



Ellenbrook

Secondary College

Year 11 - 2018 College Handbook

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** please note - Certificates are provided through a third party training authority and changes may occur that may impact cost or certificate achievement. All costing's provided for each course or certificate has been approved by the College Board and is based on the information available at the time of print.

Introduction

This handbook contains information for students currently in Year 10. It is designed to provide a reference point for Ellenbrook Secondary College Graduation and the Western Australian Certificate of Education (WACE) requirements, University and TAFE entrance requirements and other vital information.

In addition, there is a summary of the content of each course being offered to Year 11s in 2018.

It does not stand alone. Advice and information is also available from students' subject selection counsellors, Associate Principals, the Dean of Studies, Senior School Coordinators, Year 10 Coordinator, Head of Learning Areas and VET/Careers Coordinator.

By law, all students must remain in education, training or approved employment until the end of the year they reach 17 and 6 months. Approval to undertake options other than full-time school is gained by completing a Notice of Arrangement (NOA). NOA forms are available from the College.

Courses at Ellenbrook Secondary College

All students study 6 courses (or the equivalent) in Year 11, a total of 12 semester units. Most students will continue with these 6 courses in Year 12. Over the two years, students will usually complete 24 units. Once a student has commenced their program of study, course changes are discouraged and are usually only considered when it is identified that a student is in a program of study which is too difficult and that this is recognised before the College's cut-off dates for changes to be made.

The only compulsory part of the program is that all students must study English. The types of other courses chosen will depend on the student's interests, strengths, possible career direction, advice from parents and course recommendations.

Note on Course Recommendations;

The College takes course recommendations very seriously. Students should not be undertaking courses at a senior school level that they are not equipped to succeed in. Recommendations are given by Heads of Learning Areas, and are based on data collected throughout your child's secondary schooling. The Heads of Learning Areas have seen many students pass through Senior School and are well aware of the work ethic and background knowledge required to succeed in each course within their learning area.

It is almost impossible for a student to experience success in a course for which they have not been recommended. This puts students at risk of not achieving WACE, and causes significant stress to students, parents and teachers. Parents/students may request a review of the recommendation from the relevant Head of Learning area if they believe the recommendation is not accurate (Review of Course Eligibility form available in LC4 office).

School Curriculum and Standards Authority (SCSA) Courses

School Curriculum and Standards Authority Courses are offered at ATAR, General and for some courses Foundation level. Each course is made up of two Year 11 units: (Units 1 and 2) and two Year 12 units (Units 3 and 4). Limited foundation level courses are available and these courses are designed for those students who have not demonstrated minimum levels of literacy and numeracy through the OLNA. ATAR courses are difficult and require significant amounts of home study. ATAR courses are taken by students who wish to gain direct entrance to university after Year 12.

Students will be advised by their Course Counsellor and Heads of Learning Areas as to the pairs of units that are best suited to their ability and future career aspirations. All SCSA Courses described above are governed by the syllabuses and assessment structures of SCSA. These syllabus statements are available from the Authorities website – ww.scsa.wa.edu.au or students can contact the Authority by phone: (08) 9273 6300.

In accordance with SCSA guidelines, students are awarded a grade at the end of each Year 11 or Year 12 course unit as follows:

A - Excellent Achievement

B - High Achievement

C - Sound Achievement

D - Limited Achievement

E - Inadequate Achievement

These grades appear on the student's Statement of Results, issued by SCSA when the student has finished secondary school, and are based on assessments carried out by College staff throughout the year. Before determining which course to take, make sure you thoroughly read and understand the Ellenbrook Secondary College information provided in this handbook.

Vocational Education and Training (VET)

VET Certificates, are nationally recognised qualifications. Students may enrol in a VET Certificate, in two ways: Internally or Externally. Internal VET certificates are delivered by the College and are selected as part of the student's normal school timetable; they are scheduled as any other class is for four hours over the week. External VET Certificates are delivered by a training institution external to the College such as TAFE; students must apply through the Colleges VET Coordinator (Debbie Harris) for entrance to external VET Certificates during term 3 (details to be advertised via the daily notices). Students enrolled in external VET Certificates, will attend the College for 3 or 4 days a week and then the external training provider for 1 or 2 days each week. Students enrolled in external VET certificates are responsible for their own transport to and from the external institution and must demonstrate a high level of maturity. Students need to be committed to an external VET Certificate as once accepted the College expects the student to remain in that course until completed.

Enrolment Process

The enrolment process used to help students select appropriate Courses consists of a number of stages.

Information Evening

This evening is designed to give a general overview regarding WACE requirements, entry to University and TAFE and Vocational Education and Training opportunities. In addition, personnel from the Senior School will be available to answer questions about the courses on offer at Ellenbrook Secondary College.

Individual Enrolment Appointments

All students and parents will have the opportunity to make an individual appointment with a course counsellor. Students should bring their completed Course Selection Form to this appointment. Although the College will try its best to satisfy all students' preferences, even though originally offered not all courses may be available to all students. Students may be required to reselect due to grid clashes or lack of interest resulting in the cancellation of a course.

Students need to select courses that they can be successful in as opportunities to change courses once commenced is very limited.

School Charges

Contributions and Charges

A 50% deposit of nominated course charges is requested on the day of the Course selection meeting. Alternatively, parents may commit to a Direct Debit payment plan or BPAY on this date.

Refund policy - Generally moving or withdrawing from courses midway will still have a pro rata charge applied. Similarly after registration for certificates has occurred this is a non-refundable enrolment charge

Secondary Assistance Scheme

Holders of Centrelink Healthcare card, Pension card or Veterans Affairs cards are eligible for some financial assistance. Rules change from year to year. Please contact the Administration Office at the beginning of each school year.

Ensuring Your Success

Course Eligibility

Course eligibilities are individualised for student's based on previous academic and performance in relevant learning areas. These recommendations are listed as eligible courses for students. These are stated to help you choose appropriate courses in which you should succeed – provided you work hard.

Homework/Study Commitments

Before you decide on which type of course to study, you need to consider the type of commitment you are able to give out of College hours. Students studying ATAR courses will need to do on average 3 hours study per Course per week, each and every week. That means if you are studying 5 ATAR courses, you need to do a minimum of 15 hours of homework and/or study per week.

Students studying General should undertake 1.5 hours per Course per week, each and every week. That means that 6 General Courses require 9 hours of homework and/or study per week. Homework does not only consist of the work given to you by the teacher, but also of a self - directed component. This may include organising your notes, revision, research, exam study, practical study or additional tasks or questions.

Handing in Your Work on Time

It is vital in Year 11 and 12 that all assessment work is handed in on time, for all Courses. Failure to do so jeopardises your grades, and does not allow you to achieve to your potential. Parents and students should read the College's Senior School Assessment Policy available on the College website.

Attendance Commitment

Your attendance and participation in class is the key to achievement of success. Studies show that students who attend school regularly are more likely to succeed at school. Aim for 100% attendance. The only acceptable reasons for absences are if you are sick or have a school activity such as an excursion. Work commitments and holidays are not acceptable reasons for being absent from school. Missed tests or assessments for unapproved absences will be given a zero. Students enrolled in ATAR courses must maintain a minimum of 90% attendance to remain enrolled in these courses.

Medical Conditions Affecting School/Exam Performance

It is the responsibility of the student to notify the College of any medical condition that may affect performance as soon as they enrol or become aware of the condition. If special consideration is required in exams or class as a result of the medical condition, a medical certificate and/or other documentation must be provided to the Dean of Studies, so that arrangements can be put in place. This is also a SCSA requirement.

When Choosing Your Course...

Things to consider when choosing Course:

- You are making a COMMITMENT for two years. It is advisable to follow a Year 11 Course through to the end of Year 12
- Every time the student changes a subject after the commencement of the school year it puts the student at risk, therefore course change requests should be avoided once the year has commenced.
- Read the detailed course descriptions contained in this handbook.
- Consider your interests and abilities and your career aspirations.
- Check that you have achieved the minimum entrance requirements.

There are some unacceptable Course combinations for University pathways.

For details, please refer to the 2019 Admission Requirements for School Leavers brochure (which students should have received from the school they attended in Year 10) or the brochure can be downloaded from www.tisc.edu.au

Course Enrolment Policy

Year 11 Enrolment Policy

Our aim is for students to enrol in the course that best suits their interests, abilities and future pathways. Year 11 students will enrol, and remain enrolled in, six Courses, or Course equivalents. Year 11 students will not have sessions for private study.

Choices will be based on data:

- Latest school report (If enrolling in Year 11, this is commonly Semester One Year 10)
- Teacher recommendations
- NAPLAN/OLNA results

ATAR Courses

To remain enrolled in ATAR courses at Ellenbrook Secondary College students must maintain 90% attendance, and good standing.

The philosophy at Ellenbrook Secondary College is to allow students to attempt courses if they meet the minimum recommended entrance requirements. It is recommended that all students aiming for entry to university directly from Year 12, remain enrolled in a minimum of 5 ATAR Courses in Year 11.

To enrol in ATAR Courses, the following grades are recommended at the completion of Year 10.

- NAPLAN band 7 and above and OLNA achieved
- Physics and Chemistry - achieving A grades and recommended
- English – Maintain over 65% course average in ATAR preparation English course.
- Mathematics Specialist: Maintain an overall course average of approximately 75% minimum in the Pre Methods course.
- Mathematical Methods: Maintain an overall course average of approximately 65% minimum in the Pre Methods course.
- Maths Applications: Maintain an overall course average in the Pre Applications course of approximately 65% minimum.
- Achieving A or B grades for other ATAR courses

Students may be permitted to enrol in some ATAR courses together with general courses and a certificate in Year 11; however, continuation in the course will depend upon satisfactory progress achieved in the Progress Review Report in Term 1 or at the completion of the Semester exams in 2018.

General Courses

Students who have demonstrated a majority of their Year 10 achievements up to a C grade will enrol in General courses, subject to the prerequisites for these subjects. Other students may select a General course if it is appropriate to their needs. All students will remain in a full course, six courses or course equivalents for Year 11.

Year 12 Enrolment

ATAR Courses

To remain in ATAR courses students must have attained a score of over 55% at the completion of Year 11. If this is not achieved a student may choose one of the following options:

- repeat Year 11,
- change to a general course.

Withdrawing From a Course to Have Independent Study Time

Learning Enhancement Time (LET)

Learning Enhancement Time (LET) may be available to Year 12 students and is allocated on the basis of a student meeting academic, attendance and other criteria. Applications must be made to the Dean of Studies by the due date in Semester two of Year 11 and will be considered on an individual basis.

Changing Courses

Every course change once the school year has commenced places a student at risk of not reaching their full potential. When a student selects a program of study, he/she is committing to the courses for the duration of the course.

Course changes are discouraged and can be avoided by:

- Choosing appropriate courses – note the Minimum Entrance Requirements
- Discussing any problems with your teacher and parents
- Working harder when the going gets tough; hand all work in on time,
- taking advantage of extra help and attend 100% of your classes.
- Attending after school tuition group.

If a student realises that he/she are not in an appropriate course (eg too difficult or too easy), it is recommended that the student arranges to meet with the Dean of Studies as soon as possible and, at the latest, prior to the end of **Week 2, Term 1**. Any student who changes a course after the commencement of the course must catch up on any work missed in the new course selected. Course changes may result in an increase in course fees.

Western Australian Certificate of Education

This section is relevant to all students seeking to achieve the WACE in 2019.

The WACE is a certificate that demonstrates significant achievement over Years 11 and 12.

The WACE requirements

Achievement of your WACE acknowledges that at the end of your compulsory schooling you have achieved or exceeded the required minimum standards in an educational program that has suitable breadth and depth.

To achieve a WACE, a student must satisfy the following:

General requirements

- ☑ demonstrate a minimum standard of literacy and a minimum standard of numeracy based on the skills regarded as essential for individuals to meet the demands of everyday life and work in a knowledge-based economy
- ☑ complete a minimum of 20 units or equivalents as described below
- ☑ complete four or more Year 12 ATAR courses or complete a Certificate II or higher.

Breadth and depth

Students will complete a minimum of 20 course units or the equivalent. This requirement must include at least:

- a minimum of 10 Year 12 units or the equivalent
- two completed Year 11 English units and one pair of completed Year 12 English units
- one pair of Year 12 course units from each of List A (arts /languages/social sciences) and List B (mathematics/ science/technology).

Achievement standard

Students will be required to achieve 14 C grades (or equivalents, see below) in Year 11 and Year 12 units, including at least six C grades in Year 12 units (or equivalents).

Unit equivalence can be obtained through Vocational Education and Training (VET) programs and/or endorsed programs. The maximum unit equivalence available through these programs is eight units – four Year 11 units and four Year 12 units. Students may obtain unit equivalence as follows:

- up to eight unit equivalents through completion of VET programs, **or**
- up to four unit equivalents through completion of endorsed programs, **or**
- up to eight unit equivalents through a combination of VET and endorsed programs, but with endorsed programs contributing no more than four unit equivalents.

The amount of unit equivalence allocated to VET and endorsed programs is as follows:

- VET qualifications
- Certificate I is equivalent to two Year 11 units
- Certificate II is equivalent to two Year 11 and two Year 12 units
- Certificate III or higher is equivalent to two Year 11 and four Year 12 units
- Endorsed programs – unit equivalence is identified on the Authority’s approved list of endorsed programs.

There are four types of courses developed by the Authority:

1. ATAR course units for students who are aiming to enrol in a university course direct from school. These courses will be examined by the Authority and contribute to the achievement of an Australian Tertiary Admission Rank (ATAR).
2. General course units for students who are aiming to enter further training or the workforce directly from school. These courses will not be examined by the Authority
3. Foundation course units for those who need additional help in demonstrating the minimum standard of literacy and numeracy.
4. Preliminary course units for those who may need modification to the curriculum to meet their special needs. Preliminary courses do not contribute to the achievement of a WACE.

There are two types of programs which can contribute to the WACE:

1. VET programs
2. Endorsed programs

You can mix and match these options to provide yourself with the best platform to meet the requirements to achieve your WACE – and for life beyond school.

In Year 10, you have the opportunity to choose what you will study in Years 11 and 12.

Achievement of a WACE

Courses units/programs from these groups contribute to the achievement of a WACE: ATAR, General, Foundation, VETiS courses, VET programs and endorsed programs. Preliminary course units do not contribute to the achievement of a WACE.

WACE courses are grouped into List A (arts/languages/social sciences) and List B (mathematics/science/technology). Students studying for a WACE are required to select at least one Year 12 course from each of List A and List B. Appendix 3 lists the subjects as List A and List B.

Schools choose to offer courses that meet the needs and interests of their students in line with the resources they have available.

You are able to select across a range of course units at a range of cognitive levels to suit your skills and post-school aspirations. If you think you will be heading to university once you finish Year 12, you should enrol in at least four ATAR courses to be eligible for an ATAR. The rank is used by universities as a selection mechanism. More information about the ATAR is available at

<http://www.tisc.edu.au/static/guide/atar-about.tisc?cid=12862>.

If you do not complete the course requirements to achieve an ATAR you will need to achieve a minimum of a Certificate II qualification.

Each course has four units – Unit 1 and Unit 2 (Year 11 units) and Unit 3 and Unit 4 (Year 12 units). Unit 1 and Unit 2 **can** be studied as a pair (except VETiS which are paired), Unit 3 and Unit 4 **must** be studied as a pair.

Unlike other WACE courses, VETiS course units are paired in both the Year 11 (Unit 1 and Unit 2) and the Year 12 (Unit 3 and Unit 4) syllabuses. A student who withdraws from a VETiS course after only one semester will not receive VETiS course unit credit for that academic year.

Permission for a student to change courses is a school decision; however, for a student to achieve course unit credits, a change can only be made early in Year 12, before the cut-off date set by the Authority; or in Year 11 after the completion of Unit 1, or at the end of Year 11 after the completion of Unit 2. A student who withdraws from a VETiS course does not achieve course unit credits.

The Western Australian Statement of Student Achievement (WASSA)

A WASSA 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.

Literacy and numeracy

There are two parts to demonstrating competence in literacy and numeracy. Firstly, you are required to complete two Year 11 English units and a pair of Year 12 English units.

Secondly, you must demonstrate that you have met the minimum standard for literacy and numeracy, which is based on skills regarded as essential for individuals to meet the demands of everyday life and work.

You can demonstrate the minimum standard:

- through the Authority's Online Literacy Numeracy Assessment (OLNA), or
- if you demonstrate Band 8 or higher in your Year 9 NAPLAN, Reading, Writing and Numeracy tests.

The OLNA is compulsory for those students who have not prequalified in one or more of the components through Year 9 NAPLAN and want to achieve the WACE. Students will have up to six opportunities (two per year) between Year 10 and Year 12 to demonstrate the literacy and numeracy minimum standard.

If you have a language background other than English and arrived from overseas in the past year you may be able to delay sitting the OLNA. You should discuss your options with your careers counsellor.

Disability provisions are available for students with significant conditions which may severely limit their capacity to participate in the OLNA. These students, after discussions with parents/carers and the school, may choose not to sit the OLNA. However, this would mean that these students could not achieve the WACE. Students should discuss their options with their careers counsellor.

**currently there are no foundation level courses offered in Year 12 at Ellenbrook Secondary College

Year 12 Promotion

Students must be on track to achieve WACE to progress to a Year 12 course. Students who have not obtained adequate academic progress by the end of the school year will have the option of repeating Year 11 (recommended at a senior campus), undertaking an alternative training program or full time employment through a NOA. Applications to repeat will be considered by the College Board.

Vocational Education & Training (VET) programs

VET courses are undertaken as part of the school studies and enable students to gain nationally recognised qualifications for varied types of employment, and specific skills to help them in the workplace. In some cases VET programs can give you training in the industry through workplace learning. VET courses have an industry and trade focus and you work through a series of Units of Competency to complete the full qualification and attain a Certificate at the end of the program's duration.

If your educational program does not include four ATAR courses you will need to complete a Certificate II qualification or higher to achieve your WACE.

With VET you can combine a vocational pathway, complete a Certificate and keep your options open to pursue further vocational education. Students may enrol in a VET Certificate either through an auspicing arrangement with a Registered Training Organisation (RTO) internally at the College where the student undertakes 4 periods a week in class or externally at TAFE. External VET Certificates are limited and competitive and need to be applied for through the Colleges VET Coordinator Debbie Harris during Term 3. Students selected in this mode of delivery will attend the College for 3 or 4 days and then the external Training Provider for 1 or 2 days. Students enrolled in external VET Certificates must abide by the College rules and are responsible for their own transport to and from the Training Institution. Among the range of VET programs on offer are limited school-based traineeships when available. Conditions are outlined in the School Based Traineeship Policy.

Our internal VET program is delivered through various Registered Training Organisations (RTO's). The RTO oversees the administration of the Certificate courses, adheres to the ASQA framework, can provide resources and assessments and our teachers deliver, monitor and assess the course requirements.

Endorsed programs

Endorsed programs address areas of learning not covered by WACE courses. Examples include workplace learning, Cadets WA, performance in school productions and independently administered examinations in music, speech and drama.

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.

Ellenbrook Secondary College Course List

	Cost \$
ENGLISH	
English Foundation	\$31
English General	\$36
English ATAR	\$49
MATHEMATICS	
Mathematics Foundation	\$60
Mathematics Essential General	\$50
Mathematics Applications ATAR	\$60
Mathematics Methods ATAR	\$60
Mathematics Specialist ATAR – (Internal/Tuart)	\$60/\$100
SCIENCE	
Human Biological Science General	\$65
Integrated Science General	\$65
Human Biology ATAR	\$66
Chemistry ATAR	\$56
Physics ATAR	\$56
SOCIETY & ENVIRONMENT	
Career and Enterprise Education General	\$25
Geography General	\$50
Aboriginal and Intercultural Studies	\$30
Modern History ATAR	\$30
Geography ATAR	\$50
Economics ATAR	\$25
ARTS	
Visual Art General	\$130
Visual Art ATAR	\$130
Design (Photography) General	\$100
Design (Photography) ATAR	\$100
Drama General	\$100
Media Production and Analysis General	\$100
Dance General	\$100
Music ATAR	\$100
Music Extra Curricular	\$60
TECHNOLOGIES	
Building and Construction General	\$130
Materials Design & Technology (Metal Work) General	\$130
Materials Design & Technology (Wood) General	\$130
Business Management and Enterprise General	\$55
Applied Information Technology General	\$50
Food Science & Technology (Hospitality) General	\$180
Computer Science ATAR	\$40
HEALTH AND PHYSICAL EDUCATION	
Physical Education Studies General	\$65
ENDORSED PROGRAMS	
Workplace Learning (must be studied in conjunction with Career and Enterprise)	\$100

Ellenbrook Secondary College Course List

CERTIFICATES*	
Cert II in Tourism	\$132
Cert III in Screen and Media	\$180
Cert II Building and Construction – Trades Pathway**	\$310
Cert II Furniture Making Pathways	\$260
Cert II Business	\$150
Cert II Information, Digital Media & Technology	\$170
Cert II Community Services (Children Services)**	\$200
Cert II in Hospitality	\$420
Cert II Sport and Recreation	\$220
Cert II in Outdoor Recreation	\$410
Cert II in Vocational Pathways & Skills for Work	\$113
Students undertaking a Fee For Service (FFS) Vet option through a Private Registered Training Organisation (RTO)	\$2500

* **Certificate costs include a COMPULSORY, non-refundable enrolment fee.**

****Certificate includes COMPULSORY enrolment in Career and Enterprise and Workplace Learning (WPL).**

Course Outlines

English

English Foundation (FEENG)

Foundation English courses are designed for students who have not demonstrated the Western Australian Certificate of Education (WACE) standard of 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. Students who have not demonstrated the minimum literacy standard required in the Online Literacy and Numeracy Assessment (OLNA) in Year 10 are required to enrol in the Foundation English Course in Year 11.

The English Foundation course aims to develop students' skills in reading, writing, viewing, speaking and listening in work, learning, community and everyday personal contexts. Such development involves an improvement in English literacy where literacy is defined broadly to include reading ability, verbal or spoken literacy, the literacy involved in writing, and visual literacy. Students undertaking this course will develop skills in the use of functional language conventions, including spelling, punctuation and grammar. Sound literacy skills are required for comprehending and producing texts; for communicating effectively in a learning or working environment, within a community or for self-reflection; and for establishing one's sense of individual worth.

An aim of the Foundation English course at Ellenbrook Secondary College in Year 11 is to provide students with the skills necessary to communicate effectively in both work place and social situations. The Foundation and General English course content is similar. The Foundation English course work is highly scaffolded and aimed at catering for individual student's literacy needs.

The course also aims to develop students' literacy abilities to a point where they are able to achieve the minimum standard required in the OLNA and enrol in the General English courses.

**** Year 12 Foundations is not currently offered at Ellenbrook Secondary College**

English General (GEENG)

The Year 11 General English Course has a focus on work place and social communication. As part of this course students learn how to conduct themselves in job interviews; write reports on how to improve various work place procedures; organise and plan a budget for an event; write apologies, write letters of resignation and learn how to write email replies to customer concerns. The General English Course in Year 11 is aimed at equipping students with 'real life' communication skills which are relevant and applicable to both work place and social situations.

The Year 11 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 Year 11 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.

English ATAR (AEENG)

The Year 11 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.

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.

Students will learn how to interpret written and visual texts and write high quality responses under time pressure in order to prepare them for their Year 12 university entrance exam.

Mathematics

Ellenbrook Secondary College offers five Mathematics courses in Year 11, two General courses and three ATAR courses. The General Courses are Mathematics Foundation and Mathematics Essential. The ATAR courses are Mathematics Applications, Mathematics Methods and Mathematics Specialist.

The courses are differentiated, each focusing on a pathway that will meet the learning needs of a particular group of senior secondary students. Each course is organised into four units where students study Unit 1 and Unit 2 in Year 11 before moving onto Unit 3 and Unit 4 in Year 12.

Mathematics Foundation (FEMAT)

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

This course is specifically for students who have not demonstrated the numeracy standard in OLNA.

Unit 1

- Whole numbers and money,
- Addition and subtraction with whole numbers and money,
- Length, mass and capacity
- Time,
- Data, graphs and tables

Unit 2

- Understanding fractions and decimals
- Multiplication and division with whole numbers and money
- Metric relationships
- Perimeter, area and volume
- The probability of everyday events

**** Year 12 Foundations is not offered at Ellenbrook Secondary College**

Mathematics Essential General (GEMAE)

This 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.

This course is best suited to students who undertook a General pathway in Year 10 and have successfully met or are close to meeting the numeracy standard in OLN.

Unit 1

- Basic calculations, percentages and rates
- Using formulas for practical purposes
- Measurement
- Graphs

Unit 2

- Representing and comparing data
- Percentages
- Rates and ratios
- Time and motion

Mathematics Applications ATAR (AEMAA)

This ATAR course focuses on the use of mathematics to solve problems in contexts that involve financial modelling, geometric and trigonometric analysis, graphical and network analysis, and growth and decay in sequences. It also provides opportunities for students to develop systematic strategies based on the statistical investigation process for answering questions that involve analysing univariate and bivariate data, including time series data. This course is designed for students who want to extend their mathematical skills beyond the Year 10 level and helps prepare students for a wide range of educational and employment aspirations, including continuing their studies at University or TAFE.

To be successful in this course, students will need to have demonstrated consistent achievement whilst undertaking the Pre-Applications course in Year 10.

Unit 1

- Consumer arithmetic
- Algebra and matrices
- Shape and measurement

Unit 2

- Univariate data analysis and the statistical investigation process
- Applications of trigonometry
- Linear equations and their graphs

Mathematics Methods ATAR (AEMAM)

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 analyse phenomena that involve uncertainty and variation.

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

To be successful in this course, students will need to have demonstrated consistent achievement whilst undertaking the Pre-Methods course in Year 10. (TISC bonus 10% of scaled score added to TEA)

Unit 1

- Functions and graphs
- Trigonometric functions
- Counting and probability

Unit 2

- Exponential functions
- Arithmetic and geometric sequences and series
- Introduction to differential calculus

Mathematics Specialist ATAR (AEMAS)

[Please note it is possible that Mathematics Specialist will run through an external agency depending on enrolment numbers in this course.]

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. The Mathematics Specialist ATAR course contains topics in functions and calculus that build on and deepen the ideas presented in the Mathematics Methods ATAR course, as well as demonstrate their application in many areas. This course also extends understanding and knowledge of statistics and introduces the topics of vectors, complex numbers and matrices. The Mathematics Specialist ATAR course is the only ATAR mathematics course that should not be taken as a stand-alone course and it is recommended to be studied in conjunction with the Mathematics Methods ATAR course as preparation for entry to specialised university courses such as engineering, physical sciences and mathematics. To be successful in this course, students will need to have demonstrated outstanding achievement whilst undertaking the Pre-Methods course in Year 10. (TISC bonus 10% of scaled score added to TEA)

Unit 1

- Combinatorics
- Vectors in the plane
- Geometry

Unit 2

- Trigonometry
- Matrices
- Real and complex numbers

Science

Integrated Science General (GEISC)

The Integrated Science General course is a course grounded in the belief that science is, in essence, a practical activity. From this stems the view that conceptual understandings in science derive from a need to find solutions to real problems in the first instance. The inquiring scientist may then take these understandings and apply them in a new context, often quite removed from their original field. This course seeks to reflect this creative element of science as inquiry. It should involve students in research that develops a variety of skills, including the use of appropriate technology, an array of diverse methods of investigation, and a sense of the practical application of the domain. It emphasises formulating and testing hypotheses and the critical importance of evidence in forming conclusions. This course enables them to investigate science issues in the context of the world around them, and encourages student collaboration and cooperation with community members employed in scientific pursuits. It requires them to be creative, intellectually honest, to evaluate arguments with scepticism, and to conduct their investigations in ways that are ethical, fair and respectful of others.

The Integrated Science General course is inclusive and aims to be attractive to students with a wide variety of backgrounds, interests and career aspirations.

Unit 1 – Environmental Degradation

Students investigate many local and global environmental issues, focusing on how pollution and other human activities are the cause, as well as looking for solutions.

Unit 2 – Forensic Science

Students explore a wide range of forensic concepts and techniques through investigation based inquiry.

Students require good literacy skills to be able to communicate ideas and aid the understanding of content. Science inquiry skills are required throughout the course as students are expected to design, conduct and evaluate experiments in order to further their own understanding.

Human Biological Science General (GEHBY)

In the Human Biology General course, students learn about themselves, relating the structure of the different body systems to their function and understanding the interdependence of these systems in maintaining life. Reproduction, growth and development of the unborn baby are studied to develop an understanding of the effects of lifestyle choices. Students will engage in activities exploring the coordination the circulatory, respiratory, digestive and urinary systems. Students research diseases and disorders related to these systems and increase their understanding of the causes and lifestyle choices that can be made to prevent them.

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

Unit 1 – Healthy body

This unit explores how the human body systems are interrelated to sustain life.

Unit 2 – Reproduction

This unit explores the role of males and females in the process of reproduction.

Students require good literacy skills to be able to communicate ideas, a sound understanding of Year 10 Biological Science and a strong work ethic. Science inquiry skills are required throughout the course as students are expected to design, conduct and evaluate experiments in order to further their own understanding.

Human Biology ATAR (AEHBY)

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.

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, child care, 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.

Unit 1 – The Functioning Human Body

Students analyse how the structure and function of body systems, and the interrelationships between systems, support metabolism and body functioning.

Unit 2 – Reproduction and Inheritance

Students study the reproductive systems of males and females, the mechanisms of transmission of genetic material from generation to generation, and the effect of environment on gene expression.

The content studied in both units requires students to have high literacy skills, excellent study techniques and a good understanding of Year 10 Biological Science. Students need to be able to write extended answers and communicate their knowledge. Strong Science inquiry skills is required throughout the course as students are expected to design, conduct and evaluate experiments in order to further their own understanding.

Chemistry ATAR (AECHE)

Chemists make new materials that change the world in many ways, from everyday materials such as cosmetics, paints, medicinal products, fuels and those used in space technology. This course provides for increasing the student's knowledge, understanding and opportunity to investigate both the properties and reactions of chemicals. Chemistry is both qualitative and quantitative, requiring the development of practical and problem solving skills.

Theories and models are used to explain chemical systems, structures and properties. Investigations and experiments develop laboratory skills and the appreciation of accurate measurements, critical analysis and informed decision making. The language of chemistry develops improved communication and applied chemistry skills. Students learn how to improve safety and make informed, balanced decisions about applied chemistry and sustainable resource management.

Unit 1 – Chemical fundamentals: structure, properties and reactions

Students use models of atomic structure and bonding to explain the macroscopic properties of materials. Students develop their understanding of the energy changes associated with chemical reactions and the use of chemical equations to calculate the masses of substances involved in chemical reactions.

Unit 2 – Molecular interactions and reactions

Students continue to develop their understanding of bonding models and the relationship between structure, properties and reactions, including consideration of the factors that affect the rate of chemical reactions and substance involved in different reaction types.

Students are required to have strong background knowledge of the year 10 chemistry course. They must be competent at working out chemical formulas, reading, writing and applying balanced chemical equations. Quantitative chemistry requires the students to have good mathematical skills in order to solve problems and use formula. Experimental chemistry requires students to design, conduct and evaluate laboratory work, furthering their knowledge and understanding of chemistry in the modern world.

Physics ATAR (AEPHY)

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.

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

Unit 1 – Thermal, nuclear and electrical physics

Students investigate energy production by considering heating processes, radioactivity and nuclear reactions, and investigate energy transfer and transformation in electrical circuits.

Unit 2 – Linear motion and waves

Students describe, explain and predict linear motion, and investigate the application of wave models to sound phenomena.

The content studied in both units requires students to have a good understanding of abstract concepts and high literacy skills to be able to interpret questions and communicate ideas. Students also require high level mathematical skills mastered in Year 10 in order to understand concepts, solve problems and apply formula. Strong Science inquiry skills are required throughout the course as students are expected to design, conduct and evaluate experiments in order to further their own understanding.

Humanities & Social Sciences

Career and Enterprise General (GCEAE)

The focus of UNIT 1 is exploring work and networks. Students develop an understanding of aspects of work, such as part-time, full-time, flexi hours, volunteer work and unemployment. They learn that positive self-esteem and self-management are required to access work opportunities and acquire skills to build careers. Students learn the basic organisation and roles associated with different workplace structures, and develop awareness that employment is connected with responsibility for themselves and others.

The focus of UNIT 2 The focus of this unit is entry-level work readiness. Students explore the attributes and skills necessary for employment, and identify their personal strengths and interests, and the impact these have on career development opportunities and decisions. Students examine the organisation of workplaces within a chosen industry area and learn about the rights and responsibilities of employees and employers in entry-level jobs.

***Career & Enterprise General is compulsory for those students wishing to undertake Workplace Learning.**

Aboriginal and Intercultural Studies (GEACS)

This Course is highly relevant to students from all backgrounds. Aboriginal histories and cultures are fundamental to the development of Australian identity and the formation of contemporary Australian society. In Year 11, students explore the concept of leadership through the arts, sports, politics, medicine and the struggle for civil rights in Australia and in other countries including China, Canada, New Zealand, South Africa, Vietnam and the USA. Students also investigate how culture is expressed through the arts and how this has changed over time.

Understanding and valuing cultural diversity are key skills both for citizenship in contemporary multicultural Australia and for participation in an increasingly global community. The Aboriginal and Intercultural Studies General course is intended to equip students with the knowledge, skills and values to be active citizens at the local, national and global levels. These skills are also highly valued in today's workplaces. The ability to work effectively in a culturally diverse environment is important in a wide range of vocational contexts. Students will undertake a range of activities including excursions, incursions, discussions, research and viewing.

Geography GENERAL

UNIT 1 explores the spatial patterns and processes related to environments at risk, and to the protection of such environments through management at local, regional and global levels. In the local area, in specific regions and globally, people pose threats to the environment as they attempt to meet their

needs. Individuals and/or groups can have conflicting viewpoints about particular environments and this can place environments at risk. Students will discover how sustainable solutions can be developed

UNIT 2 explores the natural and cultural characteristics of a region, the processes that have enabled it to change over time and the challenges it may face in the future. Students develop the knowledge, understanding and skills that will enable them to understand and apply the concept of a region to other regions in different scales.

Geography ATAR (AEGEO)

UNIT 1 focuses on understanding how these hazards and their associated risks are perceived and managed at local, regional and global levels. Risk management, in this particular context, refers to prevention, mitigation and preparedness. Prevention is concerned with the long-term aspects of hazards, and focuses on avoiding the risks associated with their reoccurrence. Mitigation is about reducing or eliminating the impact if the hazard does happen. Preparedness refers to actions carried out prior to the advance notice of a hazard to create and maintain the capacity of communities to respond to, and recover from, natural disasters. Preparedness starts at the local community level, but may branch out to national and international levels through measures such as planning, community education, information management, communications and warning systems.

UNIT 2 focuses on the process of globalisation and is based on the reality that we live in an increasingly interconnected world. It provides students with an understanding of the economic and cultural transformations taking place in the world today, the spatial outcomes of these processes, and their political and social consequences. This is a world in which advances in transport and telecommunications technologies have not only transformed global patterns of production and consumption but also facilitated the diffusion of ideas and elements of cultures. The unit explains how these advances in transport and communication technology have lessened the friction of distance and have impacted at a range of local, national and global scales.

Modern History ATAR (AEHIM)

UNIT 1 examines developments of significance in the modern era, including the ideas that inspired them and their far-reaching consequences. Students examine **one** development or turning point that has helped to define the modern world. Students explore crucial changes, for example, the application of reason to human affairs; the transformation of production, capitalism and consumption, transport and communications; the challenge to social hierarchy and hereditary privilege, and the assertion of inalienable rights; and the new principles of government by consent. Through their studies, students explore the nature of the sources for the study of modern history and build their skills in historical method through inquiry.

UNIT 2 examines significant movements for change in the 20th century that led to change in society, including people's attitudes and circumstances. These movements draw on the major ideas described in

Unit 1, have been connected with democratic political systems, and have been subject to political debate. Through a detailed examination of **one** major 20th century movement, students investigate the ways in which individuals; groups and institutions have challenged existing political structures, accepted social organisation, and prevailing economic models, to transform societies. The key conceptual understandings covered in this unit are: the factors leading to the development of movements; the methods adopted to achieve effective change; the changing nature of these movements; and changing perspectives of the value of these movements and how their significance is interpreted.

Economics ATAR (AEECO)

UNIT 1 explores the theory that markets are an efficient way to allocate scarce resources, using real world markets with an emphasis on the Australian economy. When the forces of demand and supply do not allocate and price resources in a way that society would regard as efficient, equitable or sustainable, market failure can occur. Students examine examples of market failure along with a range of government policy options that can be applied to achieve more desirable outcomes. Students are also introduced to the language of economics and the use of theories and models to explain and interpret economic events and issues.

UNIT 2 explores the government's role in a modified market economy and Australia's recent (the last ten years) and contemporary (the last three years) macroeconomic performance. The cyclical fluctuations in the level of economic activity result in changes in the levels of output, income, spending and employment in the economy that, in turn, have implications for economic growth, inflation and unemployment. Students examine the role of government, through its spending and taxing powers, which can affect the allocation and price of resources, and the level of economic activity by targeting economic objectives.

The Arts

Design Photography (GEDESP)

In the Design Photography course the students develop digital photography skills using manual camera settings, studio lighting and digital manipulation of their own photographs using Photoshop CS5. Students will become familiar with design concepts, knowledge and skills that are needed for employment in the creative industries. Unit 1 explores design fundamentals where students will understand the design process and practice. Unit 2 is focused on personal design where students learn that they visually communicate aspects of their personality, values and beliefs through their affiliations and their manipulation of personal surroundings and environments. They will study the design principles

and processes that require their analysis of a design brief and creative problem solving through written and practical projects to produce a finished digital portfolio of Design Photography.

Design Photography ATAR (AEDESP)

In the ATAR Design Photography course the students develop digital photography skills using manual camera settings, studio lighting and digital manipulation of their own photographs using Photoshop CS5. Students will combine practical photography skills with a range of design theory including; how design works and how ideas, beliefs, values, attitudes, messages and information are effectively communicated to audiences. Students will study the design principles and processes that require analysis of a design brief and creative problem solving through written and practical projects to produce a finished digital portfolio of Design Photography. Unit 1 explores product design examining the commercial world and branding for particular audiences. Unit 2 covers cultural design and students learn that society is made of different groups and that different forms of visual communication are used to transmit specific values, attitudes and beliefs. Assessments are completed in the form of portfolios, in class reports and exams, combining both practical and theoretical skills learned. Throughout the course, students develop skills for current and future employment in the creative industries. The course also allows students to maximise vocational and or university pathways.

Visual Arts General (GEVAR)

In the Visual Arts General course students complete both practical and written tasks based on traditional, modern and contemporary art themes. The course promotes innovative practice as students explore and represent their ideas. Students also gain an awareness of the role that artists and designers play in reflecting, challenging and shaping the values of a society. Students typically produce two written assignments, a finished artwork and a supporting folio demonstrating the evolution of their work in each semester.

Visual Arts ATAR (AEVAR)

The Visual Arts ATAR course aims to provide students with the skills, knowledge and understanding of traditional, modern and contemporary themes and practices to enable them to produce their own artworks and to interpret the artworks of others. The course promotes innovative practice as students explore and represent their ideas and gain an awareness of the role artists and designers play in reflecting, challenging and shaping the values of a society.

The course requires students to complete written and practical tasks and as such it is recommended that students have high level written skills and prior visual art experience.

Dance General (GEDAN)

The Dance General course involves both practical and theoretical aspects of dance through the exploration of jazz and contemporary. Students will develop an understanding for the making and performing of movement and the appreciation of its meaning. Through group work and individual tasks students will make decisions based on a range of creative processes. Through improvisation, investigation and workshops, students will be exposed to choreographic elements and devices to create dance works. Creating their own works in addition to learning choreographed pieces, students will develop a deep understanding and appreciation for the

rehearsal process and safe dance practises to develop polished and refined sequences. Students will also learn about the history and renowned choreographers of specific dance styles and how they have developed within society. Through dance, students experience an intrinsic sense of enjoyment while developing their performance quality in order to entertain and engage others. This course requires students to perform to small groups, as well as, larger audiences outside regular schooling hours.

Drama General (GEDRA)

The General Drama course focuses on drama through practical and theoretical tasks that integrate students' knowledge and skills. Students use the elements of drama to develop, present and explore ideas based on their exploration of ideas and development of shared human experiences. Drama processes such as improvisation, play building, text interpretation, playwriting and dramaturgy are utilised to create works that reflect on human experiences and how drama can be used to entertain, inform, communicate and challenge. In addition to the practical components of the course, students will also complete written works based on the roles and responsibilities of the non-actor roles including set, costume, makeup, props, promotional materials, stage management, front-of-house activities and sound and lighting. Students will also develop their repertoire of drama specific terminology that they employ when describing, analysing, interpreting and evaluating their own drama and the drama of others. Practitioners including Stanislavki, Grotowski and Brecht will be explored practically and theoretically to assess their ideas and ongoing influence on the development of both presentational and representational drama works. Students will present drama to make meaning for a range of audiences and adapt their drama to suit different performance settings. This course requires students to perform to small groups, as well as, larger audiences outside regular schooling hours.

Media Production and Analysis General (GEMPA)

The Media Production and Analysis General course aims to prepare all students for a future in a digital media world by developing practical skills and theoretical understandings. Students learn the languages of media communication and how a story is constructed using representations and codes and conventions. Year 11 MPA General focuses on the contexts related to mass media and point of view. Students will have the opportunity to explore a variety of mass media work (TV Drama and Music Videos) and will explore point of view in the context of journalism (News and Current Affairs). Students develop production and written skills and apply their understanding of media languages and audiences while learning about and working in specific production contexts.

Music ATAR (AEMUSW)

The Music ATAR course encourages students to explore a range of musical experiences, developing their musical skills and understanding, and creative and expressive potential, through a choice of one of three defined contexts: Western Art Music, Jazz, or Contemporary Music. The course consists of a written component incorporating Aural and Theory, Composition and arrangement, Cultural and historical analysis, and a practical component. The practical component can be delivered in a different context, independent of the written component. Students can choose to perform on an instrument or voice in one of four contexts.

The Music course provides opportunities for creative expression, the development of aesthetic appreciation, and understanding and respect for music and music practices across different times, places, cultures and contexts. Students listen, compose, perform and analyse music, developing skills to confidently engage with a diverse array of musical experiences, both independently and collaboratively. Studying music may also provide a pathway for further training and employment in a range of professions within the music industry.

Technologies

Building and Construction General (GEBCN)

Prerequisite: satisfactory results in lower school Home Workshop or design and technology subjects with reporting attributes of *often* or *consistent*.

Unit 1 is aimed at students wishing to gain general skills in building but not pursue a career in this area. It encompasses the skills and applications of many of the trades and professions in the construction industry. Students have the opportunity to develop and practise skills that contribute to creating a physical environment, while acquiring an understanding of the need for sustainability, and an awareness of community and environmental responsibilities. Students will learn the basic fundamentals of arc welding, oxy welding, bricklaying, reticulation, storm water drainage, paving, basic carpentry and tiling including principles of design, planning and management.

Unit 2 continues to explore and build skills in the area of Building and Construction for the home handyman. In this unit you will explore common, natural and pre-made construction materials used in construction. Basic plan reading is practised with application in the building trades. Students will also learn more advanced techniques and skills in Arc welding, Oxy-Acetylene welding, MIG welding, roof plumbing, levelling, bricklaying, paving, reticulation, carpentry and tiling.

Materials Design and Technology (Metal (GEMDTM) or Wood (GEMDTW))

Prerequisite: satisfactory results in lower school courses in the relevant context with reporting attributes of *often* or *consistent*.

Unit 1 is a mainly practical course in which students apply materials from their relevant context. In this, the first unit, students are taught, and given the workshop time to develop skills in tool and machine use, technical drawing, construction, joining and finishing skills in the relevant context. The major focus of this introductory unit is the design and production of a personal designed project within set parameters.

Unit 2 builds on the skills in both the practical and design areas of the previous unit. Students develop designs for a specific market. They use a range of techniques to gather information about existing products and apply the fundamentals of design to develop ideas and realize them through the production of a project. Development of more advanced tool and machine use is a fundamental aspects of this course with the introduction of man made materials for construction.

Business Management and Enterprise General (GEBME)

The Business Management and Enterprise General course focuses on establishing and operating a small business in Australia and aims to provide students with an understanding of the knowledge and skills of the processes and procedures required for generating business ideas and turning them into a viable business venture. Factors that impact on business innovation and success, business planning, and legal aspects of running a small business are examined. Students engage in the running of a small business, or participate in business simulations, to develop practical business skills and to develop financial and business literacy.

Through the consideration of real businesses and scenarios, students develop knowledge, understanding and skills that enable them to analyse business opportunities, develop proposals and make sound, ethical business decisions. The course equips students to participate proactively in the world of business, behave responsibly and demonstrate integrity in business activities.

Applied Information and Technology General (GEAIT)

The Applied Information Technology General course provides students with the knowledge and skills to use a range of computer hardware and software to create, manipulate and communicate information in an effective, responsible and informed manner. In Year 11, students focus on developing skills and knowledge to communicate in personal and small business environments. They develop skills in common software applications and wireless network technology and develop an understanding of legal, ethical and social impacts of technology within society.

Food Science and Technology General (GEFST)

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.

Computer Science ATAR (AECSC)

In the Computer Science ATAR Course students explore the fundamental principles, concepts and skills within the field of computing. In Year 11 students develop an understanding of information and business systems, producing spreadsheet and database solutions. They are introduced to networking concepts in a business environment and use algorithms to develop programming skills. Students study the ethical, legal and societal implications of applications in order to create programming solutions.

Health and Physical Education

Physical Education Studies General (GEPES)

Physical Education Studies contributes to the development of students' physical, social and emotional growth. The Physical Education General pathway comprises both theoretical and practical aspects of sporting performance.

Students will learn fundamental components of;

- functional anatomy,
- biomechanics,
- motor learning and coaching,
- sport psychology and
- exercise physiology.

It is highly recommended that students complete units 1 and 2 before attempting to enrol in the General 3 and 4 units in year 12 Physical Education Studies.

CERTIFICATES

Note: Students must complete a certificate course to achieve their WACE, unless they are on an ATAR program.

SIT20116 Certificate II in Tourism

Duration: 2 years

Proposed RTO: Hospitality Group Training (WA) Inc (2058)

The qualification provides an insight into the travel and tourism industry. It provides students with the entry-level skills necessary for both further training and employment in the industry. The course will cover a wide range of tourism activities, services and facilities within a domestic context.

In order to complete the course students will need to complete four Core Units and seven Elective Units.

CUA31015 Certificate III in Screen and Media

Duration: 1 year

Proposed RTO: North Metropolitan TAFE (52786)

Prerequisites: Achievement of OLNA

This qualification provides an opportunity to develop and extend critical and creative thinking skills and work effectively in the screen and media industries, learn the intricacies of camera and audio equipment and try your hand at editing sound and audio all under guidance. This Certificate will prepare you for a career in film and television by familiarising you with the equipment and environment up to industry standards.

In order to complete the course students will need to complete three Core Units and eight Elective Units.

BSB20115 Certificate II in Business

Duration: 1 year

Proposed RTO: Australian YMCA Institute of Education and Training (3979)

This qualification provides students the opportunity to learn a range of office, computer, and business skills and understanding on how to work effectively in the workplace and the importance of Occupational Safety and Health. Students will learn skills in communication and team work, drafting routine correspondence and planning the layout of simple documents.

Students have the opportunity to complete the Certificate III in Business in Year 12.

In order to complete the course students will need to complete one Core Unit and eleven Elective Units.

ICT20115 Certificate II in Information, Digital Media and Technology

Duration: 1 year

Proposed RTO: Skills Strategies International Pty Ltd (2401)

This qualification provides practical skills and knowledge to operate the essential functions of software applications of a computer. Students will develop skills to operate a computer and use software applications such as word processing, spreadsheets, databases, presentation packages, internet, email and basic web page construction. They will also be taught the fundamentals of computer hardware and networking.

Students have the opportunity to complete the Certificate III in Information, Digital Media and Technology in Year 12.

In order to complete the course students will need to complete seven Core Unit and seven Elective Units.

52443WA Certificate II in Building and Construction Trades Pathway

Duration: 2 year

Proposed RTO: Everthought Education Pty Ltd (51681)

Prerequisite: Satisfactory results in at least one unit of Home Workshop with reporting attributes of *often* or *consistent*.

Compulsory Requirements:

- 220 hours of onsite work experience (reliable transport to and from work)
- Enrolled in Workplace Learning and Career and Enterprise course

This qualification is for students who have an interest in pursuing a career in the Building & Construction industry and will ensure the best start for students wanting to gain an apprenticeship. Units studied and successfully completed at school can reduce the length of an apprenticeship.

The qualification provides students with the essential theory, skill and workplace experience for entry into construction trades of **Bricklaying, Tiling and Carpentry ONLY**. Students will receive a White Card as part of their training and undertake generic competencies common to the building and construction industry and combine this with compulsory, onsite work placement. **Work placement opportunities DO NOT always occur in the local area so students must have reliable transport to and from the worksite.** Most placements will commence at 7am and finish at 5pm. Trades people must also be able to contact the students, so a mobile phone is highly desirable.

Predominately a practical based course, students will have the opportunity to complete a range of set practical building exercises and produce projects both individually and in a group setting.

In order to complete the course students will need to complete seven Core Units and the required elective units depending on the stream/trade chosen and the compulsory site-based work experience

over the duration of the Certificate. Work placement may occur in bricklaying, tiling or carpentry depending on the availability of host employers.

MSF 20516 Certificate II in Furniture Making Pathways

Duration: 1 year

Prerequisite: Satisfactory results in at least one unit of year 9 or 10 Woodwork with reporting attributes of *often* or *consistent*.

Proposed RTO: VETiS

This qualification is designed for students interested in furniture making or related work environments. It provides students with the opportunity to gain the broad based skills and knowledge to enhance their entry level employment prospects for apprenticeships, traineeships or general employment within the furniture making industry. Students will produce furniture products as well as participate in classroom based activities including career development and computer based drawing (AUTOCAD).

In order to complete this course students will need to complete 5 Core Units and 7 Elective Units.

CHC20115 Certificate II in Community Services - Children Services

Duration: 2 years

Prerequisite: Satisfactory results in at least one unit of Year 10 Child Development with reporting attributes of *often* or *consistent*.

Proposed RTO: Australian YMCA Institute of Education and Training (3979)

Compulsory Requirements:

- 110 hours of site-based work experience in a Child Care Centre over the two years
- Enrolled in Workplace Learning and Career and Enterprise courses

This qualification aims to provide training and skills development to allow access to a range of potential career paths within the Child Care Industry. Students will gain competency in the contexts of work in a Child Care/Early Learning Centre and develop knowledge of policies and fundamental skills in communication, working with others and interacting with children.

It can be extremely rewarding for those who enjoy working with children as this certificate requires students to complete a minimum 110 hours in a Child Care Centre. Depending on the setting, students may work under direct supervision or autonomously across different aged rooms in the Centre.

In order to complete the course students will need to complete five Core Units and six Elective Units along with 110 hours of compulsory site-based work experience in a child care centre over the duration of the Certificate.

SIT20213 Certificate II in Hospitality

Duration: 2 years

Prerequisite: Satisfactory results in at least one unit of Year 10 Food with reporting attributes of *often* or *consistent*.

Proposed RTO: Hospitality Group Training (WA) Inc (2058)

The certificate allows students to develop essential skills and knowledge required for working in the hospitality industry. Students will also have an opportunity to demonstrate their food preparation skills in a variety of contexts and learn about the importance of kitchen hygiene. Students will be undertaking units of works such as working effectively with others, interact with customers, hygienic practices for food safety, safe work practices, prepare and serve espresso coffee and other practical food units.

In order to complete the course students will need to complete six Core Units and six Elective Units.

FSK20113 Certificate II in Skills for Work and Vocational Pathways

Duration: 1 year

Proposed RTO: Australian YMCA Institute of Education and Training (3979)

This qualification is designed for students who require further skills development in literacy and numeracy and will help students prepare for employment or further vocational training pathways.

Students will undertake the following core units:

- Use digital technology for routine workplace tasks
- Use strategies to respond to routine workplace problems
- Use routine strategies for work-related learning
- Calculate with whole numbers and familiar fractions, decimals and percentages for work
- Estimate, measure and calculate routine metric measurements for work
- Interact effectively with others at work
- Read and respond to routine workplace information
- Write routine workplace texts

The electives will come from other training packages.

In order to complete the course students will need to complete eight Core Units and six Elective Units.

SIS20313 Certificate II in Sport and Recreation

Duration: 1 year

Proposed RTO: Australian YMCA Institute of Education and Training (3979)

This qualification provides the skills and knowledge for an individual wishing to work in the sport and recreation industry in a generalist capacity. Likely functions for someone with this qualification can include providing support in the provision of sport and recreation programs, grounds and facilities maintenance, routine housekeeping, and retail and customer service assistance, administrative assistance in locations such as fitness centre, outdoor sporting complexes or aquatic centres.

Work may be undertaken as part of a team and would be performed under supervision. Students wishing to undertake this qualification should demonstrate a keen interest in sports and recreation.

Areas of Study:

- Provide First Aid
- Assist in preparing and conducting sport and recreation activities
- Respond to emergency situations
- Maintain sport and recreation equipment for activities Plan and conduct sport and recreation sessions

Students have the opportunity to complete the Certificate II in Sport Coaching in Year 12.

In order to complete the course students will need to complete five Core Unit and six Elective Units.

SIS20213 Certificate II in Outdoor Recreation

Duration: 2 years

Proposed RTO: Australian YMCA Institute of Education and Training (3979)

Compulsory Requirements: Attendance at all organised camps and activities

Prerequisites:

- achieved a C grade or higher in lower school Outdoor Recreation
- basic cycling proficiency
- capable of swimming 200m continuously

This Certificate provides the student with the opportunity to acquire the knowledge and skills to be competent in performing skills in outdoor recreation environments. Work may be undertaken as part of a team and would be performed under supervision. Activities will be conducted in authentic locations, such as camps, indoor recreation centres, in varying outdoor environments including water-based, dry land, rugged terrains using a diverse range of equipment.

Students will be required to undertake physical activity and exercise as part of the course and will be introduced to the following contexts, snorkelling, orienteering, bushwalking, kayaking, mountain biking and first aid. This course will provide the student with the qualifications to assist with the conduction of a range of outdoor activities, such as over-night camps and navigation skills in controlled outdoor environments.

Due to the limited space in this course, as well as the physical nature of some of the units it is important that student have the required prerequisites mentioned above.

In order to complete the course students will need to complete five Core Unit and ten Elective Units.

Endorsed Programs

ADWPL Workplace Learning

Prerequisites: 90% attendance

Compulsory requirement: enrolment in Career and Enterprise course

Additional information: Students undertaking Certificate II in Community Services and Certificate II in Building and Construction **must** choose workplace learning

Workplace Learning provides a realistic opportunity for students to develop the necessary skills they need for employment and an understanding of how their chosen industry operates. Students are able to choose from a variety of industry areas (subject to host employer availability) including:

Building and Construction	Business	Animal Care
Community Service	Hospitality	Retail
Information Technology	Metals & Engineering	Automotive
Beauty & Hairdressing	Sport & Recreation	Education

Students will be offered workplace learning as a one day a week option or a block placement during the examination breaks in May/June (Semester 1) and November (Semester 2). There will be limited opportunities for students to complete a placement during a holiday break. Students will complete an application form (supplied by the College) and undergo an interview process to determine which option they are most suitable for.

Students are required to complete a detailed logbook and skills journal whilst out on the work placement to demonstrate their employability skills. On completion of these documents and 55 hours in the workplace students will be given one unit equivalent. Students can achieve up to four units over Year 11/12.

Students must be enrolled in Career and Enterprise to undertake Workplace Learning.