

**COURSE SELECTION**

# Pathway to Excellence

**2020**





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# Introduction

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This handbook presents a summary of the possible courses available at St. Andrew's Grammar, and other necessary information to help Year 10 students and their parents/carers select successful pathways for Year 11 and 12.

This handbook does not stand alone; help, advice and information is available from Ms Webb and all the St. Andrew's Grammar Secondary Teaching staff, your teachers, in particular. The School Curriculum and Standards Authority of Western Australia (SCSA) develops and accredits all Western Australian courses for Year 11 and Year 12 and further information about each course is also available from their website: [www.scsa.wa.edu.au](http://www.scsa.wa.edu.au)

St. Andrew's Grammar offers a full range of courses covering all eight Learning Areas:

- The Arts
- English
- Health and Physical Education
- Language
- Mathematics
- Science
- Humanities and Social Sciences
- Technologies

It may not be possible to timetable some courses presented in this handbook, if they are chosen by a very small number of students. In some cases, subjects with very low numbers in both Year 11 and Year 12 may be composited so that they are taught in the same room at the same time. This will be for 2021, only. Due to the numbers of students in our current Year 9 class, it is highly likely that composite classes will return to single year only classes in 2022, when you are in Year 12. Certain combinations may not be available where courses are timetabled to run at the same time, the timetable will be designed to suit the choices of most of the students.

# What Will Students be Working Towards?

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During 2021 and 2022, students will be working towards achieving the following two SCSA certificates.

## Western Australian Statement of Student Achievement (WASSA)

The WASSA is issued to every Year 12 students at the completion of Year 12. It formally records a student's achievements during year 11 and 12. This is a key document that students can use when applying for further training with TAFE, Universities or when seeking employment. The WASSA may list, as appropriate:

- achievement of WACE requirements;
- achievement of literacy (reading and writing) and numeracy standards;
- school grades, marks, and combined scores in ATAR course;
- school grades and marks in General and Foundation courses;
- completed VET qualifications and units of competency;
- completed endorsed programs.

## Western Australian Certificate of Education (WACE)

The Western Australian Certificate of Education (WACE) is awarded to students who have successfully completed senior secondary schooling in WACE studies and have met the WACE requirements. There are different pathways by which WACE may be achieved. This handbook outlines these different pathways. The WACE is recognised nationally by universities and other tertiary institutions, industry, and training providers. Achievement of this certificate is one of the requirements for direct entry to universities.

# Achieving WACE 2021

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To meet the WACE requirements, a student must:

- complete at least 10 units in year 11 and 10 units in Year 12. (a yearlong course is equal to two units of study);
- meet the literacy and numeracy standards;
- meet the requirements for breadth and depth of study;
- meet the achievement standard.

## Literacy and Numeracy Standards

Students must demonstrate minimum standards of literacy and numeracy based on the skills regarded as essential for individuals to meet the demands of everyday life and work. Students demonstrate this requirement by either:

- achieving Band 8 or higher in reading, writing and numeracy tests in Year 9 NAPLAN **or**
- demonstrating the standard through the Online Literacy and Numeracy Assessment (OLNA) in Year 10, 11 or 12.

## Breadth and Depth

Students must complete a minimum of 20 units or the equivalent, including:

- a minimum of ten Year 12 units (including unit equivalents). The depth requirement can be met from ATAR, General, Foundation or VET courses or endorsed programs.
- two completed Year 11 units from an English course and one pair of completed Year 12 units from an English course.
- one pair of Year 12 units from each of List A (arts/languages/social sciences) and List B (mathematics/science/technology). The breadth requirement can be met through ATAR, General and Foundation units. St. Andrew's Grammar proposes to offer the following List A and List B subjects. Students will not be permitted to study a course that does not meet this requirement.

List A (Arts/Languages/Social Sciences)	List B (Mathematics/Science/Technology)
Career and Enterprise	Chemistry
Child, Family and Community	Food Science Technology
Drama	Human Biological Science
EALD English	Mathematics Methods
English	Mathematics: Specialist
Modern Greek	Mathematics: Applications
Health Studies	Mathematics: Essential
Visual Arts	Physics
Geography	Physical Education Studies
Politics and Law	Integrated Science
Economics	Outdoor Education
Modern History	
Economics	

## Achievement Standard

The achievement standard can be met through ATAR, General, and Foundation course, VET certificates or endorsed programs. Students must achieve 14 C grades in Year 11 and Year 12 units, including at least six C grades in Year 12 units.

## Units Equivalence

Students may use VET qualifications or Endorsed Programs to meet the 20 unit minimum required to achieve WACE. There are limits to the number of VET qualifications and Endorsed Programs that may contribute. Up to 4 Year 11 units and 4 Year 12 units may be used from completed VET or Endorsed Programs. However, Endorsed Programs may only replace up to two Year 11 course units and two Year 12 course units.

For VET qualifications:

- a Certificate I is equivalent to 2 Year 11 units
- a Certificate II is equivalent to 2 Year 11 and 2 Year 12 units
- a Certificate III or higher is equivalent to 2 Year 11 and 4 Year 12 units.

## Endorsed Programs

Endorsed programs address areas of learning not covered by WACE courses or VET Certificates. An Endorsed Program is a significant learning program that has been developed for students in Years 10, 11 and 12. Examples include training courses developed by the Australian Air Force Cadets, independently administered music exams conducted through Australian Music Examinations Board, speech and drama courses. These programs can be delivered in a variety of settings by schools, community organisations, universities, training organisations and workplaces. Endorsed programs may replace up to two Year 11 course units and two Year 12 course units you need to achieve your WACE at a C grade level.

The program may have been developed by a private provider, such as a university, community organisation, training institution, or a school, and subsequently endorsed by the School Curriculum and Standards Authority.

At St. Andrew's Grammar Year 10 students are participating in the 'Keys for Life Program Plus', which is delivered as part of the alternative to Modern Greek Language. Successful completion of this program will then be reported to the School Curriculum and Standards Authority and the student will then receive one C grade towards their WACE.

Students in the Perth Glory Academy will have the opportunity to complete work for submission as an Endorsed Program. If a student thinks they are participating in other activities that maybe classified as an Endorsed Programs, it is important that they inform the Head of Secondary.

All endorsed programs successfully completed and reported SCSA:

- are listed on the student's WASSA
- may contribute towards the-depth requirement of the WACE
- may contribute towards the C grade requirement of the WACE.

# Study Options

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Year 11 gives you the opportunity to choose courses that reflect your strengths, interests and support your career aspirations. If you enjoy the courses you study, you are more likely to do well. Year 11 students must select 6 courses.

## WACE Courses

There are three types of WACE courses – ATAR, General, and VET (Vocation Education Training). Students may take a mixture of these courses.

### Australian Tertiary Admission Rank (ATAR) courses

ATAR courses are designed for students who are aiming to enrol in a university course directly from school. These courses are examined by SCSA and contribute to the achievement of an ATAR. The ATAR is used to determine eligibility for university entrance. Students seeking to achieve an ATAR will need to complete a minimum of 4 Year 12 ATAR courses, excluding unacceptable combinations.

Students enrolled in Year 12 ATAR courses pair of units are required to sit the external examination. Students who do not sit the examination will **not**:

- have a course mark or grade recorded on their WASSA;
- receive an ATAR course report;
- have the pair of units completed in that year contribute towards any of the WACE requirements.

### General Courses

General courses are designed for students who are aiming to enter vocationally based training (TAFE) or join the workforce or seek alternative university entry programs once they have finished Year 12. These courses do not have an external examination. However, they each have an **Externally Set Task (EST)** which is set by SCSA.

### Vocational Education and Training (VET) qualifications

As of 2020, SCSA has significantly changed the VET requirements for Year 11 students. It is no longer necessary for a student who is enrolled in less than 4 ATAR courses to also enrol in a VET Certificate course.

A Certificate IV, when studied in combination with ATAR English and an ATAR Mathematics subject, can be used as an alternate entry pathway to Curtin, Murdoch, and Edith Cowan Universities, as it provides an equivalent ATAR of 70. In TAFE, a Certificate IV course can then lead to Diploma courses.

Students will be able to enrol in a Certificate IV Business course through the Fremantle Education Centre. Students who do so will need to make their own way to and from Fremantle Education Centre every Friday.

There is a cost associated with enrolling at Fremantle Education Centre’s Certificate IV Business. Parents will cover the cost of all required resources and travel expenditure associated with this option.

## Pathways to Achieving WACE

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All Year 11 students at St. Andrew’s Grammar are expected to study **six courses** unless there are extenuating circumstances and an exemption is sought from the Principal. Courses can be selected from ATAR course, General courses, and the VET program. There are now three different pathways that students can use to achieve WACE. Before selecting subjects, the first decision that needs to be made is whether a student will follow an ATAR Pathway, General Pathway, or the VET Pathway.

The difference between these two pathways is outlined below:

	VET	General	ATAR Pathway
Year 11	Certificate IV plus ATAR English	Five general courses or up to 3 ATAR courses	Four or more ATAR course (Units 1 and 2)
Year 12	ATAR English plus other courses.	Five general courses or up to 3 ATAR courses	Ideally five ATAR courses, four ATAR plus one General is possible.
Assessments	All units of competency must be completed to be awarded the qualification	Externally Set Tasks are compulsory for all students enrolled in General course in Year 12	ATAR examinations are compulsory for students enrolled in year 12.
Post School Destinations	Equivalent ATAR 70	ECU Preparation course Notre Dame Foundation Year Program CURTIN Enabling courses Murdoch Enabling courses TAFE Apprenticeships	ATAR entry to university

# University Entry

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There are different ways that a student may gain entry to university: ATAR, Portfolio Entry, Preparation Courses and through completion of VET courses.

## Australian Tertiary Admission Rank (ATAR)

An Australian Tertiary Admission Rank is calculated using the school assessment and ATAR course examination results combined. The ATAR is used to determine eligibility for university entrance. To be considered for University entry as a school leaver in 2020 you are expected to:

- Meet the requirements for WACE.
- Study a minimum of 4 ATAR courses in Year 12 (Unit 3 and 4).
- Achieve competence in English as prescribed by the individual universities. UWA, Murdoch, ECU and Curtin require a **scaled mark of at least 50 for any ATAR English course**. For ECU only, English competency can also be achieved with a C grade or higher in any ATAR English course. Some universities do have concessions available.
- Obtain a sufficiently high ATAR for entry into a course.
- Satisfy any prerequisites as stated by the university, for specific courses.

## Calculating an ATAR

An ATAR ranges from 99.95 to zero and reports a student's rank position relative to all other students who are age appropriate to be in Year 12. It considers the number of students who sit the WACE examinations in any year and the number of people of Year 12 school leaving age in the total population.

If you have an ATAR of 70.00, for example, it indicates that you have achieved as well, as, or better than, 70% of the Year 12 school leaver age population in the state. An ATAR is not a percentage. The following example uses the 2019 ATAR data and gives a **very rough** idea of the type of marks a student would need to be achieving to obtain a particular ATAR.

- Achieving marks of about 55% in all 4 ATAR subjects delivers an ATAR of approximately 70.
- Achieving marks of about 60% in all 4 ATAR subjects delivers an ATAR of approximately 80.
- Achieving marks of about 70% in all 4 ATAR subjects delivers an ATAR of approximately 90.
- Achieving marks of about 75% in all 4 ATAR subjects delivers an ATAR of approximately 95.

The ATAR allows the results of any WA student applying for university admission interstate to be directly compared with results in other states. All states (except Queensland) report student rankings as an ATAR.

You need at least four scaled scores for an ATAR to be calculated. The ATAR is calculated from your Tertiary Entrance Aggregate (TEA). Your TEA (Tertiary Entrance Aggregate) is the sum of your best four scaled scores. If you have studied Language Other Than English (LOTE) scaled score, Mathematics: Methods ATAR or Mathematics: Specialist ATAR, your TEA will also be comprised of a bonus 10% of

your final score for those subjects as well. You will receive this bonus even if the course/s are not in your best four.

### Alternative University Entry

It is possible to achieve entry to certain universities courses without doing a full ATAR program by completing a Portfolio Entry, enrolling in a University Preparation Course, or by completing a VET Certificate IV. Please see the Universities' websites for up to date information.

If you are not committed to immediate university entry, then it is important to remember that State Training providers (TAFE):

- offer practical, vocational training and qualifications as alternative to university studies.
- are recognised by most universities and you may be able to qualify for university entry by this alternative route.

# Course Selection Process

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Year 11 course selection at St. Andrew's Grammar is a collaborative process which involves the student, their parents/carers, and a variety of different staff members. Each student and their parents/carers will have the opportunity to meet with the Head of Secondary, to discuss course selection. Each student's course selection will be reviewed by the Head of Secondary to ensure the best possible educational outcomes.

## What do I need to think about?

When selecting courses students need to consider the following questions:

- Which courses do they find interesting?
- Have they got the necessary academic background to be successful in their selections?
- Do the proposed course selections maximise the student's post schooling options?

## Where can I get help?

Students can seek information about different courses from the Subject Area Teachers, Heads of Learning Areas, Form Teachers, and Head of Secondary. It is also important for students to start looking at the various Universities websites and published University Guides (available from the universities websites), as well as State Training Providers (TAFE) websites to start developing ideas about what they would like to do after school. The Tertiary Institutions Service Centre (TISC) also has a very good presentation to help people understand the University entry process as well information on the ATAR required for different course entry at different universities plus information on prerequisite requirements. ([www.tisc.edu.au](http://www.tisc.edu.au))

It is important to listen to the guidance provided by St. Andrew's Grammar staff when selecting courses to study in both year 11 and 12, they have the experience to predict how well students are likely to do in various subjects. 'Trying out' a course for a few weeks in Year 11 is strongly discouraged as it is extremely disruptive to a student's learning and may result in failing to meet the requirements for attaining a C Grade in the subject they are moving to and will leave the student with a lot of assessment to catch up on.

## Will all courses run in 2021?

A student's final choice maybe restricted by:

- Timetabling
- Student demand for a course.

It is important that every student understands that the work in Year 11 and 12 is more difficult and more complex than in Years 7 to 10. It is typical than student results will drop by 10-15% from Year 10 to Year 11 due to the increased difficulty of the course work. Students will need good study habits, be well organized and take increased responsibility for their learning with the support of their parents and teachers.

Each ATAR course will require a **minimum of 2 ½ - 3 hours per week of home study**, giving a total time for all courses of at least **15-18 hours per week**. General courses will require a **minimum of 1-2 hour per course per week**.

### Can I change my mind?

Yes, you can but there are restrictions. Each year SCSA sets dates after which students are no longer able to change courses. If a student changes a course before the dates set by SCSA they are expected to catch up on the work that has already been set and the assessment. Also, if a student wishes to change courses after the start of Year 11, the options will be limited to what is available in the timetable.

### How does course selection work at St. Andrew's Grammar?

The following table outlines the process involved in course selection and some important dates.

Date	What will happen
26 August	Parent Information Evening – provides an outline to Course Selection for Year 11 students in 2021.
2 to 6 September	Students in conjunction with their teachers, will complete the St. Andrew's Grammar Course Guidance Form. Parents and the students are to complete the Proposed Course Selection Forms.
2 to 6 September	Parents and students will be able to meet with Ms Webb to discuss their proposed course selections. Please ensure that you bring to this meeting the: <ul style="list-style-type: none"> <li>• St. Andrew's Grammar Course Guidance Form.</li> <li>• Proposed Course Selection Form</li> </ul>
13 September	All completed and signed Proposed Course Selection Forms are to be delivered to Ms Webb.
13 September	Students who have selected ATAR EALD, will need to complete and submit to SCSA Form 1: EALD Eligibility ATAR Student at school within Australia. Once approved, this will provide student with the opportunity to enrol in Year 12 ATAR EALD as well as apply for extra OLNA accommodations, such as time.
16 September	Information provided as to which courses may not be running in 2020. Some students may need to select an alternative course.
3 December	Review of students' course selections based on Semester 2 achievement. Reselection of subjects if required

# ATAR Courses

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The following provides a description of proposed ATAR courses that **may** be offered by St. Andrew's Grammar in 2020.

## Chemistry ATAR Unit 1 and 2

The Chemistry ATAR course equips students with the knowledge, understanding and opportunity to investigate properties and reactions of materials. Theories and models are used to describe, explain, and make predictions about chemical systems, structures, and properties. Students recognise hazards and make informed, balanced decisions about chemical use and sustainable resource management. Investigations and laboratory activities develop an appreciation of the need for precision, critical analysis and informed decision making.

This course prepares students to be responsible and efficient users of specialised chemical products and processes at home or in the workplace. It also enables students to relate chemistry to other sciences, including biology, geology, medicine, molecular biology, and agriculture, and prepares them for further study in the sciences.

## Children, Family, and the Community ATAR Unit 1 and 2

The Children, Family, and the Community ATAR course focuses on factors that influence human development and the wellbeing of individuals, families, and communities. Students develop an understanding of diversity within society and examine a range of factors which impact on the ability of individuals and families to develop skills and lead healthy lives. Promoting inclusion and diversity among individuals, families and groups in society contributes to the creation of safe, cohesive, and sustainable communities. Students are exposed to developmental theories and the domains of development. Alternative perspectives, policies and practices are examined when working individually and collaboratively in forming community partnerships. Students demonstrate initiative when advocating for others about issues of inequity and injustice, and understand that beliefs, values, and ethics influence decisions made by individuals, families, communities, and governments.

## Economics ATAR Unit 1 and 2

Economics investigates the choices which all people, groups and societies face as they confront the ongoing problem of satisfying their unlimited wants with limited resources. The study of Economics provides a framework for examining society's issues and identifying possible solutions which assist decision making. Economic literacy developed through this course enables students to actively participate in economic and financial decision-making which promotes individual and societal wealth and wellbeing. The emphasis of the course is on the Australian economy.

## English ATAR Unit 1 and 2

The English ATAR course focuses on developing students' analytical, creative, and critical thinking and communication skills in all language modes, encouraging students to critically engage with texts from their contemporary world, the past, and from Australian and other cultures. Through close study and wide reading, viewing and listening, students develop the ability to analyse, and evaluate the purpose, stylistic qualities and conventions of texts and to enjoy creating imaginative, interpretive, persuasive and analytical responses in a range of written, oral, multimodal and digital forms.

## English as an Additional Language or Dialect ATAR Unit 1 and 2

The English as an Additional Language or Dialect (EAL/D) ATAR course focuses on language learning and the explicit teaching of the structure, linguistic features, and sociolinguistic and sociocultural aspects of Standard Australian English (SAE). Through close study of language and meaning, students of English as an Additional Language or Dialect explore how learning in and through English language and literature influences their own and others' personal, social, and cultural identities and thought processes. They develop skills that enable them to use different registers of spoken and written SAE so they can communicate effectively in a range of contexts and for a variety of purposes to become effective cross-cultural users of language and dialect.

The English as an Additional Language or Dialect ATAR course provides opportunities for students to engage reflectively and critically with a broad range of spoken, written and multimodal texts, including literary and non-literary texts, for example, academic, every day and workplace texts. Students learn to create, individually and collaboratively, increasingly complex texts for different purposes and audiences in different forms, modes, and media.

Unit 1 to Unit 4 develop students' academic English skills to prepare them for tertiary study. Within each unit, students regularly use the language modes of listening, speaking, reading, viewing, and writing to develop their communicative skills in SAE for a range of purposes, audiences, and contexts.

Students who wish to proceed to the English as an Additional Language or Dialect Year 12 ATAR course, will need to meet specific eligibility criteria as determined by SCSA. The criteria do not apply to Year 11 enrolment. Further information is available at:

<https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/english/english-as-an-additional-language-or-dialect>

## Geography ATAR Units 1 and 2

The study of the Geography ATAR course draws on students' curiosity about the diversity of the world's places and their peoples, cultures, and environments. It provides students with the knowledge and understanding of the nature, causes and consequences of natural and ecological hazards, international integration in a range of spatial contexts, land cover transformations, and the challenges affecting the sustainability of places. In the ATAR course, students learn how to collect information from primary and secondary sources, such as field observation and data collection, mapping, monitoring, remote sensing, case studies and reports.

## Health Studies ATAR Unit 1 and 2

In this ATAR course, students explore health as a dynamic quality of life. They examine the impact of social, environmental, economic, and biomedical determinants on health and their collective contribution to health disparities, as well as exploring approaches to address barriers which prevent groups from experiencing better health. Students apply inquiry skills to examine and analyse health issues, develop arguments and draw evidence-based conclusions. The course also provides students with opportunities to develop skills that will enable them to pursue careers in health promotion, research, or community health care.

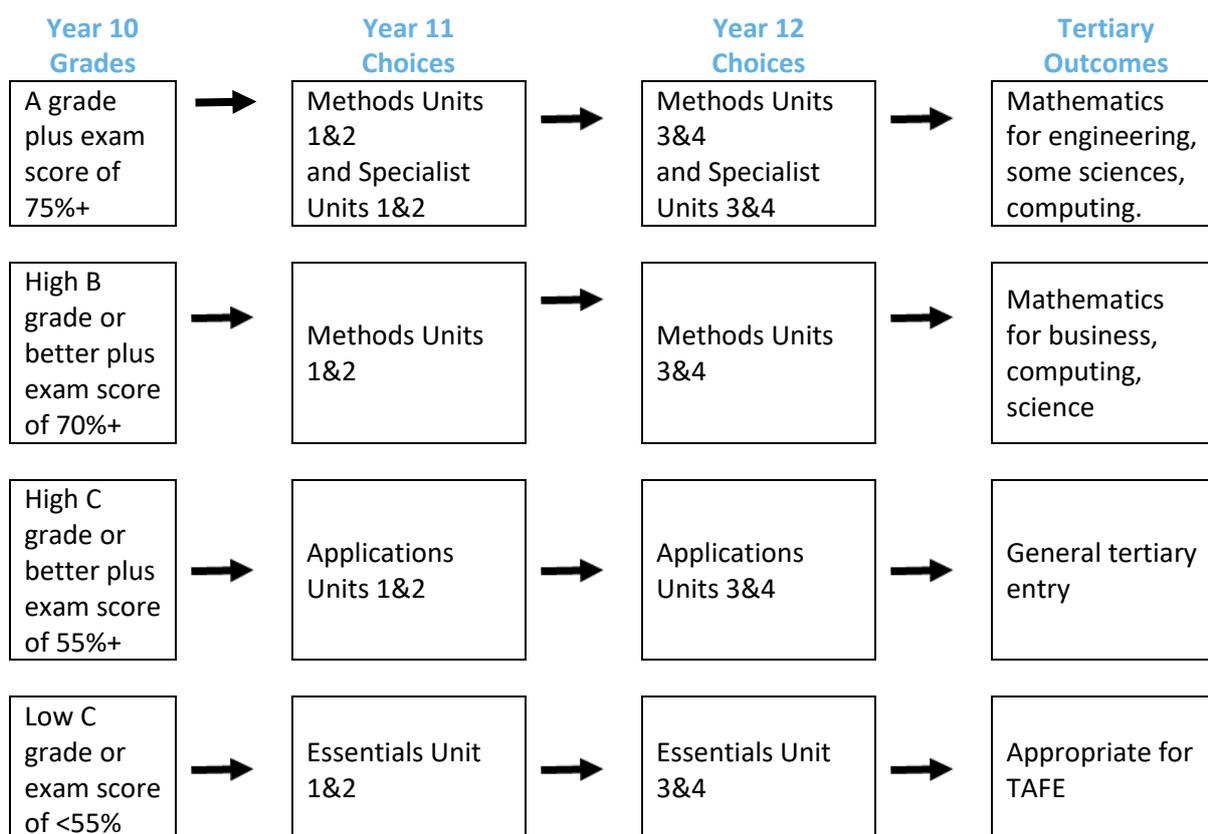
## Human Biology ATAR Units 1 and 2

The Human Biology ATAR course gives students a chance to explore what it is to be human—how the human body works, the origins of human variation, inheritance in humans, the evolution of the human species and population genetics. Through their investigations, students research new discoveries that increase our understanding of human dysfunction, treatments, and preventative measures.

Practical tasks are an integral part of this course and develop a range of laboratory skills, for example, biotechnology techniques. Students learn to evaluate risks and benefits to make informed decisions about lifestyle and health topics, such as diet, alternative medical treatments, use of chemical substances and the manipulation of fertility.

## Mathematics ATAR Courses

Choosing the appropriate mathematics pathway depends on a student's: mathematical ability demonstrated in year 10, ambitions and what is required after year 12, desire regarding the amount of mathematics they wish to study. The most common course selections are represented by the horizontal pathways shown below:



### Mathematics Specialist ATAR Units 1 and 2

This course provides opportunities, beyond those presented in the Mathematics Methods ATAR course, to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. Mathematics Specialist contains topics in functions and calculus that build on and deepen the ideas presented in the Mathematics Methods course, as well as demonstrate their application in many areas. The Mathematics Specialist course also extends understanding and knowledge of statistics and introduces the topics of vectors, complex numbers, and matrices. Mathematics Specialist is the only ATAR mathematics course that should not be taken as a stand-alone course, it must be studied in conjunction with the Mathematics Methods ATAR course. It provides preparation for entry to specialised university courses such as engineering, physical sciences, and mathematics.

### Mathematics Methods ATAR Units 1 and 2

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

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

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

### **Mathematics Applications ATAR Units 1 and 2**

This course focuses on the use of mathematics to solve problems in contexts that involve financial modelling, geometric and trigonometric analysis, graphical and network analysis, and growth and decay in sequences. It also provides opportunities for students to develop systematic strategies based on the statistical investigation process for answering statistical questions that involve analysing univariate and bivariate data, including time series data.

The Mathematics Applications ATAR course is designed for students who want to extend their mathematical skills beyond Year 10 level, but whose future studies or employment pathways do not require knowledge of calculus. The course is designed for students who have a wide range of educational and employment aspirations, including continuing their studies at university or TAFE.

### **Modern Greek ATAR Units 1 and 2**

The study of a language other than English contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, cognitive development, literacy, and general knowledge. It provides access to the culture of communities which use the language and promotes understanding of different attitudes and values within the wider Australian community and beyond.

The study of Modern Greek develops students' ability to understand and use a language which has both economic and political significance and which is associated with major intellectual, artistic, and scientific achievements. The influence of Modern Greek goes far beyond the confines of modern Greece. Modern Greek is the language of a great number of Australians from various Greek-speaking backgrounds and is the first language of people of Greece and Cyprus.

The ability to communicate in Modern Greek, in conjunction with other skills, may provide opportunities for employment in the fields of translation, interpreting, banking and social services, ethnic affairs, the tourism and hospitality industries, international relations, the arts and education.

The language to be studied and assessed is the standard version of Modern Greek – the demotic form of the written and spoken language. Students will be required to use both formal and informal registers, current language use incorporating spelling reforms, and the monotonic system of accentuation. The Greek alphabet is the only script to be used in the written form.

Non-standard regional varieties, even dialect variations, may be acceptable in the appropriate context and to the extent that they do not impede students' ability to communicate effectively in standard Modern Greek.

## Modern History ATAR Units 1 and 2

Studying the Modern History ATAR course enables students to become critical thinkers and helps inform their judgements and actions in a rapidly changing world. Students are exposed to a variety of historical sources, including government papers, extracts from newspapers, letters, diaries, photographs, cartoons, paintings, graphs and secondary sources, in order to determine the cause and effect, and the motives and forces influencing people and events. Through the process of historical inquiry, students are encouraged to question and evaluate historical sources; identify various representations and versions of history; use evidence to formulate and support their own interpretations; and communicate their findings in a variety of ways.

## Physical Education Studies ATAR Units 1 and 2

Physical Education Studies contributes to the development of students' physical, social, and emotional growth. In the Physical Education Studies ATAR course students learn about physiological, psychological, and biomechanical principles, and apply these to analyse and improve personal and group performances in physical activities. Throughout the course, students learn through integrated written, oral, and active learning experiences. The course also provides students with opportunities to develop skills that will enable them to pursue personal interests and potential in physical activity as athletes, coaches, officials, administrators and/or volunteers.

## Politics and Law ATAR Units 1 and 2

The Politics and Law ATAR course provides a study of the processes of decision-making concerning society's collective future. It aims to develop the knowledge of the principles, structures, institutions, and processes of political and legal systems primarily in Australia. It brings together the executive, legislative and judicial branches of government to demonstrate how society is governed and how each branch of government is held to account. It examines the democratic principles practiced in Australia and makes comparisons with other political and legal systems.

## Physics ATAR Units 1 and 2

In the Physics ATAR course students will learn how energy and energy transformations can shape the environment from the small scale, in quantum leaps inside an atom's electron cloud, through the human scale, in vehicles and the human body, to the large scale, in interactions between galaxies. Students have opportunities to develop their investigative skills and use analytical thinking to explain and predict physical phenomena.

Students plan and conduct investigations to answer a range of questions, collect and interpret data and observations, and communicate their findings in an appropriate format. Problem-solving and using evidence to make and justify conclusions are transferable skills that are developed in this course.

## Visual Art ATAR Units 1 and 2

In the Visual Arts ATAR course, students engage in traditional, modern, and contemporary media and techniques within the broad areas of art forms. The course promotes innovative practice. Students are encouraged to explore and represent their ideas and gain an awareness of the role that artists and designers play in reflecting, challenging, and shaping societal values. The Visual Arts ATAR course allows students to develop aesthetic understandings and a critical awareness to appreciate and make informed evaluations of art through their engagement of their own art practice and the work of others.

# General Courses

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The following are the **possible** General courses available for Year 11 students in 2020.

## Careers and Enterprise General Units 1 and 2

Career education involves learning to manage and take responsibility for personal career development. The Career and Enterprise General course involves recognising one's individual skills and talents and using this understanding to assist in gaining and keeping work. The course develops a range of work skills and an understanding of the nature of work. Key components of the course include: the development of an understanding of different personality types and their link to career choices; entrepreneurial behaviours; learning to learn; and the exploration of social, cultural and environmental issues that affect work, workplaces and careers.

## Children, Family, and the Community General Units 1 and 2

The Children, Family and the Community General course focuses on factors that influence human development and the wellbeing of individuals, families, and communities. Students explore the health of individuals and communities and the protective and preventative strategies that impact on growth and development. They engage in shared research, examine goal setting, self-management, decision making, communication and cooperation skills when creating products, services or systems that will assist individuals, families, and communities to achieve their needs and wants. Contemporary Australian issues or trends relating to families and communities at the state and national level are examined in practical ways.

## Drama

The Drama General course focuses on drama in practice and aesthetic understanding as students integrate their knowledge and skills. They engage in drama processes such as improvisation, play building, text interpretation, playwriting, and dramaturgy. This allows them to create original drama and interpret a range of texts written or devised by others by adapting the theoretical approaches of drama practitioners like Stanislavski and Brecht. Students' work in this course includes production and design aspects involving directing, scenography, costumes, props, promotional materials, and sound and lighting. Increasingly, students use new technologies, such as digital sound and multimedia. They present drama to make meaning for a range of audiences and adapt their drama to suit different performance settings. The focus in this course is primarily on ensemble performance and teamwork.

## English General Units 1 and 2

The English General course focuses on consolidating and refining the skills and knowledge needed by students to become competent, confident, and engaged users of English in everyday, community, social, further education, training, and workplace contexts. The course is designed to provide students with the skills to succeed in a wide range of post-secondary pathways by developing their language,

literacy, and literary skills. Students comprehend, analyse, interpret, evaluate, and create analytical, imaginative, interpretive, and persuasive texts in a range of written, oral, multimodal, and digital forms.

## **Food Science and Technology General Units 1 and 2**

The Food Science and Technology General course provides opportunities for students to explore and develop food-related interests and skills. Food impacts on every aspect of daily life and is essential for maintaining overall health and wellbeing. Students organise, implement and manage production processes in a range of food environments and understand systems that regulate food availability, safety, and quality. Knowledge of the sensory, physical, chemical, and functional properties of food is applied in practical situations. Students investigate the food supply chain and value-adding techniques applied to food to meet consumer and producer requirements. Principles of dietary planning, adapting recipes, and processing techniques, are considered for specific nutritional needs of demographic groups. Occupational safety and health requirements, safe food handling practices, and a variety of processing techniques, are implemented to produce safe, quality food products. This course may enhance employability and career opportunities in areas that include nutrition, health, food and beverage manufacturing, food processing, community services, hospitality, and retail.

## **Health Studies Unit 1 and 2**

In this General course students explore health as a dynamic quality of life. They will consider the way in which beliefs and attitudes influence health decisions and learn how to plan and take action that will promote their own and the health of others. They examine the impact of social and environmental factors on health and use inquiry skills to investigate and respond to relevant issues. The course also provides students with opportunities to develop skills that will enable them to pursue careers in health promotion, research, or community health care.

## **Mathematics Essential General Units 1 and 2**

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

Note: TAFE offer courses for vocational education and training, apprenticeships and traineeships, support for workplace learning and courses for business and industry. To gain entry into TAFE Providers (TAFEWA), applicants need to meet the entrance requirements for the chosen course. Where a course is deemed to be competitive, applicants are required to meet both the entrance requirements and selection criteria. Selection criteria will focus on secondary education achievement, skill development, previous qualifications, and workplace learning.

Benchmarks for competitive courses are based on Communication Skills (English) and Mathematics – students intending to go to State Training Providers (TAFEWA) are advised to include at least one mathematics course in Year 11 or 12.

## Psychology

In the Psychology General course students will be introduced to psychological knowledge which supports an understanding of the way individuals' function in groups. Students learn about well-known psychological models and theories, and the methods used to conduct scientific investigations in the discipline of psychology. Acquiring this foundation of scientific method and critical thinking is a valuable skill which students can apply throughout their study, work, and everyday lives.

## Visual Art General Units 1 and 2

In the Visual Arts General course, students engage in traditional, modern, and contemporary media and techniques within the broad areas of art forms. The course promotes innovative practice. Students are encouraged to explore and represent their ideas and gain an awareness of the role that artists and designers play in reflecting, challenging, and shaping societal values. Students are encouraged to appreciate the work of other artists and engage in their own art practice.

## Integrated Science Units 1 and 2

The Integrated Science General course enables students to investigate science issues in the context of the world around them. It encourages students to develop their scientific skills of curiosity, observation, collection, and analysis of evidence, in a range of contexts. The multidisciplinary approach, including aspects of biology, chemistry, geology, and physics, further encourages students to be curious about the world around them and assume a balanced view of the benefits and challenges presented by science and technology. Students conduct practical investigations that encourage them to apply what they have learnt in class to real-world situations and systems.

## Outdoor Education

Through interaction with the natural world, Outdoor Education aims to develop an understanding of our relationships with the environment, others, and ourselves. The Outdoor Education General course focuses on outdoor activities in a range of environments, including bushwalking, sailing, climbing, and orienteering. It provides students with an opportunity to develop essential life skills and physical activity skills, and an opportunity to develop a comprehensive understanding of the environment and develop a positive relationship with nature. The course also provides students with opportunities to develop skills that will enable them to pursue personal interests and careers in outdoor pursuits, environmental management, or eco-tourism.

# VET Program

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The Certificate IV in Business is suitable for students who are hardworking, organised but may not be able to demonstrate their true potential in examinations. The course is organised through Fremantle Education Centre, which is a registered training authority.

There is a significant cost associated with enrolling in this course, half of which is paid by parents. Students are required to make their own way to Fremantle Education Centre one day per week.

## Certificate IV in Business

If you enjoy supporting people in their work roles and are keen to liaise with the public then this certificate is for you. This qualification will prepare individuals for an entry-level position in business administration with training in customer service, communication, computer skills, spreadsheet creation, business record-keeping and Occupational Health and Safety. It will enable individuals to enter the workplace in an administrative role within a broad range of industries. The qualification involves twelve units of competency in areas of Occupational Health and Safety, Customer Service, General Administration, Interpersonal Communication, Use of Information Technology, Information Management, Learning and Development, Workplace Effectiveness, Industry Context.

# Careers and Education Resources

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The information gained from the following list of websites may help students determine their post-school options.

## **Curtin University**

Future Students Office: 08 9266 1000

[www.futurestudents@curtin.edu.au](mailto:www.futurestudents@curtin.edu.au) or 1300 cu 1000

## **Edith Cowan University**

Future Students Office: 134 328

[www.futurestudy@ecu.edu.au](mailto:www.futurestudy@ecu.edu.au)

## **Murdoch University**

Prospective Student Centre: 1300 687 3624

[www.study@murdoch.edu.au](mailto:www.study@murdoch.edu.au)

## **University of WA**

Future Student Advisors: 08 6488 2477

[www.studyat.uwa.edu.au](http://www.studyat.uwa.edu.au)

[www.uwa.edu.au/askuwa](http://www.uwa.edu.au/askuwa)

## **University of Notre Dame**

Prospective Student Advisors: 08 9433 0533

Free call: 1800 640 500

<http://www.nd.edu.au/nav-future-students/careers>

## **TAFE**

Officers are available at the following TAFE colleges to provide assistance to students:

### **North Metropolitan TAFE**

1300 300 822

(East Perth, Leederville, Mt Lawley & Northbridge)

(Follow the prompts – [www.central.wa.edu.au](http://www.central.wa.edu.au))

### **South Metropolitan TAFE**

Course Information Centre: 08 9267 7500

(Covers Thornlie, Carlisle, Balga, Armadale, Midland & Bentley)

[www.info.centre@polytechnic.wa.edu.au](mailto:www.info.centre@polytechnic.wa.edu.au)

### **South Metropolitan TAFE**

Course Information Centre: 08 9239 8189

(Beaconsfield, Murdoch, Maritime Centre, Rockingham & Peel)

[www.challenger.wa.edu.au](http://www.challenger.wa.edu.au)

## **North Metropolitan TAFE**

Joondalup: 1300 134 881

[www.wcit.wa.edu.au](http://www.wcit.wa.edu.au)

## **TAFE Handbook**

On line [www.training.wa.gov.au](http://www.training.wa.gov.au), [www.tasonline.tafe.wa.edu.au](http://www.tasonline.tafe.wa.edu.au), (go to skills calculator)

## **Careers**

Job search and career related sites:

### **Career Information Centre**

2nd Floor, City Central Building, 166 Murray Street Mall, Perth (rear Myers)

Telephone: 132 398

Email: [career.centre@dtwd.wa.gov.au](mailto:career.centre@dtwd.wa.gov.au)

Open: Monday to Friday 9.00 am to 4.30 pm

The centre provides detailed information about careers and courses including booklets, leaflets, folders, videos, CDs, and cassettes. Students can also complete a Career Choice Program called Jigcal but must make a booking for this service. It is available 9.00am to 3.00pm Monday to Friday.

[www.myfuture.edu.au](http://www.myfuture.edu.au)

[www.jobsearch.gov.au](http://www.jobsearch.gov.au)

[www.youth.gov.au](http://www.youth.gov.au) (Information for school leavers includes links to many good sites)

[www.getaccess.wa.gov.au](http://www.getaccess.wa.gov.au) (Career information service)

[www.workplace.gov.au](http://www.workplace.gov.au)

[www.fairwork.gov.au](http://www.fairwork.gov.au)

[www.centrelink.gov.au](http://www.centrelink.gov.au) (Range of services /payments to students/job opportunities)

[www.graduatecareers.com.au](http://www.graduatecareers.com.au) Employment opportunities for graduates

[www.thegoodguides.com.au](http://www.thegoodguides.com.au) A site that rates Australian Universities and outlines their facilities/courses)

### **The Job Guide online**

(Includes links to other careers sites)

[www.jobsguide.deewr.gov.au](http://www.jobsguide.deewr.gov.au)

### **WA Department of Training & Workforce Development**

Training opportunities in WA

[www.det.wa.edu.au/training](http://www.det.wa.edu.au/training)

### **Education**

School Curriculum & Standards Authority

[www.scsa.wa.edu.au](http://www.scsa.wa.edu.au)

[info@scsa.wa.edu.au](mailto:info@scsa.wa.edu.au)

**Defence Force Recruiting Centre**

Take link to Careers Explorer that lists all jobs in the Defence forces.

Level 7, 66 St George's Terrace, Perth 6000

Careers Information: 131901

[www.defencejobs.gov.au](http://www.defencejobs.gov.au)

Open: Monday to Friday 8:00 am to 4:00 pm

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

**Australian Apprenticeships**

To find a new apprenticeships Centre in your region

133 873

[www.australianapprenticeships.gov.au](http://www.australianapprenticeships.gov.au)

**Tertiary Institutions Service Centre**

This site also provides links to the Tertiary Institution Service Centres and universities in the other states of Australia.)

[www.tisc.edu.au](http://www.tisc.edu.au)



**P** (08) 9376 5850

**E** [reception@sag.wa.edu.au](mailto:reception@sag.wa.edu.au)

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