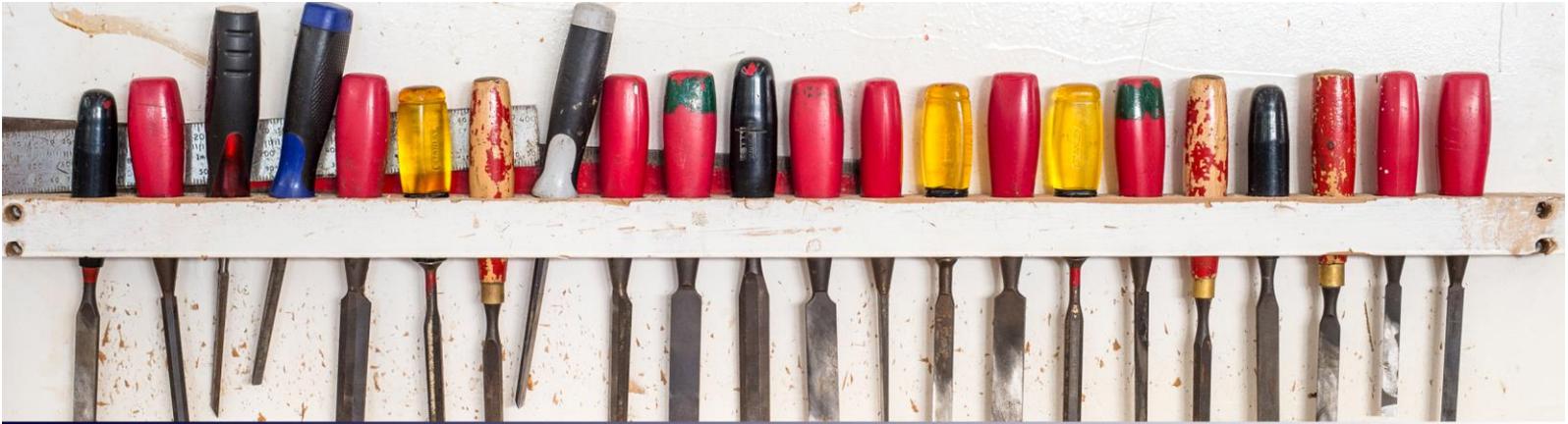
Food impacts every aspect of daily life and is essential for maintaining overall health and wellbeing. The application of science and technology plays an important role in understanding how the properties of food are used to meet the needs of consumers and producers. Food laws and regulations govern the production, supply and distribution of safe foods. Students develop practical food-related skills, understandings and attitudes that enhance their problem-solving abilities and decision-making skills.

In the Food Science and Technology General course, students develop their interests and skills through the design, production and management of food-related tasks. They develop knowledge of the sensory, physical, chemical and functional properties of food and apply these in practical situations. Students explore innovations in science and technology and changing consumer demands. New and emerging foods encourage the design, development and marketing of a range of products, services and systems.

Food and allied health sectors represent a robust and expanding area of the Australian and global employment markets. The Food Science and Technology General course enables students to connect with further education, training and employment pathways and enhances employability and career opportunities in areas that include nutrition, health, food and beverage manufacturing, food processing, community services, hospitality, and retail.

Course outcomes:-

- Understanding Food
- Developing food opportunities
- Working in food environments
- Understanding food in society



DESIGN & TECHNOLOGY

Materials, Design & Technology - Wood

Materials, Design & Technology - Metal

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.



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 OR as a VET industry specific course which combines a VET qualification with industry relevant workplace learning.

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

VET completed as a VET industry specific course gains course unit credit plus unit equivalence for the endorsed program ADWPL.

Visit <http://seniorsecondary.scsa.wa.edu.au/vet/vet-industry-specific>

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>.



VOCATIONAL EDUCATION & TRAINING

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



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