



Mount Barker
Community College

2021
**SENIOR SCHOOL
HAND BOOK**

SENIOR SCHOOL DECISIONS

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This book contains 4 main parts:

- Career planning activities to help you work out what you might want to do – work through this with your parents
- Important information about senior schooling – read it
- Information about the subjects offered at MBCC – read and talk to your parents and teachers
- The separate subject selection form for your initial selections. Fill in, hand in, and we will talk about it at the individual counselling session you will attend with your parent/s.

Our aim is to work with you to get you where you want to be. Although we offer a limited range of subjects to study, we aim to create an individual pathway and provide flexible ways for you to succeed. Counselling interviews are vital in enabling us to understand what you need, so we can tweak your course and find creative ways to meet these needs. Talk to us, listen to us, work hard and together we will get you wherever you want to go.

Work through the following questions to give you some ideas:

- [1] General interests: What are you interested in? What do you like doing? How do you spend your free time?
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- [2] What school subjects do you really enjoy or do well at?
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- [3] What are some likely jobs that link to your interests?
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- [4] What are your current marks and grades like?
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- [5] What is your school 'work ethic' like? How hard are you currently working?
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- [6] What post-school option are you aiming for? Uni entry / TAFE / Apprenticeship / traineeships / work?
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- [7] Where do you see yourself in 5 years' time?
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- [8] Research into the basic requirements or pre-requisites for your post-school options. (This means, are there any courses that **MUST** or **SHOULD** be taken? Like, **CHEMISTRY** to study a particular **SCIENCE** program at university. Or undertaking **BUILDING AND CONSTRUCTION** because you wish to become a carpenter).
- [9] Look at the subjects offered at MBCC – in this book. Note that **VITAL** courses such as English and pre-requisites should be selected first, and then more "interest" courses selected afterwards. Choices should **NEVER** be made according to what friends are doing, or which teacher may be taking that course. Senior School is about decision-making and this is always done best in a very personal way ensuring that the individual student is best prepared.
- [10] Fill in the separate 'Initial Subject Selection' sheet, get it signed by a parent, hand it in to the front office.

1. SENIOR SCHOOL ... A NEW PHASE OF YOUR EDUCATION

Senior school differs from education in earlier school years. There is more choice available for student decision-making; courses relate directly to activities which occur after school has finished; all courses count towards state benchmarks and there is more intense monitoring of students' achievements and progress towards post-school goals.

The point of attending school in Years 11 and 12 is to give you more time to grow up. Time to work out which direction you are heading. Time to develop more skills and understandings – like social skills, communication skills, and academic skills. All senior school courses enable students to further their career aspirations. Counselling and monitoring processes at the College will ensure that choices are made wisely and with a rationale to serve a specific and meaningful outcome. Emphasis is on the suitability of students entering courses to ensure that they serve a career or interest purpose and are matched to student ability levels. Some students may need to be re-counselled regarding their course choices.

It is recommended that all students:

- [a] Read this booklet with their parents and understand what is required
- [b] Talk to current teachers about your potential for success in your planned courses
- [c] Review your semester 1 results thoroughly as they will reflect your ability and potential for success in Year 11 and 12
- [d] Have an interview with the following people who can assist you with your knowledge and decision-making: Mr Gibbons-Eyre, Ms Drage and Ms Prior.
- [e] Most importantly, discuss your ideas and options with your parents and other people.

This is the start of a challenging and exciting part of your schooling. It is a step along the lifelong journey of learning and will be all the more enjoyable if the decisions you make now are realistic, logical and a true reflection of your ambitions, interests and abilities.

2. KEY ACTIVITIES FOR COURSE SELECTIONS

	Activity
Term 2	<ul style="list-style-type: none">• Ongoing career / Vocational Education studies at MBCC• TAFE VET In-Schools combination programs announced.
Term 3	<ul style="list-style-type: none">• Initial course selections submitted by students• TAFE VET In-Schools applications due. Apply to Mrs Drage• Counselling meeting with student, parent, school to make a plan• 2021 Course Grid started
Term 4	<ul style="list-style-type: none">• TAFE VET In-Schools combinations interviews and selections. Acceptances announced• Year 11 results review -> Re-counselling for students if required• 2021 timetable finalised

3. 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. It records the following types of achievements:

- ◆ Statement of literacy and numeracy (OLNA achievement).
- ◆ Grades achieved in course units.
- ◆ Workplace Learning
- ◆ VET qualifications
- ◆ ATAR course report – grades, marks, exam results
- ◆ Exhibitions and Awards
- ◆ Community Service participation
- ◆ Endorsed programs successfully completed

4. WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION (WACE)

The Western Australian Certificate of Education (WACE) is awarded to students who satisfy its requirements at the end of Year 12. Achievement of WACE acknowledges you have achieved or exceeded the required minimum standards in an educational program that has suitable breadth and depth. ***It is required for direct entry into University.***

WACE REQUIREMENTS

General requirements

- Achievement of a minimum standard of literacy and numeracy (Band 8 in Year 9 NAPLAN or passes in all OLNA categories)
- 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

Complete a minimum of 20 course units or the equivalent. This 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) in Year 11 and Year 12 units, including at least six C grades in Year 12 units (or equivalents). Equivalents can be achieved through training or endorsed programs

Community Service: An important reminder about the value placed on 'community service'. Employers, University and TAFE highly value voluntary activities undertaken by students. Whilst MBCC Community Service does not contribute to achieving the WACE the number of hours completed is recorded on students' WASSA and ***all students are expected to complete at least 20 hours.*** Complete 55 hours and do the workbook and it can count as one-unit equivalent.

5. INFORMATION ABOUT UNIVERSITY

In Western Australia there are 5 main Universities. The four public universities are Edith Cowan University (ECU), The University of Western Australia (UWA), Curtin University of Technology (Curtin) and Murdoch University. WA's major, private university is Notre Dame University. All of these universities are principally located in Perth but most offer external studies or external campuses accessible to regional students, such as the UWA Albany campus. Approximately 30% of students completing Year 12 will achieve university entrance status.

UWA in Albany partners with a number of other universities across Australia, and offers a wide range of courses at first year level. Research shows that spending one more year at home increases your chances of being successful at university (and it saves \$\$\$).

Students wishing to be eligible for university entrance from school at the public universities mentioned above need to satisfy broad entrance conditions. Each university has its own 'special' conditions, but as a "rule of thumb", the following conditions apply:

1. Study and complete an **ATAR course** comprising at least four ATAR-scoring courses in Year 12. [This requires adequate preparation in Year 11 – and to be successful students need to study at home, not just do homework.]
2. Achieve **WACE** as defined earlier in this booklet.
3. Demonstrate a minimum level of **ENGLISH COMPETENCE**.
4. Achieve a sufficiently high **ATAR** to gain entry to their chosen course of study. The ATAR is achieved through performance in Year 12 and in the WACE examinations at the end of year 12. The ATAR is a ranking system which is calculated from students' exam scores.
5. Successfully completed any **PREREQUISITE** subjects needed for entry to a particular course of study. This is prescribed by individual universities.

Students will be kept up to date on individual university requirements. All students and parents are advised to maintain connection with university websites.

Notre Dame University operates in a slightly different manner to the four public universities in that they apply a different method of choosing students. All relevant information about this selection processes is available from the Careers staff at MBCC or from the Notre Dame University website.

Information about specific university courses will be made available to Year 10 students in the lead up to them making subject selections. It is important that students research actual university courses that interest them so that **prerequisite subjects and course requirements** are known and studied during Years 11 and 12.

University Websites:

Curtin University	www.curtin.edu.au
Edith Cowan University	www.reachyourpotential.com.au
Murdoch University	www.murdoch.edu.au
University of Western Australia	www.ask.uwa.edu.au / www.albany.uwa.edu.au
Notre Dame University	www.nd.edu.au

6. South Regional TAFE (SRTAFE) – Albany

The Technical and Further Education [TAFE] system is an important part of education beyond senior school. The various Institutes across WA offer courses which have higher education status. In Albany our campus is SRTAFE. There are many colleges across WA, each offering specialty courses of study and training. It is sometimes necessary for students to travel to other centres to participate in the courses they want. A centralised online enrolment system is in place which allows students to apply for any TAFE college in WA.

A small percentage of young people become full-time students of TAFE directly from Year 10. Increasing numbers of post Year 11 students make the decision to move to Institutes, but the majority proceed to colleges such as SRTAFE after completing Year 12.

Many students begin their TAFE studies by doing a VET-in-schools program while still attending school, and then move to be full-time TAFE students after Year 12. A typical program would be one day at TAFE, one day at Work Place Learning – linked to the qualification, and 3 days at school. For example, Certificate II Automotive at TAFE, work in an automotive workshop and then 3 days on a reduced subject load at school.

Training ranges from basic entry-level courses such as Certificate II courses through to Advanced Diplomas. Generally, the progression is from Certificate II to III to IV to Diploma and then to Advanced Diploma. Systems are in place where graduates with Certificate IV and higher can use their qualification to apply for university entrance.

School leaver entry into courses is determined by their educational level. The longer time spent at school and the greater the level of experience and school-based training, then the higher the level of entry for school leavers. It helps to have passed your OLNA.

Gaining entry to colleges is different from university and students' results and industry involvement all count towards entrance. SRTAFE and other colleges give entry credit for achievements in areas related to the course of study being applied for, such as work experience, specific school courses, voluntary community service, part-time work and, of course, any formal training completed in a related area. For more information about individual colleges, visit www.dtwd.wa.gov.au. For specific information about SRTAFE and its courses, visit their website at www.southregionaltafe.wa.edu.au

Deciding upon school courses to suit entry into a TAFE college is very important as their training courses are quite specific. As part of the course selections process, students will have access to comprehensive counselling and advice in this regard.

7. THE VOCATIONAL EDUCATION SYSTEM

VET courses are nationally recognised, industry accredited vocational courses. Across WA approximately 60-70% of school students will undertake a Certificate II qualification as part of their Year 11 and 12 studies. This training requirement gives students a wonderful opportunity to increase their vocational skills in readiness for life after school. Mount Barker Community College is a Registered Training Organisation (RTO50561) and is able to offer some specialised VET courses.

Specific school-training combination programs likely to occur in 2021 include:

- [a] **MBCC (RTO50561) delivered VET Qualifications:** Certificate II in Engineering Pathways (MEM20413) and Certificate II in Rural Operations (AHC21216)
- [b] **VET Qualifications delivered at MBCC under an auspice arrangement with an external Registered Training Organisation:** Certificate II in Business (BSB20115).
- [c] **School - SRTAFE Combined Education and Training** – These are recognised VETis (VET-In-Schools) subjects as well as Pre-Apprenticeships and involve students attending TAFE one or two days each week. Various training courses are available at SRTAFE which can be “blended” with an MBCC-based General course. Courses offered include: Pre-Apprenticeships in Hospitality, Automotive, Building & Construction. VETis 2021 courses include community services, health support services, retail cosmetics, salon assistant, sport & recreation, early childhood education, education support, preparation for health and nursing studies, tourism and conservation and land management. TAFE courses have limited places and are very competitive, and others only run if there is sufficient interest.

[d] School-based Traineeships and Apprenticeships

Sometimes these opportunities are advertised and students apply. Other times they evolve out of students undertaking and doing well during Workplace Learning. Students interested in gaining a SBT or SBA are advised to:

- Ensure Ms Drage knows their interest.
- Enrol in and do well at Workplace Learning.
- Be prepared to balance on-the-job training with school studies.

School-Based Traineeships (SBT) provide on-the-job training at Certificate II or III level while students attend school between 3 and 4 days per week. SBT's are suitable for a small number of students who have a specific industry/career focus as training within them is focussed and specialised. SBT's are organised through the school, sometimes with other agencies to help 'manage' placements and monitor students. SBT students are paid while training and are registered on the National Training System.

SBTs do not guarantee employment after the traineeship is finished, but good performance will contribute towards future employment or additional training for most students. (Note: The availability of traineeship qualifications is specific to each industry).

School-Based Apprenticeships (SBA) are part-time and a real apprenticeship which transfers to a full apprenticeship when formal schooling is complete. SBA students combine school, work and training with usually only 3 days per week spent at school.

Students can access SBAs in the same way as an SBT but the expectation is that the SBA will become a full-time apprenticeship once the student leaves school. Following the official sign up, SBA students are registered on the National Training System.

All SBT/SBA students will have their training hours converted to WACE equivalents meaning that they can still achieve their WACE certificate at the end of Year 12.

Notes:

- All combination school-training programs enable students to achieve their WACE through MBCC as well as achieve national training qualifications.
- The 2021 SRTAFE combination industry types are finalised. Entry is competitive. Students choosing 2021 courses should choose the full 5 subjects. Adjustments to course programs will be made by counselling staff later.
- Combination programs without a SRTAFE industry work placement may have an industry work placement coordinated through the College so students gain valuable industry experience and networks.
- Workplace Learning is particularly valuable for students studying General and Vocational courses. Talk to us about it.
- If you are unsure, apply for the TAFE program – you can pull out later. It is much harder, **and sometimes not possible**, to get in later.
- All TAFE applications require a current resume, a USI (Unique Student Identifier and your latest school report. (see notice board outside the VET office)

VET In Schools 2021 – Combining school and TAFE

The VET in Schools (VETis) program provides senior secondary school students with the opportunity to integrate their traditional studies with a vocational education study pathway.

Who Can Apply?

- School students who will be in Year 11 or 12 in 2021

How to Apply?

- Book an appointment with Ms Drage to discuss your options – or do as part of your counselling interview with Ms Prior and Ms Drage and your parents
- Applications will be made on-line in the VET office and must include:
 - Latest school report
 - Current resume
 - Additional documentation to support your application

Fees & Charges

Secondary school students are exempt from tuition, resource and enrolment fees at TAFE; however, they may be required to purchase a uniform, protective equipment, text books or trade equipment/tools.

Workplace Learning

Some TAFE programs include workplace learning as part of their course.

Transport

Successful students will have to arrange transport to attend the TAFE campus in Albany.

There are limited bus places available, apply online very early!

VET Courses – Possible 2021 delivery

TAFE – Pre-Apprenticeship

Cert II Kitchen Operations (Commercial Cookery/Patisserie) SIT20416
Cert II Automotive Servicing Technology (Light Vehicle) AUR20516
Cert II Automotive Servicing Technology (Heavy Vehicle) AUR20516
Cert II Electro-technology (Career start) UEE22011
Cert II Plumbing Pathway Pre-Apprenticeship 52700WA

VET in Schools (SR TAFE)

Cert II Building & Construction (Pathways Trades) 52824WA
Cert II Community Services (Childcare Focus) CHC22015
Cert II in Health Support Services HLT23215
Cert II Retail Cosmetics SHB20116
Cert II Salon Assistant SHB20216
Cert II Sport & Recreation SIS20115
Cert III Early Childhood Education & Care CHC30113
Cert III Education Support CHC30213
Cert IV Preparation for Health & Nursing Studies 52831WA
Cert II Tourism SIT20116
Cert II Conservation & Land Management AHC21016
Cert II Horticulture AHC20416

MBCC as RTO

Cert II Rural Operations (AHC21216)
Cert II Engineering Pathways (MEM20413)

Auspice Arrangement at MBCC

Cert II Business (iVet) BSB20115

8. THE STRUCTURE OF COURSES AND UNITS

Students choose courses with different levels of difficulty, roughly classified as being ATAR [meaning scoring points towards university entrance] and GENERAL [contributing to more vocational options]. There are also FOUNDATION courses which contribute to the WACE but are only available to students who have not yet passed their OLNAs literacy and numeracy minimum standard. The College will determine which students will undertake FOUNDATION courses.

Units as part of a course usually last for one school semester. A course [2 units] usually lasts a year. With 5 courses undertaken by students per year this makes 10 units out of the required 20 for the WACE. The second year [Year 12] will then have a further 10 units completed giving 20 out of 20 units required.

Be aware that in choosing subjects for Year 11, you are choosing a pathway that is likely to take 2 years to complete. There are limited opportunities to change based on your personal circumstances.

9. CHOOSING COURSES AND SUBJECTS

The College has a 5-line grid and 5 courses need to be undertaken to meet WACE requirements. The course load allows students on work placements, and training programs to have one day per week (Thursday Study Day) where they will not miss class teaching time, and can work on training activities. ATAR students work in study groups, with course advisers, guest speakers, tutorials and field trips without losing time from other classes.

- * All Year 11 and 12 students are required to choose their subjects from a grid of courses. This will be made after the initial subject selections have been submitted and will be discussed at the counselling meeting which students attend with their parent/s.
- * The course selection grid has 5 lines of courses and students must choose a separate subject from each line, giving a total of 5 in all – one on each line
- * One of these courses **MUST** be English and one **MUST** be Mathematics.
- * Options are available for students requiring subjects not offered on the grid – usually through SIDE (School of Isolated and Distance Education). These options are available where they may be prerequisite to entry into post-school courses at University. They will be discussed with you at the counselling interview.
- * Where any conflict arises from subjects not being possible, counselling will be made available to work towards addressing all issues.
- * ***Remember, you are choosing a course that will take you two years to complete*** (Year 11 and 12). There will be limited opportunities to change subjects and courses depending on your particular circumstances.

10. CAREER PLANNING AND DECISION MAKING

Most students across WA remain at school until the completion of Year 12 in preparation for study, training or employment after school. Many students are also more successful at finding Traineeships and Apprenticeships through school.

Options available for students of MBCC:

- ◆ Remain at MBCC and do an **ATAR Course** designed to lead to University. This program enables you to obtain the Western Australian Certificate of Education (WACE) and obtain an ATAR (Australian Tertiary Entrance Rank).
- ◆ Remain at MBCC and complete a **General Course** which may include a VET (Vocational Education and Training) Certificate II.
- ◆ Continue your education at another institution. You may wish to undertake an apprenticeship or a certificate course through a TAFE College or attend an Agricultural High School.
- ◆ In some circumstances commence full time work. This option must include a Traineeship or Apprenticeship and has to be approved by the Regional Education Director.

Remember that often you will have to compete against others who have made the same choice. You may not be able to do what you would like to do as soon as you leave school. This means that you must work out a number of alternative plans of action to follow if your first preference does not come about.

11. THE A – Z OF SENIOR SCHOOL

Senior School students' involvement with many departments, training and education providers brings with a wide range of terms and acronyms. The following list covers many of them and being familiar with them will help to understand senior school systems.

ATAR	The Australian Tertiary Admission Rank. This ranks students to compare their standing when they apply for courses at universities across Australia.
Course	A subject – like English or Mathematics – which lasts a whole school year.
Curtin	Curtin University – one of 4 public WA universities
ECU	Edith Cowan University – one of 4 public WA universities
List A	A group of courses that involve study in non-quantitative areas such as English, Art, and Social Sciences
List B	A group of courses that involve study in quantitative areas such as Mathematics, Science and Technology
Murdoch	Murdoch University – one of 4 public WA universities
Notre Dame	Notre Dame University – WA's largest private university
SCSA	The School Curriculum and Standards Authority of WA – the governing assessment body in WA's education system. It sets and approves courses and exams and associated outcomes such as the WACE.
SRTAFE	South Regional TAFE – The TAFE in Albany.
TAFE	Technical and Further Education – public training institutes.
TEA	The Tertiary Entrance Aggregate – an aggregate of the best 4 scaled scores from ATAR courses giving a score out of 400. The TEA is used to determine a student's ATAR.
TISC	The Tertiary Institutions Service Centre – an organisation which manages all entrance examinations and assessments for university entrance.
Unit	A part of a course – for example English 1 is a unit of the course English. A unit usually lasts a school semester.
USI	Unique Student Identifier – a number to identify you so all your VET qualifications can be credited to you.
UWA	University of Western Australia – one of 4 public WA universities
VET	Vocational Education and Training – any course make-up which combines school education with accredited training for future careers.
WACE	The Western Australian Certificate of Education – the benchmark achievement for senior school students and awarded at the end of Year 12 if WACE conditions have been met.
WASSA	The Western Australian Statement of Student Achievement – awarded to all students who complete some Senior Secondary units of study in years 11 and 12.

12. USEFUL WEBSITES AND CONTACTS

The following websites will be useful for all students and parents to assist in understanding senior school and post-school systems and providing information on courses and careers.

Career Information:

<https://www.australia.gov.au/information-and-services/jobs-and-workplace/career-information>

Job Outlook	https://joboutlook.gov.au/
My Future	Career decision-making, pathways and transition planning https://myfuture.edu.au
Get Access	Work and learning information and career planning www.getaccess.wa.gov.au
Good Universities Guide	Careers guide https://www.gooduniversitiesguide.com.au/careers-guide
My Career	Jobs and salaries information www.mycareer.com.au
Defence Jobs	http://www.defencejobs.gov.au/
OZJAC	Australian courses and careers data base. https://blogs.monash.edu/library/2010/03/12/ozjac-the-australian-careers-and-courses-database/

Universities:

Curtin University	www.curtin.edu.au
Edith Cowan University	www.reachyourpotential.com.au
Murdoch University	www.murdoch.edu.au
University of W.A.	www.ask.uwa.edu.au / www.albany.uwa.edu.au
Notre Dame University	www.nd.edu.au
TISC	www.tisc.edu.au

Training:

Colleges	www.southregionaltafe.wa.edu.au www.dtwd.wa.gov.au	Albany TAFE Link to all WA colleges
Apprenticeships	www.det.wa.edu.au/apprenticeships	

Other:

School Curriculum and Standards Authority	www.scsa.wa.edu.au
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13. SUBJECT INFORMATION

Although every endeavor will be made to meet student choices ultimately numbers of students selecting subjects may prevent some courses running. Alternatives will then be discussed with students and parents including the option of study at SIDE (School of Isolated and Distance Education).

ACCREDITED COURSES

SUBJECT	BACKGROUND DESIRABLE FOR YEAR 11	APPROX COST
ENGLISH General	Year 10 English	\$68
ENGLISH ATAR	C or better grade 10 English	\$68
EALD General	Year 10 English. EALD identified.	\$68
ENGLISH FOUNDATION	IDENTIFIED BY OLNA RESULTS	\$68
MATHEMATICS FOUNDATION	IDENTIFIED BY OLNA RESULTS	\$105
MATHEMATICS ESSENTIALS General	Year 10 Maths	\$105
MATHEMATICS METHODS ATAR	A grade in Year 10	\$105
MATHEMATICS SPECIALIST ATAR	A grade in Year 10	\$105
MATHEMATICS APPLICATIONS ATAR	B grade in Year 10	\$105
GEOGRAPHY ATAR	C or better Year 10 HASS	\$105
MODERN HISTORY ATAR	B or better Year 10 HASS	\$105
CHEMISTRY ATAR	Pathway 1 B Grade or better	\$68
PHYSICS ATAR	Pathway 1 B Grade or better	\$68
HUMAN BIOLOGY ATAR	Pathway 1 C Grade or better	\$68
MEDIA PRODUCTION ATAR,	Lower school Media desirable. B in English.	\$105
MEDIA PRODUCTION General	Lower school Media desirable	\$105
VISUAL ARTS General	Year 10 Art	\$110
BUILDING AND CONSTRUCTION General	Year 10 Design and Technology subject	\$105
FOOD SCIENCE TECHNOLOGY General	Year 10 Home Economics desirable	\$187
MATERIALS DESIGN TECHNOLOGY General	Year 10 Design and Technology subject	\$105
PHYSICAL EDUCATION STUDIES General	Year 10 Physical Education	\$105
CERTIFICATE II BUSINESS BSB20115 (VET) RTO22557	Lower school "IT" desirable	\$105
CERTIFICATE II ENGINEERING PATHWAYS MEM20413 (VET) RTO50561	Year 10 Design and Technology subject	\$105
CERTIFICATE II RURAL OPERATIONS AHC21216 (VET) RTO50561	Lower school "Farm" desirable	\$105
SIDE and Video Conference subjects	Individually negotiated	\$150

OTHER non-class-based COURSES

SUBJECT	BACKGROUND REQUIRED FOR YEAR 11	APPROX COST
SRTAFE VETis Training courses	As described by SRTAFE	
WORKPLACE LEARNING	Refer to Ms Drage	\$70
CERTIFICATE II HOSPITALITY (SIT20316) (SBT)	Refer to Ms Drage	

See VET Office Notice Board for the list of VETis courses for 2021

If you have any doubts or queries about whether you are likely to cope well with an ATAR course, see the subject teacher or Curriculum Leader.

SUBJECT DESCRIPTIONS

THE ARTS

Media Production and Analysis: ATAR, General

Visual Arts: General

Media Production and Analysis ATAR

The Media Production and Analysis ATAR course aims to prepare students for a future in a digital and interconnected world by providing the skills, knowledge and understandings to tell their own stories and interpret the stories of others. Students are encouraged to explore, experiment and interpret their world, reflecting and analysing contemporary life, while understanding that this is done under social, cultural and institutional constraints. Students, as users and creators of media products, consider the important role of audiences and their context. This course focuses on the application of media theory in the practical process. Strong analytical and writing skills are required to be successful.

Media Production and Analysis General

The Media Production and Analysis General course aims to prepare students for a future in a digital and interconnected world by providing the skills, knowledge and understandings to tell their own stories and interpret the stories of others. Students are encouraged to explore, experiment and interpret their world, reflecting and analysing contemporary life, while understanding that this is done under social, cultural and institutional constraints. Students, as users and creators of media products, consider the important role of audiences and their context. This course focuses on the development of technical skills in the practical process.

INFORMATION: Mr Gibbons-Eyre

Visual Arts General Course

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.

INFORMATION: Mrs Debbie Cheeseman

ENGLISH

Studying English or Literature is compulsory for all Year 11 and 12 students.

English: ATAR, General, Foundation

English as an Additional Language or Dialect: General.

English ATAR

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 General

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.

English as an Additional Language / Dialect General

The EAL/D courses are designed for students who speak another language or dialect as their first or 'home' language. EAL/D focuses on development of the competent use of Standard Australian English (SAE) in a range of contexts. The EAL/D General course prepares students for a range of post-secondary destinations in further education, training and the workplace.

All possible EALD students must refer to Ms. Felton for guidance and suitability. This must occur as soon as possible to meet deadlines for enrolment.

English Foundation

This course is designed for students who have not yet passed their Reading, Writing or Numeracy OLN tests. It will give you work to do to build your basic skills to an acceptable standard to function in the Australian community and to pass the OLN tests.

INFORMATION: Ms Felton

HUMANITIES and SOCIAL SCIENCES

Geography: ATAR

Modern History: ATAR

Geography ATAR

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.

During Year 11, students have the opportunity to travel to Bali, Indonesia to study in depth, the contexts covered in class. They also teach, lessons designed by them, to students from the East Bali Poverty Project. Cultural immersion is a significant part of this project. Some fundraising is done to reduce the cost of this excursion.

In Year 12 students travel to Perth for a week to undertake field work based on the content covered in class. Here they access professionals who are experts in the fields we study. They become very familiar with commuting in and around Perth, which is very useful for students attending university.

Modern History ATAR

Studying the Modern History ATAR course enables students to become critical thinkers and helps inform their judgments 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.

Year 11 Unit 1 – Understanding the modern world

This unit provides an introduction to significant developments in the modern period that have defined the modern world, and the ideas that underpinned them, such as liberty, equality and fraternity.

Year 11 Unit 2 – Movements for change in the 20th century

This unit examines significant movements developed in response to the ideas studied in Unit 1 that brought about change in the modern world and that have been subject to political debate. The unit focuses on the ways in which individuals, groups and institutions challenge authority and transform society.

Year 12 Unit 3 – Modern nations in the 20th century

This unit examines the 'nation' as the principal form of political organisation in the modern world; the crises that confronted nations in the 20th century; their responses to these crises, and the different paths they have taken to fulfil their goals.

Year 12 Unit 4 – The modern world since 1945

This unit focuses on the distinctive features of the modern world that emerged in the period 1945–2001. It aims to build students' understanding of the contemporary world – that is, why we are here at this point in time.

INFORMATION: Mr Gribble

MATHEMATICS

Mathematics Methods: ATAR

Mathematics Applications: ATAR

Mathematics Essential: General

Mathematics Specialist: ATAR

Mathematics: Foundation

The Mathematics courses focus on pathways that meet the learning needs of a particular group of senior secondary students. It is strongly recommended that students choose a Mathematics course as many occupations; TAFE and University courses require this.

Mathematics Specialist ATAR

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 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.

Mathematics Methods ATAR

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.

Mathematics Applications ATAR

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.

Mathematics Essential General

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.

Mathematics Foundation

The Mathematics Foundation course focuses on building the capacity, confidence and disposition to use mathematics to meet the numeracy standard for the WACE. This course is for students who have not demonstrated the numeracy standard in the OLNA. 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.

INFORMATION: Mr McNeil / Ms Orton / Mr Vella

PHYSICAL EDUCATION

Physical Education Studies General

Physical Education Studies contributes to the development of students' physical, social and emotional growth. The Physical Education Studies General course provides students with opportunities to understand and improve performance through the integration of theoretical concepts and practical activities. Through engagement as performers, leaders, coaches, analysts and planners of physical activity, students may develop skills that can be utilised in leisure, recreation, education, sport development, youth work, health and medical fields.

INFORMATION: Mr Sobey / Ms Carter

SCIENCE

Chemistry: ATAR

Human Biology: ATAR

Physics: ATAR

Chemistry ATAR

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.

Human Biology ATAR

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.

Physics ATAR

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.

INFORMATION: Mr Steven Bedford / Mr Wesley Beck

TECHNOLOGIES

Building and Construction: General

Food Science and Technology: General

Materials Design and Technology: General

Building and Construction General

The Building and Construction General course 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 and practise building processes and technologies, including principles of design, planning and management.

INFORMATION: Mr Craig Gibson

Food Science and Technology General

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. Knowledge of the sensory, physical, chemical and functional properties of food is applied in practical situations. Principles of dietary planning, adapting recipes, and food processing/cooking 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. Practical tasks can include catering for the College Ball or Theatre Production Café, producing a “fast food” alternative and a healthy snack.

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. It also teaches many life skills including budgeting, teamwork, communication, organization and evaluation.

INFORMATION: Ms Audra Guy

Materials Design and Technology General (Woodwork)

The Materials Design and Technology General course is a practical course. Students will work with wood, with the design and manufacture of products as the major focus. Students have the opportunity to develop and practise skills that contribute to creating a physical product, while acquiring an appreciation of the application of a design process, and an understanding of the need for materials sustainability. Students will learn and practise manufacturing processes and technologies, including principles of design, planning and management.

INFORMATION: Mr Craig Gibson

VET Certificates

Certificate II in Business Services (BSB20115)
Certificate II in Engineering Pathways (MEM20413)
Certificate II in Rural Operations (AHC21216)

Certificate II: Business Services (BSB20115) (Auspice delivery)

The Certificate II Business Services course provides students with the opportunity to achieve nationally recognised vocational qualifications and to gain course unit credits towards the WACE. Business Services will provide students with a comprehensive knowledge of how businesses operate, how to develop many industry-related skills, and undertake industry placements and apply this knowledge and skills in a real-life situation. In the Great Southern region, small businesses are the major employers of school leavers so a nationally-recognised qualification will give students a tremendous opportunity towards employment after school.

INFORMATION: Ms Alison Forrest

Certificate II in Engineering Pathways (MEM20413)

This nationally-recognised course gives students skills and knowledge required to work in the manufacturing/engineering industry and is particularly useful to students with a trade-orientated employment focus. The course will teach employability skills and teamwork, and concentrate on all major types of welding and fabrication with many practical projects being constructed such as trailers and frames. The strong demand for fabrication skills across the Great Southern will ensure that students achieving the Certificate II course will have a very good chance of securing employment or further training after completing school. Students would benefit from doing some industry work placement in this course, so they should choose Workplace Learning as well.

INFORMATION: Ms Linda Drage

Certificate II: Rural Operations (AHC21216)

The course aims to provide the student with the knowledge, understanding and practical skills necessary to work in the rural sector. It will give students employability skills in several areas including working with livestock and farm machinery.

This is a nationally recognized qualification which will be delivered over two years. It contains 15 units of competency which are assessed both practically and theoretically. Students must pass both components to be deemed competent.

INFORMATION: Ms Trevlyn Smith/ Mr Jay Rowles / Ms Linda Drage

WORKPLACE LEARNING

Workplace Learning is an endorsed program that is managed by the College and is open to students in Years 11 and 12. To complete this program, a student works in one or more real workplace/s to develop transferable workplace skills. Students record the number of hours completed and the tasks undertaken in a log book and journal, and provide evidence of tasks undertaken. WACE Unit equivalence is allocated on the basis of 1-unit equivalent for each 55 hours completed in the workplace, to a maximum of 4 units. The total number of hours completed in the workplace is reported on the student's WASSA.

Workplace Learning is designed for students to experience work in a field linked to their intended career pathway and is especially recommended for students completing a Certificate II training qualification. An interview is required for entry into this program to determine suitability, availability of particular types of workplaces, and to explain all requirements of the program.

INFORMATION: Ms Linda Drage